CONCORDIA UNIVERSITY
NEBRASKA

# Graduate Catalog

# 2026-2027

Revised 6-30-2026

### 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 2026**
Full term: August 31, - December 20
Module A: August 31- October 25
Module B: October 26- December 20

*No classes: December 21, 2026 -January 3, 2027*

**Spring 2027**
Full term: January 4 – April 25
Module A: January 4- February 28
Module B: March 1- April 25

*Commencement: May 8*

**Summer 2027**
Full term: May 10 - August 22
Module A: May 10 - June 27
Module B: June 28 - August 22

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 Lincoln, Nebraska. The 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 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 24miles 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 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/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.

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

Concordia University, Nebraska
800 N. Columbia Ave.
Seward, NE 68434

Phone: (402) 643-3651
Email: GradAdmiss@cune.eduu
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 PROGRAMS**

Students interested in enrolling in the Concordia University, Nebraska Graduate Programs 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. 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. 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 Seward campus. 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.

There are three 16-week terms per year: Fall, Spring, and Summer. Within each term are two modules (eight weeks each). Students who wish to change their programs of study can only do so at the end of a term. Students who wish to change their programs of study in the middle of a term must withdraw from their current programs of study at the end of the first module in that term, and resume study in their new programs at the beginning of the next 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 students' 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 students' 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 DEADLINES:**

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 are two modules (eight weeks each); some classes meet over the full term.. Anormal load is 3.0 credit hours per module. If a student desires to register for more than 6.0 credit hours in a module, approval from the dean of the applicable college 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**

If earning a second, distinct Master's degree from Concordia University, Nebraska (e.g., MEd and MS), courses may be applied to the second degree using the criteria for Transfer Credit. Transfer credit may be allowed for up to, but not more than, 25% of the credits in a program. Upon recommendation from the Registrar and appropriate certification officer, the dean of the applicable college may accept additional coursework.

Graduate students may pursue and complete, in succession, more than one related program as part of the same master's degree (e.g., MEd in Educational Administration and in Special Education). Transfer credit may be allowed for up to, but not more than, 25% of the credits in a program. Upon recommendation from the Registrar and appropriate certification officer, the dean of the applicable college may accept additional coursework. (Graduate Transfer Policy.

Graduate students may pursue only one program at a time.

**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.
3.

**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**

Students enrolled in Adult Undergraduate Programs or Graduate Programs will be allowed to earn a maximum of nine credit hours toward the degree or endorsement program, or six credit hours toward the graduate certificate through Prior Learning Assessment.

- Criteria for earning graduate or adult undergraduate credit include, but are not limited to:
    - Completion of application, payment of fee, enrollment in Prior Learning Assessment course, and any other required operational processes.
    - Evidence with explanatory narrative provided by the student, documenting that the student has met all course outcomes in the course syllabus.
    - Evidence with explanatory narrative provided by the student, documenting that meeting the course outcomes required at least 45 clock hours per credit hour of the applicable coursework.
- The applicable program director or department chair will assess the student's Prior Learning Assessment application and documentation to determine if the student meets the criteria for earning graduate or adult undergraduate credit.
    - When it is determined that the evidence and narrative fully document completion of all course outcomes in the course syllabus:
        - A passing grade (P) will be awarded for the Prior Learning Assessment course.
        - The Prior Learning Assessment course will be accepted as substitute for the applicable course.
    - When it is determined that the evidence and narrative do not fully document completion of all course outcomes in the course syllabus, credit will not be awarded for the Prior Learning Assessment course.

Students interested in pursuing Prior Learning Assessment for their graduate 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 m a s t e r y 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.

These, 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 to 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. 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 are two modules(eight weeks each). A normal load is 3.0 credit hours per module. *Some classes meet for the full term.

**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 Dean of the graduate program 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 3.33. Students may take no more than 6 hours of graduate hours per semester. Students may register for no more than 16 total hours per semester. Students may count no more than 12 hours toward requirements in both graduate and undergraduate programs (double-dipping). Students may earn no more than 18 total graduate hours while an undergraduate.

**GRADUATION REQUIREMENTS - GRADUATE**

1. Credit in 500/600-level courses taken within this institution will be accepted only for courses in which a grade of C or higher is earned. A cumulative grade-point average of 3.0 (B) in work considered for the degree is required.
2. Applications for graduation must be submitted by the deadlines posted by the Registrar. The $150 Graduation fee must be submitted with the application for graduation. This fee covers processing of the final degree audit, conferral of degree, and production and mailing of diploma. The graduation fee applies to all students, regardless of participation in Commencement exercises.
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 Master ofEducation and a Master ofArts. 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 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, National,, 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 University Faculty Council and the Dean to enact the protocol, utilizing email communication if a gathering of the University Faculty 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.

Terms for the 2026-2027 Academic Year are defined as follows:

Fall 2026
August 31, - December 20
Spring 2027
January 4 – April 25
Summer 2027
May 10 - August 22
A course is assigned to the term in which it begins.
2. To graduate, a student must be in good standing, have a cumulative grade point average of at least 3.0, have completed all course and credit requirements, apply for graduation and submit the $150 graduation fee.
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**

The Concordia University, Nebraska bookstore and fan shop is located in the lower level of the Janzow Campus Center. Concordia Nebraska's Textbook Access Program offers increased accessibility to all physical and digital course materials. For more information, please see the website at cune.edu/today/students/bookstore.

**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 all Concordia students. 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 Brainfuse to provide 24/7 online tutoring and academic resources for all undergraduate and graduate students. Whether you need assistance with assignments or feedback on written projects, you can receive on-demand help anytime, anywhere. Information about Brainfuse can be found in your courses by accessing the "Support" area or clicking the "Books and Tools" link in your Blackboard course navigation. We are pleased to provide this service to our students free of charge and encourage you to use it to help you be successful.

ReadSpeaker is also available in all courses on Blackboard. This tool converts written text into natural-sounding speech, making it easier to access and understand course materials. This assists students with reading difficulties, visual impairments, or those who prefer listening to content. The voice, speed, and highlights can be customized to suit individual needs. Tutorials are available in the "Support" section of the course, and help is available via helpdesk.cune.edu. Concordia is pleased to provide this tool for students at no additional charge and encourage use of it to support student success.

**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.

**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. 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 post-secondary 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 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. Use, sampling, or copying all or part of a work created by someone else, first requirese determination of how copyright law applies to the 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/. Also available are tools to determine whether the intended use is "fair", as well as guidance on 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 Arts-Leadership……..……$475
Master of Arts-Marriage & Family Therapy….$500*
Master of Arts-School Counseling……...$475*
Master of Business Administration……....$600
Master of Education……...…….…… $475*
Master of Public Health……..….$550*
Master of Science-Athletic Administration….$475*
Master of Science-Athletic Coaching…..… .$475*
Master of Science-Family Life Education..... $475*

Education Endorsement or Certificate…....$475*
Course work only……..... ..$475

**Additional program fee of $15 per semester.*
*Additional Technology Fee $10 per semester for all programs*

**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 term; 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 INITITADED 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 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 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 hhtps://www.va.gov/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 Arts and Sciences

**Degrees**

**Master of Arts**
**Master of Business Administration**

## Master of Arts

### Leadership

**Program Overview**
The Master of Arts in Leadership (MA-L) is designed to equip leaders across diverse vocations to serve with biblical wisdom, ethical integrity, and Christ-centered purpose. This fully online 33-credit program combines six core leadership courses with one of four emphasis areas—Classical Leadership, Organizational Leadership, Philanthropy Leadership, and Adventure, Sport, and Recreation Leadership—to prepare graduates to lead with virtue, navigate complexity, develop others, and advance mission driven change. The MA-L fills a critical workforce need by forming leaders who embody both timeless biblical principles and innovative, adaptive leadership skills.

**Objectives**

1. Embrace Christ-Centered and Servant Leadership – Use God's Word to lead with fidelity,
2. Excellence, and humility in service to others.
3. Communicate with Wisdom and Influence – Engage individuals and various groups with clarity and conviction, adapting communication in ways that honor God, bless others, and advance the mission.
4. Lead with Virtue – Embody and cultivate biblical virtues as a leader (Galatians 5:22–23, Matthew 5:3–10, 1 Corinthians 13, 2 Peter 1:5-7, Philippians 4:8, and Colossians 3:12-14).
5. Navigate Complexity and Lead Change – Exercise wisdom, discernment, imagination, and resilience to address challenges, steward resources, exceed goals, and create new and mission-minded results.
6. Develop & Empower Others – Mentor, coach, and equip individuals and teams in ways that advance the mission, honor God, bless others, and achieve short-term and long-term results.
7. Advance Leadership in Specialized Callings – Apply principles of Christ-centered and mission-driven leadership within chosen concentrations (Classical Leadership, Organizational Leadership, Philanthropy and Fundraising, etc.) in ways that honor God, bless others, and exceed goals and expectations.

**Master of Art Leadership (18 credit hours)**

**Core Curriculum (Required for All Students)**

Begin with core course 1 or core course 2; then, alternate core with emphasis courses; take the core Capstone class last.

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| LEAD 500 | Biblical Foundations of Leading Vocations (3) |
| LEAD 510 | Biblical Wisdom and Decision-Making for Leaders (3) |
| LEAD 520 | The Lifelong Learning Leader: Learning Across Seasons (3) |
| LEAD 600 | Courageous Conversations: Leadership, Listening, and Conflict Resolution (3) |
| LEAD 640 | Leader as Applied Researcher and Data-Informed Decision Maker (3) |
| LEAD 690 | Capstone Project: Leadership (3) |

**Emphasis Options (15 Credits Each)**

**Classical Leadership Emphasis**

Focus: Leadership shaped by Scripture, classical wisdom, virtue ethics, and holistic formation.
Students will cultivate habits of self-governance, virtuous living, and moral discernment as they study timeless models of leadership rooted in both biblical and classical traditions. Emphasis is placed on the integration of intellectual growth, character formation, and spiritual maturity, equipping leaders to pursue the common good, embody sacrificial service, and guide others toward flourishing communities.

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| LEAD 551 | Leading and the Noble Quest (3) |
| LEAD 552 | Classical Rhetoric with Meaning for Leaders (3) |
| LEAD 553 | Oikonomia and Leadership (3) |
| LEAD 554 | Family Friendship and the Daily Rule for Leaders (3) |
| LEAD 555 | Leadership Lessons from the Past (3) |

**Organizational Leadership Emphasis**

Focus: The Organizational Leadership emphasis builds on the biblical and vocational foundations established in the core curriculum. While core courses introduce students to universal principles of vocation, communication, conflict resolution, innovation, and lifelong growth, the emphasis courses allow students to further develop and apply these skills in complex organizational contexts. Through advanced study in reconciliation, culture-shaping, ethical stewardship, and trauma-informed leadership, students gain deeper insight into how Christ-centered leadership is practiced within teams, organizations, and communities.

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| LEAD 561 | Stewardship and Ethical Leadership in Organizations (3) |

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| LEAD 562 | Discipleship, Reconciliation, and Team Leadership (3) |
| LEAD 563 | Compassionate Communication and Organizational Culture (3) |
| LEAD 564 | Hope, Resilience, & Restoration in Crisis Leadership (3) |
| LEAD 565 | Faithful Execution and Mobilizing for Mission (3) |

**Philanthropy Leadership Emphasis**

Focus: Preparing leaders for nonprofit and faith-based advancement through stewardship, fundraising, and donor development. Students will cultivate expertise in building sustainable philanthropic initiatives, developing authentic donor relationships, and fostering a culture of generosity rooted in mission. Emphasis is placed on ethical stewardship, virtuous leadership, and strategic resource development that equips graduates to guide organizations toward long-term impact and faithful service to the common good.

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| LEAD 571 | Grant Writing and Foundations (3) |
| LEAD 572 | Comprehensive Fundraising Campaigns (3) |
| LEAD 573 | Foundations of Endowments and Planned Giving (3) |
| LEAD 574 | Building Donor Relationships and Partnerships (3) |
| LEAD 575 | Strategic Communication and Event Planning for Fundraising (3) |

**Adventure, Sport, and Recreation Leadership**

Focus: This emphasis prepares leaders to integrate sport, recreation, and adventure into faith formation and character development across the lifespan. It is designed to equip graduates to lead and serve in youth sport programs, Christian camps, lifelong recreation initiatives, sport performance professions, and a variety of related contexts in a way that is shaped by God's Word. Courses emphasize how play, competition, coaching, and outdoor adventure can be opportunities to proclaim the Gospel while nurturing others in mind, body, and spirit. Graduates will be prepared to design and lead programs where sport becomes an opportunity for mentorship and outreach in ways that honor God and bless others.

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| LEAD 581 | Coaching and Sport as Faith Formation and Outreach (3) |
| LEAD 582 | Leadership in Christian Camps and Youth Sport (3) |
| LEAD 583 | Recreation Programs and Community Flourishing (3) |
| LEAD 584 | Adventure, Risk, and Leadership Formation (3) |
| LEAD 585 | Biblical Leadership and Administration of Sport and Recreation Programs (3) |

## 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.

Decision-Support: Students will utilize technology and appropriate quantitative and qualitative methods to support strategic decision making.

**Master of Business Administration**
**(36 credit hours)**

Core Courses (30 credit hours)MBA 525 Leadership & Organizational Behavior (3) MBA 531 Effective Decision-Making and Communication (3)

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| MBA 550 | Strategic Marketing (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) |
| MBA 561 | Theology of Work and Christian Ethics in Business (3) |
| MBA 660 | Entrepreneur Development (3) |
| MBA 690 | Strategic Management* (3) |

***Must be taken in the final term.**

Electives: Choose 2 elective courses (6 credit hours)

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| MBA 505 | Ethical and Legal Environment of Business (3) |
| 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) |

# College of Education, Health & Human Sciences

### Education Certificates

Advancement for Christian Schools
Artificial Intelligence in Teaching and Learning
Educational Technology
Exceptional Learners Birth-3rd Grade
Exceptional Learners K-12
Futures and Innovation in Christian Schools
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

### 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.

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

## Education Certificates

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

Completion of an Education Certificate does not qualify a student for LCMS commissioned minister colloquy.

**Advancement for Christian Schools (12 credit hours)**

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| EDLD 540 | Principles of School Advancement PK-12 (3) |
| EDLD 542 | School Identity, Mission, and Growth P-12 (3) |
| EDLD 544 | School Funding Models and Sources P-12 (3) |
| EDLD 550 | Strategic Enrollment and Marketing for Christian Schools PK-12(3) |

*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 Educational Administration program, taking the place of EDUC 581.*

**Artificial Intelligence in Teaching and Learning (12 credit hours)**

EDUC 600 AI Tools and Applications in PK-12 (3) Education
EDUC 611 AI and Personalized Learning Strategies in PK-12 Education (3)
EDUC 624 Integrating AI into PK-12 Curriculum and Instruction (3)
EDUC 626 Ethics, Equity, and Responsible AI in PK-12 Education (3)

**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 (3)
EDUC 650 Family and Culture (3)
EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 through 5) (3)
EDUC 625 Serving and Leading in Community and World (3)

*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.*

*Completion of an Education Certificate does not qualify a student for LCMS commissioned minister colloquy.*

**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 (3)
EDUC 332 Early Childhood Curriculum and Methods (3)
EDUC 334 Family and Culture (3)
EDUC 454 Serving and Leading in Community and World (3)

*Completion of an Education Certificate does not qualify a student for LCMS commissioned minister colloquy.*

**Early Childhood Teachers as Leaders in faith-based Classroom (12 Graduate credit hours or 12 Undergraduate credit hours)**

**Option 1: 12 graduate credit hours:**

EDUC 578 Infants and Toddlers: Development, Methods, Curriculum & Assessment (Birth- 3)
EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 through 5)
EDUC 632 Play-Based Curriculum and Assessment (Birth-age 5
EDUC 625 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.*

*Completion of an Education Certificate does not qualify a student for LCMS commissioned minister colloquy.*

**Option 2: 12 undergraduate credit hours**

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

EDUC 331 Infants and Toddlers: Development, Methods, Curriculum & Assessment (Birth- 3)
EDUC 332 Early Childhood Curriculum and Methods (3)
EDUC 336 Play-Based Curriculum and Assessment (Birth-age 5) (3)
EDUC 454 Serving and Leading in Community and World (3)

*Completion of an Education Certificate does not qualify a student for LCMS commissioned minister colloquy.*

**Educational Technology (12 credit hours)**

EDUC 506 Integrating Technology into the Classroom PK-12 (3)
EDUC 670 Technology in Assessment and Instructional Improvement PK-12 (3)
EDUC 671 Using Technology to Build Effective Online Learning Communities PK-12 (3)
EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design PK-12 (3)

*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 (3)
EDUC 650 Family and Culture (3)
EDUC 692 Observing and Assessing the Young Child with Disabilities (3)
EDUC 576 Behavior Management in Inclusive Settings (3)

*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 PK-12 Inclusive Settings (3)
EDUC 559 Instructional Methods for Students with Learning Disabilities & Other Struggling Learns in Inclusive Settings (3)
EDUC 576 Behavior Management in Inclusive Settings (3)
EDUC 593 Basic Foundations of Special Education and Inclusive Practices (3)

*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 PK-12 (3)
EDLD 562 Designing High-Impact Mission-Minded Christian Schools PK-12 (3)
EDLD 564 Challenges & Opportunities of Christian Education in Contemporary Society PK-12 (3)
EDLD 566 Leading Mission-Minded Innovation in Christian Education PK-12 (3)

*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 (3)
EDUC 520 Literacy Assessment and Intervention (3)
EDUC 622 Teaching Writing in Grades PK-12 (3)
EDUC 635 Survey of Contemporary Literature from PK- 12 (3)

*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 (3)
EDUC 604 Math, Science, and the Engineering Design Process PK-12 (3)
EDUC 606 Teaching STEAM to Diverse Learners PK-12 (3)
EDUC 607 STEAM Teacher Leadership PK-12 (3)

*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 (3)
EDUC 526 Language and Culture (3)
EDUC 527 ESL/TESOL Capstone (3)

*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 PK-12 (3)
EDUC 694 Leadership in Trauma and Resilience PK-12 (3)
EDUC 695 Trauma – Informed Classroom PK-12 (3)
EDUC 696 Building A Resilient School PK-12 (3)

*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 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).

**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.

All program-specific policies, procedures, expectations, and instructional requirements are outlined in the Student Handbook and Program Training Manual. Students are expected to review, understand, and adhere to these policies throughout their enrollment in the program.

Marriage and Family Therapy students must attend two residences 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.

**Marriage & Family Therapy 62-64 credit hours**

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| MFT 505 | Psychotherapy and Cultural Diversity (3) |
| MFT 508 | Addictions, Assessment, and Interventions (3) |
| MFT 527 | Legal, Ethical, & Moral Issues in Family Therapy/Education (3) |
| MFT 530 | Crisis and Trauma in Community Mental Health (3) |
| MFT 542 | Christian Spiritual Formation & Psychotherapy (3) |
| MFT 551 | Theories of Psychotherapy (3) |
| MFT 554 | Human Sexuality and Sex Therapy (3) |
| MFT 562 | Couples/Marriage Intervention & Therapy (3) |
| MFT 610 | Advanced Life Span Developmental Psychology (3) |
| MFT 612 | Child and Adolescent Therapy (3) |
| MFT 616 | Psychopathology (3) |
| MFT 618 | Family Dysfunctions, Interventions & Therapy (3) |
| MFT 622 | Research Methodology (3) |
| MFT 629 | Psychological Assessment (3) |
| MFT 631 | Intro to Clinical Practice: Basic Skills (3) |
| MFT 632 | Intro to Clinical Practice: Adv. Skills (3) |
| MFT 636 | Group & Interpersonal Relationship Skills (3) |
| MFT 642 | Psychobiology and Psychopharmacology (3) |
| MFT 646 | Introduction to Clinical Placement (1) |
| MFT 648 | Clinical Consultation (1) |
| MFT 660 | Clinical Placement I (3) |
| MFT 661 | Clinical Placement II (3) |

## 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 as Pk-12 School 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.

School Counseling Program

Graduate candidates will be skilled in the competency areas as outlined by the American School Counseling Association (ASCA) and the requirements directed by the Nebraska Department of Education (NDE). Graduates of the program will be fully equipped to design, implement, deliver, and assess comprehensive school counseling programs. Graduates will possess the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school

counseling program in each of these areas:

- School Counseling Program
- Foundations
- Management
- Delivery
- Accountability

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.

**Professional Licensure Disclosure**
The M.A. School Counseling program is accredited to the Council of Accreditation for Educator Preparation and approved by Nebraska Department of Education for the School Counselor endorsement in Nebraska. Candidates from a state other than Nebraska must contact that state to determine if the program will provide a certificate or endorsement in that state.

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) For those who hold a teaching certificate**

COU 501 Foundations of School Counseling (3)
COU 502 Ethical & Legal Issues in School Counseling (3)
COU 503 Counseling Diverse Populations (3)
COU 510 Counseling Theories (3)
COU 512 Child & Adolescent Deve. & Learning (3)
EDUC 594 Research Evaluation & Design (3)

*Must be the first six courses taken in the program.
COU 515 Group Theory & Counseling (3)
* Candidates must submit required Field Experience paperwork while enrolled in COU 515 course.

COU 520 School Counseling Program Dev & Mgmt. (3)
COU 522 Foundations of Assessment (3)
COU 530 Consultation Strategies in the Schools (3)
COU 540 Practicum
* Prior to enrollment in COU 540 Practicum:
- Candidates must submit the following for the program director's approval:
  - Practicum Plan
  - Learning Agreement
  - Site Supervisor vitae
- Candidates must submit documentation of proof of liability insurance through his/her American School Counselor Association's Student Membership.

COU 550 Abnormal Psychology (3)
COU 560 Trauma & Crisis Intervention (3)
COU 570 Career Dev in the Schools (3)
COU 600 School Counselor Capstone (2)

*Capstone must be 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 (3)
COU 602 A/B Internship II (7-12) 225 hours (3)

**Track 1 Admission to Internship (COU 601 A/B and COU 602 A/B)**

1. Prior to COU 601 A/B, candidates must submit the following for program director's approval:
   - Practicum Plan
   - Learning Agreement
   - Site Supervisor vitae
   - Documentation of liability insurance through his/her American School Counselor Association's Student Membership.
2. Prior to COU 602/AB, candidates must submit the following for program director approval:
   - Practicum Plan
   - Learning Agreement
   - Site Supervisor vitae
   - Documentation of liability insurance through his/her American School Counselor Association's Student Membership.
3. All program courses other than COU 600, COU 601A/B, COU 602 A/B must be completed with at least a 2.75 GPA and C or better in all courses.
4.

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

**Track 2 (62 credit hours) For those who are earning the initial teaching certificate**

COU 501 Foundations of School Counseling (3)
COU 502 Ethical & Legal Issues in School Counseling (3)
COU 503 Counseling Diverse Populations (3)
COU 510 Counseling Theories (3)
COU 512 Child & Adolescent Development & Learning (3)
EDUC 594 Research Evaluation & Design (3)

*Must be the first six courses taken in the program.
COU 515 Group Theory & Counseling (3)

* Candidates must submit the required Field Experience paperwork while enrolled in COU 515 course.
*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 enrolling in course.
* Prior to enrollment in COU 540 Practicum:
*Candidates must submit the following for the program director's approval:

- Practicum Plan
- Learning Agreement
- Site Supervisor vitae
- Documentation of proof of liability insurance through his/her American School Counselor Association's Student Membership.

*Enrollment in this course requires a minimum 3.0 GPA.
Association's Student Membership.
COU 550 Abnormal Psychology (3)
COU 560 Trauma & Crisis Intervention (3)
COU 570 Career Dev in the Schools (3)

Track 2 students must complete these additional 12 credits:

EDUC 531 Differentiation of Instruction to Improve Student Achievement PK-12 (3)
EDUC 551 Curriculum Design & Evaluation PK-12 (3)
*Choose two from these courses:*

EDUC 505 Instruction and Assessment (3)
EDUC 510 Analyzing and Applying Assessments to Improve Instruction (3)
EDUC 520 Literacy Assessment & Intervention (3)
EDUC 533 Classroom Management: Theory and Practice (3)
EDUC 559 Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings (3)
EDUC 576 Behavior Management in Inclusive Settings (3)
EDUC 592 Assessment and Evaluation of Diverse Learners (3)
EDUC 593 Basic Foundations of Special Education & Inclusive Practices (3)
EDUC 660 Outcome-based Instructional Methods in Inclusive Settings (3)
COU 600 School Counselor Capstone (2)

*Capstone must be 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.

Track 2 Admission to Internship (COU 601 A/B and COU 602 A/B)
1. Prior to COU 601 A/B, candidates must submit the following for program director approval:

- Practicum Plan
- Learning Agreement
- Site Supervisor vitae
- Documentation of liability insurance through his/her American School Counselor Association's Student Membership.

2.Prior to COU 602/AB, candidates must submit the following for program director's approval:

- Practicum Plan
- Learning Agreement
- Site Supervisor vitae
- Documentation of liability insurance through his/her American School Counselor Association's Student Membership.

3.Candidates must complete and pass a second criminal background check.
4. All program courses other than COU 600, COU 601A/B, COU 602 A/B must be completed with at least a 2.75 GPA and C or better in all courses.

**Track 2 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 submit record of 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:**

The M.A. School Counseling program Track 1 leads to the School Counselor endorsement on an existing Nebraska Teaching Certificate. The M.A. School Counseling program Track 2 leads to the Nebraska Initial Teaching Certificate with the Nebraska Teaching Certificate with School Counseling Endorsement. Candidates from a state other than Nebraska must contact that state to determine if the program will provide an endorsement in that state.
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

**Advancement for Christian Schools**
**Artificial Intelligence in Teaching and Learning**

**Educational Studies**
**ESL Endorsement**
**Futures and Innovations**
**Instructional Technology Leadership**
**Exceptional Learner: Birth-3rd Grade**
**Exceptional Learner: K-12**
**Secondary Education Teaching Certificates**
**STEAM**
**Trauma and Resilience**

**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
PK-8 Elementary Administration
6-12 Secondary Administration
PK-12 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 Council for Accreditation of Educator Preparation (CAEP).

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; and
8. Growth in strengthening a professional need or interest area.
9.

**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

**Program Options:**

- Master of Education in Curriculum and Instruction with Artificial Intelligence in Teaching and Learning

Emphasis- 30 hours

- Master of Education in Advancement for Christian Schools Emphasis – 30 hours
- Master of Education with Futures and Innovations for Christian Schools Emphasis -30 hours
- 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
- Master of Education Curriculum and Instruction with 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)

## Curriculum and Instruction

- 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)**

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| EDUC 534 | Empowering Teachers as Leaders (3) |
| EDUC 531 | Differentiating Instruction to Increase Student Achievement PK-12 (3) |
| EDUC 506 | Integrating Technology into the Classroom PK-12 (3) |
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 514 | Applying and Analyzing Assessment Data (3) |
| EDUC 532 | Enhancing Learning through Linguistic and Cultural Diversity PK-12 (3) |
| EDUC 540 | Curriculum and Instruction Capstone (3) |
| EDUC 590 | C&I Practicum (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

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

| | |
|---|---|
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| PSY 511 | Psychological Foundations to Teaching and Learning (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDLD 540 | Principles of School Advancement P-12 (3) |
| EDLD 542 | School Identity, Mission, and Growth P-12 (3) |
| EDLD 544 | School Funding Models and Sources P-12 (3) |
| EDLD 550 | Strategic Enrollment and Marketing for Christian Schools PK-12 (3) |
| EDUC 540 | Curriculum and Instruction Capstone – AI (3) |
| EDUC 590 | C & I Practicum – Advancement (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

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

| | |
|---|---|
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| PSY 511 | Psychological Foundations to Teaching and Learning (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 600 | AI Tools and Applications in PK-12 Education (3) |
| EDUC 611 | AI and Personalized Learning Strategies in PK-12 Education (3) |
| EDUC 624 | Integrating AI into PK-12 Curriculum and Instruction (3) |
| EDUC 626 | Ethics, Equity, and Responsible AI in PK-12 Education (3) |
| EDUC 540 | Curriculum and Instruction Capstone – AI (3) |
| EDUC 590 | C & I Practicum – Advancement (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

**Master of Education C & I with Computer Science Endorsement (30 Credit hours)**

Computer Science Endorsement Only (6 credit hours)
(***denotes endorsement only)

EDUC 551 Curriculum Design and Evaluation PK-12 (3)
EDUC 531 Differentiating Instruction to Increase Student Achievement PK-12 (3)
EDUC 506 Integrating Technology into the Classroom PK-12** (3)
EDUC 521 Computing Fundamentals for Educators PK-12 (3)
EDUC 551 Curriculum Design and Evaluation PK-12 (3)
EDUC 594 Research Evaluation and Design (3)
EDUC 540 Curriculum and Instruction Capstone (3)
EDUC 590 C&I Practicum (3)
EDUC 625 Serving and Leading in the Community and World (3)

Choose two courses (6 credit hours) from the following:

EDUC 514 Analyzing and Applying Assessment to Improve Instruction (3)
EDUC 534 Empowering Teachers as Leaders (3)
EDUC 539 Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3)
EDUC 601 How People Learn (3)
EDUC 670 Technology in Assessment and Instructional Improvement PK-12 (3)
EDUC 671 Using Technology to Build Effective Online Learning Communities PK-12 (3)
EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design PK-12 (3)
PSY 511 Psychological Foundations of Teaching and Learning (3)

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

| | |
|---|---|
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| PSY 511 | Psychological Foundations to Teaching and Learning (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDLD 560 | Promising Possibilities for the Future of Christian Schools PK-12 (3) |
| EDLD 562 | Designing High-Impact Mission-Minded Christian Schools PK-12 (3) |
| EDLD 564 | Challenges & Opportunities of Christian Education in Contemporary Society (3 credits) PK-12 (3) |
| EDLD 566 | Leading Mission-Minded Innovation in Christian Education PK-12 (3) |
| EDUC 540 | Curriculum and Instruction Capstone – Future and Innovations (3) |
| EDUC 590 | C & I Practicum Futures and Innovations |
| EDUC 625 | Serving and Leading in the Community and World (3) |

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

| | |
|---|---|
| EDUC 534 | Empowering Teachers as Leaders (3) |
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 506 | Integrating Technology into the Classroom PK-12 (3) |
| EDUC 524 | ESL/ELL Instruction (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 525 | ESL/ELL Curriculum and Assessment (3) |
| EDUC 623 | Linguistics for Educators (3) |
| EDUC 526 | Language and Culture (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |
| EDUC 527 | ESL Capstone (3) |

**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 (3) |
| EDUC 531 | Differentiating Instruction to Increase Student Achievement PK-12*** (3) |
| EDUC 506 | Integrating Technology into the Classroom PK-12*** (3) |
| EDUC 672 | Best Practices in Integrating Technology into C & I Design PK-12*** (3) |
| EDUC 594 | Research Evaluation and Design |
| EDUC 670 | Technology in Assessment and Instructional Improvement PK-12*** (3) |
| EDUC 671 | Using Technology to Build Effective (3) Online Learning Communities PK-12*** (3) |
| EDUC 540 | Curriculum and Instruction Capstone – ITL (3) |
| EDUC 590 | C&I Practicum – ITL (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

**Master of Education C & I with Exceptional Learner: Birth – 3rd Grade Emphasis (30 credit hours)**

| | |
|---|---|
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| PSY 511 | Psychological Foundations to Teaching and Learning (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 602 | History and Context of Early Childhood Special Education (3) |
| EDUC 655 | Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Ed or EDUC 650 Family and Culture (3) |
| EDUC 692 | Observing and Assessing the Young Child with Disabilities (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 540 | Curriculum and Instruction Capstone – Exceptional Learner (3) |
| EDUC 590 | C&I Practicum – Exceptional Learner (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

**Master of Education C & I with Exceptional Learner: K-12 Emphasis (30 credit hours)**

| | |
|---|---|
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| PSY 511 | Psychological Foundations to Teaching and Learning (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 539 | Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3) |
| EDUC 559 | Instructional Methods for Students with Learning Disabilities (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 593 | Basic Foundations of Special Education and Inclusive Practices (3) |
| EDUC 540 | Curriculum and Instruction Capstone – Exceptional Learner (3) |
| EDUC 590 | C&I Practicum - Exceptional Learner (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

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

| | |
|---|---|
| EDUC 601 | How People Learn (3) |
| EDUC 603 | STEAM Integration in the Classroom (3) |
| EDUC 604 | Math, Science, and Engineering Design Process PK-12 (3) |
| EDUC 605 | Integrating the Arts in STEAM PK-12 (3) |
| EDUC 594 | Research Evaluation & Design (3) |
| EDUC 606 | Teaching STEAM to Diverse PK-12 Learners (3) |
| EDUC 607 | STEAM Teacher Leadership PK-12 (3) |
| EDUC 540 | Curriculum and Instruction Capstone - |

STEAM (3)
EDUC 590 C&I Practicum – STEAM PK-12 (3)
EDUC 625 Serving and Leading in the Community and World (3)

**Master of Education C & I with Trauma and Resilience Emphasis (30 credit hours)**

EDUC 551 Curriculum Design and Evaluation PK-12 (3)
PSY 511 Psychological Foundations to Teaching & Learning (3)
EDUC 594 Research Evaluation and Design
EDUC 614 Methods in Secondary English Language Arts (3)

EDUC 693 Trauma and the Individual PK-12 (3)
EDUC 694 Leadership in Trauma and Resilience PK-12 (3)
EDUC 695 Trauma – Informed Classroom PK-12
EDUC 696 Building a Resilient School PK-12 (3)
EDUC 540 Curriculum and Instruction Capstone – Trauma and Resilience (3)
EDUC 590 C&I Practicum- Trauma and Resilience
EDUC 625 Serving and Leading in the Community and World (3)

**Master of Education 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)
PSY 511 Psychological Foundations to Teaching and Learning* (3)
EDUC 506 Integrating Technology into the Classroom PK-12Oor EDUC 670 Technology in Assessment and Instructional Improvement PK-12
Or EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design PK-12 * (3)
EDUC 532 Enhancing Learning through Linguistic and Cultural Diversity PK-12 (3)
Or EDUC 526 Language and Culture* (3)
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* (3)
EDUC 594 Research Evaluation and Design
EDUC 505 Instruction and Assessment* One of the following: *

- EDUC 613 Methods in Physical Education (3)
- EDUC 614 Methods in Secondary English Language Arts (3)
- EDUC 615 Methods in Secondary Mathematics (3)
- EDUC 616 Methods in Secondary Science (3)
- EDUC 617 Methods in Secondary Social Sciences (3)
- EDUC 618 Methods in Religious Education (3)

EDUC 625 Serving and Leading in the Community and World (3)
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 614 Methods in Secondary English Language Arts (3)
EDUC 619B Clinical Experience: Secondary Student Teaching II* EDUC 614 Methods in Secondary English Language Arts (3)

**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.

**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 100clock 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.

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:**
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 permission only)**

| | |
|---|---|
| EDUC 501 | Contemporary Thought in Education (3) |
| PSY 511 | Psychological Foundations to Teaching and Learning (3) |
| EDUC 506 | Integrating Technology into the Classroom PK-12 (3) |
| EDUC 514 | Applying and Analyzing Assessment Data |
| EDUC 531 | Differentiating Instruction to Increase Student Achievement PK-12 (3) |
| EDUC 532 | Enhancing Learning through Linguistic and Cultural Diversity PK-12 (3) |
| EDUC 534 | Empowering Teachers as Leaders (3) |
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

## 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 have a 3.0 GPA

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 Council for 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 (3)
EDUC 578 Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3) (3)
EDUC 565 The Young Child: Language and Literacy Development (3)
EDUC 678 Field Experience ECE: Birth to 3 ***Must be completed prior to enrolling in EDUC 573A** (3)
EDUC 680 Field Experience ECE: Ages 3 – 5 ***Must be completed prior to enrolling in EDUC 573A** (3)

*It is recommended that EDUC 678 and EDUC 680 be completed between the 3rd and 7th courses in the program.

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

***The courses listed above must be completed before EDUC 573A/B** (3)

EDUC 573A Action Research Project ***Must be one of the final three courses taken in the program.** (3)
EDUC 573B Practical Application of the Action Research Project (3) ***Must be taken after EDUC 573A**.
EDUC 625 Serving and Leading in the Community and World (3) ***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 (3)
EDUC 578 Infants and Toddlers: Development, Methods, Curriculum & Assessment (Birth-3) (3)
EDUC 565 The Young Child: Language and Literacy Development (3)
EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five) (3)
EDUC 650 Family and Culture (3)
EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 6-8) (3)
EDUC 680 Field Experience ECE: Ages 3 – 5 ***Must be completed prior to enrolling in the final course.** (3)
EDUC 681 Field Experience ECE: Kindergarten ***Must be completed prior to enrolling in the final course.** (3)

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

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

EDUC 500 Admission to Education Program* (0)
EDUC 574 Early Childhood Program Organization and Management (3)
EDUC 563 Early Childhood Education History & Foundations (3)
EDUC 501 Contemporary Thought in Education (3)
EDUC 576 Behavior Management in Inclusive Settings (3)
PSY 521 Advanced Child Development (3)
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 3.0 GPA and at least a C or better in all courses.

After admission to Teacher Education:
100 hours in any combination of the following field experiences, with no less than 10 hours in an experience.

- EDUC 678 Field Experience ECE: Birth to 3
- EDUC 680 Field Experience ECE: Ages 3 – 5
- EDUC 681Field Experience ECE: Kindergarten
- EDUC 683 Field Experience ECE: 1st – 3rd grade

*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. (3)
EDUC 565 The Young Child: Language and Literacy Development (3)
PSY 511 Psychological Foundations of Teaching & Learning (3)
EDUC 657 Teaching Students with Autism and Severe/Profound Disabilities (3)
EDUC 692 Observing and Assessing the Young Child with Disabilities (3)

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

*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 3.0 GPA and at least a C or better in all courses.

Student Teaching:

EDUC 672A Clinical Experience: Early Childhood Inclusive Student Teaching (3)
EDUC 672B Clinical Experience: Early Childhood Inclusive Student Teaching (3)

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:**
Candidates from another state must contact that state to determine if there are any testing requirements.

**Program Options**

- 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 Council for Accreditation of Educator Preparation (CAEP).

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**

## Early Childhood Special Education

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:

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) (3) |
| EDUC 580 | Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five) (3) |
| EDUC 501 | Contemporary Thought in Education |
| EDUC 650 | Family and Culture (3) |
| EDUC 602 | History and Context of Early Childhood Special Education (3) |
| EDUC 655 | Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education (3) |
| EDUC 657 | Teaching Students with Autism and Severe/Profound Disabilities (3) |

| | |
|---|---|
| PSY 511 | Psychological Foundations of Teaching and Learning (3) |
| EDUC 692 | Observing and Assessing the Young Child with Disabilities (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |

*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 678 | Field Experience ECE: Birth to 3 (3) |
| EDUC 680 | Field Experience ECE: Ages 3-5 (3) |
| EDUC 681 | Field Experience ECE: Kindergarten |
| Or EDUC 683 | Field Experience ECE: Ages 6-8 (3) |

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

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

| | |
|---|---|
| EDUC 578 | Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3) (3) |
| EDUC 580 | Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five) (3) |
| EDUC 501 | Contemporary Thought in Education (3) |
| EDUC 650 | Family and Culture (3) |
| EDUC 602 | History and Context of Early Childhood Special Education (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 655 | Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education (3) |
| EDUC 657 | Teaching Students with Autism and Severe/Profound Disabilities (3) |
| PSY 511 | Psychological Foundations of Teaching and Learning (3) |
| EDUC 692 | Observing and Assessing the Young Child with Disabilities (3) |
| *EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 625 | Serving and Leading in the Community and World (3) |

*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 678 | Field Experience ECE: Birth to 3 (3) |
| EDUC 680 | Field Experience ECE: Ages 3-5 (3) |
| EDUC 681 | Field Experience ECE: Kindergarten |
| Or | |
| EDUC 683 | Field Experience ECE: Ages 6-8 (3) |

*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 or Field of Study (36 hours)
  - PK – 8 Elementary Principal
  - 6-12 Secondary Principal
  - PK-12 Principal (45 hours)
- Master of Education, Educational Administration for Christian Schools with Principal Endorsement or Field of Study (36 hours)
  - PK – 8 Elementary Principal
  - 6-12 Secondary Principal
  - PK-12 Principal (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 an emphasis in elementary or secondary administration will be able to demonstrate:

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

**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 PK-12 (3) |
| EDUC 685 | Ethics for School Leadership (3) |
| EDUC 610 | School Resource Management PK-12 (3) |
| EDUC 552 | Processes in Elementary and Secondary School Administration (3) |
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 557 | School Law PK-12 |
| EDUC 612 | School Community Relations PK-12 (3) |
| EDUC 620 | School Improvement Processes (3) |
| EDUC 686 | Special Education Supervision (3) |
| EDUC 554 | Supervision of Instruction (3) |
| EDUC 625 | Serving and Leading in Community and World (3) |
| EDUC 537 | Portfolio Review (0) |

**Master of Education- Educational Administration with PK-12 Principal Endorsement or Field of Study (45 credit hours)**

| | |
|---|---|
| EDUC 581 | Introduction to School Administration PK-12 (3) |
| EDUC 685 | Ethics for School Leadership (3) |
| EDUC 610 | School Resource Management PK-12 (3) |
| EDUC 552 | Processes in Elementary and Secondary School Administration (3) |
| EDUC 551 | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 594 | Research Evaluation and Design |
| EDUC 557 | School Law PK-12 (3) |
| EDUC 612 | School Community Relations PK-12 (3) |
| EDUC 620 | School Improvement Processes (3) |
| EDUC 686 | Special Education Supervision (3) |
| EDUC 554 | Supervision of Instruction (3) |
| EDUC 625 | Serving and Leading in Community and World (3) |
| EDUC 537 | Portfolio Review (0) |

Choose three courses (9 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 PK-12 (3) |
| EDUC 685A | Ethics for School Leadership (3) |
| EDUC 610 | School Resource Management PK-12 (3) |
| EDUC 552A | Processes in Elementary and Secondary School Administration (3) |
| EDUC 551A | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 557 | School Law PK-12 (3) |
| EDUC 612A | School Community Relations PK-12 (3) |
| EDUC 620 | School Improvement Processes (3) |
| EDUC 686 | Special Education Supervision (3) |
| EDUC 554 | Supervision of Instruction (3) |
| EDUC 625 | Serving and Leading in Community and World (3) |
| EDUC 537 | Portfolio Review (0) |

**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 PK-12 (3) |
| EDUC 685A | Ethics for School Leadership (3) |
| EDUC 610 | School Resource Management PK-12 (3) |
| EDUC 552A | Processes in Elementary and Secondary School Administration (3) |
| EDUC 551A | Curriculum Design and Evaluation PK-12 (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 557 | School Law PK-12 (3) |
| EDUC 612A | School Community Relations PK-12 (3) |

EDUC 620 School Improvement Processes (3)
EDUC 686 Special Education Supervision (3)
EDUC 554 Supervision of Instruction (3)
EDUC 625 Serving and Leading in Community and World(3)
EDUC 537 Portfolio Review (0)

Choose three courses (9 credit hours) from the following:

EDLD 540, EDLD 542, EDLD 544, EDLD 550, EDUC 505, EDUC 506, EDUC 524, EDUC 525, 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

## Literacy/Reading/ESL

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 Council for Accreditation of Educator Preparation (CAEP).

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

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

EDUC 566 Reading in the Middle and Secondary School (3)
EDUC 565 The Young Child: Language & Literacy Development (3)
EDUC 519 Word Study: Decoding, Comprehension & Fluency (3)
EDUC 622 Teaching Writing Grades PK-12 (3)
EDUC 594 Research Evaluation and Design (3)

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

EDUC 635 Survey of Contemporary Lit from PK-12 (3)
EDUC 520 Literacy Assessment & Intervention (3)
PSY 511 Psychological Foundations of Teaching and Learning (3)
EDUC 630 Preliminary Design and Processes for a Case Study (3)
EDUC 631 Creating a Case Study in Literacy (3)
EDUC 625 Serving and Leading in the Community and World (3)

*****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 (3)
EDUC 565 The Young Child: Language & Literacy Development (3)
EDUC 519 Word Study: Decoding, Comprehension & Fluency (3)
EDUC 622 Teaching Writing Grades PK-12 (3)
EDUC 594 Research Evaluation and Design (3)

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

EDUC 635 Survey of Contemporary Lit from PK-12 (3)
EDUC 520 Literacy Assessment & Intervention (3)

PSY 511 Psychological Foundations of Teaching and Learning (3)
EDUC 524 ESL/ELL instruction (3)
EDUC 525 ESL/ELL Curriculum & Assessment (3)
EDUC 526 Language and Culture (3)
EDUC 623 Linguistics for Educators (3)
EDUC 527 ESL/TESOL Capstone
EDUC 630 Preliminary Design and Processes for a Case (3)
EDUC 631 Creating a Case Study in Literacy (3)
EDUC 625 Serving and Leading in the Community and World (3)

***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 (3)
EDUC 565 The Young Child: Language & Literacy Development (3)
EDUC 519 Word Study: Decoding, Comprehension & Fluency (3)
EDUC 622 Teaching Writing Grades PK-2 (3)
EDUC 594 Research Evaluation & Design (3)
EDUC 635 Survey of Contemporary Lit from PK-12 (3)
EDUC 520 Literacy Assessment & Intervention (3)
PSY 511 Psychological Foundations of teaching and Learning (3)
EDUC 630 Preliminary Design and Processes for a Case Study (3)
EDUC 631 Creating a Case Study in Literacy (3)

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

**ESL Endorsement (15 credit hours)**

EDUC 524 ESL/ELL Instruction (3)
EDUC 525 ESL/ELL Curriculum & Assessment (3)
EDUC 526 Language and Culture (3)
EDUC 623 Linguistics for Educators (3)
EDUC 527 ESL/TESOL Capstone (3)

## Special Education

**Program Options**

- Master of Education, Special Education – without endorsements (30 Hours)
- Master of Education, Special Education – with the following endorsements:
  - Generalist K-8 Subject (36 credit hours)
  - Generalist 6-12 Subject (36 credit hours)
  - Generalist K-12 Field (42 credit hours)
- Generalist K-8 Subject Endorsement (36 credit hours)
- Generalist 6-12 Subject Endorsement (36 credit hours)
- Generalist K-12 Field Endorsement (42 credit hours)
- Master of Education, Special Education with Initial Teaching Certificate (Nebraska)
  - Generalist K-8 Subject (48 credit hours)
  - Generalist 6-12 Subject (48 credit hours)
  - Generalist K-12 Field (54 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. 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 (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 (and in some programs, five) 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-8 Subject or 6-12 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-8 Subject, or 6-12 Subject endorsement must complete 30 hours of special education coursework meeting the Nebraska requirements for a Special Education endorsement. Candidates seeking a K-12 Field endorsement will complete 36 hours of special education coursework, thus meeting the requirements for this endorsement.

**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.

**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 - Special Education without Endorsement (30 credit hours)**

| | |
|---|---|
| EDUC 593 | Basic Foundations of Special Education and Inclusive Practices (3) |
| EDUC 558 | Current Issues and Legal Aspects of Special Education (3) |
| EDUC 539 | Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 559 | Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings (3) |
| EDUC 591 | Instructional Methods for Individuals with Intellectual and Developmental Disabilities and Other Low Incidence Disabilities in Inclusive settings (3) |
| EDUC 592 | Assessment and Evaluation of Diverse Learners (3) |
| EDUC 660 | Outcome-based Instructional Methods in Inclusive Settings (3) |
| EDUC 625 | Serving & Leading in the Community & World (3) |

**Master of Education - Special Education – with K-8 or 6-12 Endorsement (36 credit hours)**

| | |
|---|---|
| EDUC 593 | Basic Foundations of Special Education and Inclusive Practices (3) |
| EDUC 558 | Current Issues and Legal Aspects of Special Education (3) |
| EDUC 539 | Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 559 | Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings (3) |
| EDUC 591 | Instructional Methods for Individuals with Intellectual and Developmental Disabilities and Other Low Incidence Disabilities in Inclusive settings (3) |
| EDUC 592 | Assessment and Evaluation of Diverse Learners (3) |
| EDUC 660 | Outcome-based Instructional Methods in Inclusive Settings (3) |
| EDUC 546 | Reading Instruction and Assessment to Meet Diverse Student Needs (3) |
| EDUC 547 | Mathematics Instruction to meet Diverse Students Needs (3) |
| EDUC 625 | Serving and Leading in the Community & World (3) |

**Master of Education - Special Education – K-12 Endorsement (42 credit hours)**

| | |
|---|---|
| EDUC 593 | Basic Foundations of Special Education and Inclusive Practices (3) |
| EDUC 558 | Current Issues and Legal Aspects of Special Education (3) |
| EDUC 539 | Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3) |
| EDUC 576 | Behavior Management in Inclusive Settings |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 559 | Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings (3) |
| EDUC 591 | Instructional Methods for Individuals with Intellectual and Developmental Disabilities and Other Low Incidence Disabilities in Inclusive settings (3) |
| EDUC 592 | Assessment and Evaluation of Diverse Learners (3) |
| EDUC 546 | Reading Instruction and Assessment to Meet Diverse Student Needs (3) |
| EDUC 547 | Mathematics Instruction to meet Diverse Student's Needs (3) |
| EDUC 660 | Outcome-based Instructional Methods in Inclusive Settings (3) |
| EDUC 661 | Advanced Behavior Management (3) |
| EDUC 663 | Transition Education and Services – Early Childhood to Adulthood (3) |
| EDUC 625 | Serving and Leading in Community and World (3) |

## Master of Education - Special Education with Initial Teaching certificate – K-8 or 6-12 Endorsement (48 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 the K-8 or 6-12 Subject Endorsement.

| | |
|---|---|
| EDUC 500 | Admission to Education Program* (0) |
| EDUC 593 | Basic Foundations of Special Education and Inclusive Practices (3) |
| EDUC 558 | Current Issues and Legal Aspects of Special Education (3) |
| EDUC 539 | Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 559 | Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings (3) |
| EDUC 591 | Instructional Methods for Individuals with Intellectual and Developmental Disabilities and other Low Incidence Disabilities in Inclusive Settings (3) |
| EDUC 592 | Assessment and Evaluation of Diverse Learners (3) |
| EDUC 660 | Outcome-based Instructional Methods in Inclusive Settings (3) |
| EDUC 546 | Reading Instruction and Assessment to Meet Diverse Student Needs (3) |
| EDUC 547 | Mathematics Instruction to meet Diverse Student's Needs (3) |
| PSY 511 | Psychological Foundations of Teaching and Learning (3) |
| EDUC 622 | Teaching Writing in Grades PK-12 (3) |
| EDUC 625 | Serving and Leading in Community and World (3) |
| EDUC 673A | Clinical Experience: Special Education Student Teaching I (3) |
| EDUC 673B | Clinical Experience: Special Education Student Teaching II (3) |

## Master of Education - Special Education with Initial Teaching certificate – K-12 Endorsement (54 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 the K-12 Field Endorsement.

| | |
|---|---|
| EDUC 500 | Admission to Education Program* (0) |
| EDUC 593 | Basic Foundations of Special Education and Inclusive Practices (3) |
| EDUC 558 | Current Issues and Legal Aspects of Special Education (3) |
| EDUC 539 | Instructional Methods for Students with Diverse Needs in PK-12 Inclusive Settings (3) |
| EDUC 576 | Behavior Management in Inclusive Settings (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 559 | Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings (3) |
| EDUC 591 | Instructional Methods for Individuals with Intellectual and Developmental Disabilities and other Low Incidence Disabilities in Inclusive Settings (3) |
| EDUC 592 | Assessment and Evaluation of Diverse Learners (3) |
| EDUC 660 | Outcome-based Instructional Methods in Inclusive Settings (3) |
| EDUC 546 | Reading Instruction and Assessment to Meet Diverse Student Needs (3) |
| EDUC 547 | Mathematics Instruction to meet Diverse Student's Needs (3) |
| EDUC 661 | Advanced Behavior Management (3) |
| EDUC 663 | Transition Education and Services – Early Childhood to Adulthood (3) |
| PSY 511 | Psychological Foundations of Teaching and Learning (3) |
| EDUC 622 | Teaching Writing in Grades PK-12 (3) |
| EDUC 625 | Serving and Leading in Community and World (3) |
| EDUC 673A | Clinical Experience: Special Education Student Teaching I (3) |
| EDUC 673B | Clinical Experience: Special Education Student Teaching II (3) |

***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 criminal background check #1.**

**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.**

**Admission to Clinical Experience: Special Education Student Teaching:**

**To be admitted into the clinical experience (student teaching), all candidates must complete the following prior to enrolling in EDUC 673A or EDUC 673B.**

**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 criminal background check #2.
4. Candidate must complete second Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department prior to Clinical Experience: Special Education Student Teaching.
5. Candidate must complete second Felony/Misdemeanor Statement and submit to Concordia Education Department and prior to Clinical Experience: Special Education Student Teaching.
6. Candidates must complete all Field Experiences and submit all Field Experience documents prior to Clinical Experience: Special Education Student Teaching.
7. Candidates must have a 2.8 GPA and at least a C or better in all courses.

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: Special Education Student Teaching.
4. Candidate must complete and submit the edTPA.

**Nebraska Teaching Certificate:**
**The Master of Education in Special Education with Initial Teaching Certificate program leads to the Nebraska Initial Teaching Certificate with Special Education Endorsement.**

**Candidates from a state other than Nebraska must contact that state to determine if the program will provide initial certification and endorsement in that state. Candidates from a state other than Nebraska must contact that state for any testing requirements.**

## 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 Council for Accreditation of Educator Preparation (CAEP). 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 - TESOL with ESL Endorsement (30 credit hours)

| | |
|---|---|
| EDUC 519 | Word Study: Decoding, Comprehension & Fluency (3) |
| EDUC 524 | ESL/ELL Instruction (3) |
| EDUC 525 | ESL/ELL Curriculum & Assessment |
| EDUC 526 | Language and Culture (3) |
| EDUC 527 | ESL/TESOL Capstone (3) |
| EDUC 594 | Research Evaluation and Design (3) |
| EDUC 621 | Teaching ESL Writing (3) |
| EDUC 623 | Linguistics for Educators (3) |
| EDUC 625 | Serving and Leading in the Community & World (3) |
| EDUC 640 | Second Language Acquisition (3) |

**ESL Endorsement (15 credit hours)**

| | |
|---|---|
| EDUC 524 | ESL/ELL Instruction (3) |
| EDUC 525 | ESL/ELL Curriculum and Assessment (3) |
| EDUC 526 | Language and Culture (3) |
| EDUC 623 | Linguistics for Educators (3) |
| EDUC 527 | ESL/TESOL Capstone (3) |

## 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.

**Medication Safety & Pharmacovigilance (13 credit hours)**

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 Advocacy (3) |
| MPH 515 | Principles of Health Behavior (3) |
| 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.** |

**Community Health Education Specialization (12 credit hours)**

| | |
|---|---|
| MPH 560 | Public Health Ethics (3) |
| MPH 583 | Global Health (includes an international week-long health mission trip) (3) |
| MPH 584 | Community Health (required course) (3) |
| MPH 585 | Programming and Evaluation in Public Health (required course) (3) |
| 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) |

**Only available at Concordia University Wisconsin*

**Required courses**

| | |
|---|---|
| PHAR 6430 | Servant Leadership and Public Health (2) |
| PHAR 8060 | Clinical Toxicology (2) |
| PHAR 8110 | Pharmacy and the underserved (3) |
| PHAR 7460 | Quality and Performance Management in Healthcare (2) |
| PHAR 8850 | IPPE-5 (4) |

# Master of Science

## Athletic Administration

**Options**

Master of Science in Athletic Administration, High School Athletic Administration – 30 hours

Master of Science in Athletics Administration, College Athletic Administration – 30 hours

Master of Science in Athletic Administration, High School and College Athletic Administration (Dual) – 42 hours

**Program Overview**

The Master of Science in Athletic 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 Athletic 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 Athletic 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.

Master of Science- Athletic Administration (30 credit hours)

Core Courses (18 credit hours)

| | |
|---|---|
| MSAA 500/501 | Leadership & Management in Athletics (3) |
| MSAA 510/511 | Athletics Sociology (3) |
| MSAA 520/521 | 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 Development (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.

## Athletic Coaching

**Program Overview**

The Master of Science in Athletic Coaching degree at Concordia University, Nebraska is a 30-credit hour program which offers a dynamic, faith-centered curriculum designed to prepare coaches for impactful leadership in educational-based and collegiate athletic settings. Building upon the successful framework of the Master of Science in Athletic Administration (MSAA) program, this curriculum integrates core principles of athletic administration, business management, and educational methodologies. Courses emphasize active learning, practical application, and a Christian approach to coaching. Students will develop skills in athlete-centered program design, servant leadership, sports science, and the application of sport psychology to enhance performance and resilience.

The program features a robust core curriculum that includes concepts in leadership, ethical coaching, legal aspects, student-athlete holistic development, and coaching philosophy and psychology. Additional courses highlight the program's focus on innovation, budgeting, facilities management, and communication strategies while advancing their understanding of coaching pedagogy and faith-informed leadership. This program equips graduates to become transformational leaders who foster physical, emotional, social, and spiritual growth in their athletes. Through evidence-based coaching practices and servant leadership principles, they will inspire positive change within their teams, athletic departments, and communities.

Curriculum from the National Interscholastic Athletic Administrators Association (NIAAA) is embedded within the MSAC program. Students will obtain a graduate degree that will provide them with the knowledge and experience to step into a coaching role while also completing the coursework required to become a Certified Athletic Administrator (CAA) through the NIAAA.

**OBJECTIVES**

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

1. Foster the physical, emotional, social, and spiritual growth of athletes through the development of athlete-centered programs.
2. Demonstrate servant leadership in athletics by prioritizing and meeting the needs of the athletes.
3. Apply comprehensive knowledge of sports science to implement evidence-based coaching practices that enhance athletic performance.
4. Utilize principles of sport psychology to improve athletes' mental toughness, resilience, and focus.

5. Make ethical and faith-informed decisions by addressing complex scenarios through a Christian philosophical lens.
6. Integrate advanced theories and practices of coaching pedagogy with a holistic approach to coaching.
7. Effectively manage athletic programs by developing skills in budgeting, staffing, facilities management, and strategies that promote positive relationships and communication.

### Master of Science - Athletic Coaching (30 credit hours)

Core Courses (24 credit hours)

| | |
|---|---|
| MSAA 500 | Leadership & Management in Athletics (3) |
| MSAA 520 | Ethical & Legal Aspects of Athletics Admin (3) |
| MSAA 550/560 | Student-Athlete Development (3) |
| MSAA 599 | Inside Out Coaching (3) |
| MSAC 601 | Theory of Coaching (3) |
| MSAC 602 | Psychology of Coaching (3) |
| MSAC 603 | Sports Analytics and Technology in Coaching (3) |
| MSAC 604 | Serving & Leading in Athletic Coaching (3) |

Course Electives (6 credit hours)

| | |
|---|---|
| MBA 525 | Leadership & Organizational Behavior (3) |
| MBA 610 | Human Resource Management (3) |
| EDUC 534 | Empowering Teachers as Leaders (3) |
| MSAC 605 | Coaching Football (3) |
| MSAC 606 | Coaching Basketball (3) |
| MSAC 607 | Coaching Volleyball (3) |
| MSAC 608 | Coaching Soccer (3) |
| MSAC 610 | Strength and Conditioning (3) |
| MSAC 699 | Coaching Internship (3) |
| MSAA 530 | Management of Facilities & Operations (3) |
| MSAA 554/564 | Athletics Finance (3) |
| MSAA 556/566 | State/Federal Compliance (3) |

## 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 (3)
FL 527 Legal, Ethical, & Moral Issues in Family Therapy/Education (3)
FL 542 Christian Spiritual Formation & Psychotherapy (3)
FL 554 Human Sexuality and Sex Therapy (3)
FL 562 Couples/Marriage Intervention & Therapy (3)
FL 610 Advanced Life Span Devel. Psychology (3)
FL 618 Family Dysfunctions, Interv. & Therapy (3)
FL 631 Intro to Clinical Practice: Basic Skills (3)
FL 636 Group & Interpersonal Relationship Skills (3)
FL 528 Parent Education (3)
FL 585 Family Life Ministry (3)
FL 540 Family Resource Management (3)

Elective Course
FL 597 Internship for National Council on Family Relations. (3)

*FL 597 must be elected by students desiring certification by the National Council on Family Relations

# 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 PK-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 PK-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 PK-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 PK-12 [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 PK-12 [3]**
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 PK-12 [3]**
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 PK-12 [3]**
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 PK-12 [3]**
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 336 Play-Based Curriculum and Assessment (Birth-age 5) [3 undergraduate credit]**
Theory and practical application emphasizing fundamental importance of play-based learning to support cognitive, social, emotional, and physical development of children birth to age 5. Strategies for classroom design, facilitating play, curricular goals, authentic observation, and assessment

**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 455 Early Childhood School Leadership Development Program (EC SLED) (3 undergraduate credit hours)**
Focus on organizing, planning, managing, and evaluating programs for young children in Lutheran schools. Examines curriculum, compliance, accreditation, staff development, and leadership. Satisfies the requirement for EDUC 452.

**EDUC 500 Admission to Education Program [0]**
Requirements to be admitted to Education Program must be submitted in this course.

**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 504 Middle School Pedagogy [3]**
Examines curricular and instructional strategies for

middle school grades 5-8. Interdisciplinary curriculum, of 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 PK-12 [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]**
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 521 - Computing Fundamentals for Educators PK-12 [3]**
Introductory topics in computer programming, including variables, data types, branching, loops, and functions. Application of computer programming to solve everyday problems.

**EDUC 522 Instructional Model Design and Implementation [0-3]**
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 523 Supervision of Technology Enriched PK-12 Classrooms in the 21st Century (TEC-21) [3]**
TEC21 Workshop Program for school administrators. Hands-on professional development with emphasis in using technology for administrative organization and the role of Principal in leadership, teaching, and management responsibilities in PK-12 schools. Satisfies the requirements for EDUC 552A in the Educational Administration and Educational Administration for Christian Schools Program. Field experience hours required.

**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.

**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 PK-12 [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 PK-12 [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 PK-12 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 Reading Instruction and Assessment to Meet Diverse Student Needs [3]**
This course will provide teachers with the skills to effectively apply evidence-based literacy assessment and instructional strategies in their classrooms. Students will learn to use literacy assessment tools and techniques to identify their students' strengths and areas for improvement. The course will also cover strategies for planning effective interventions to enhance student literacy development. Participants will demonstrate their abilities in assessment, instruction, and intervention related to early literacy, fluency, vocabulary instruction, and comprehension.

**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. The course has two main parts: foundations and perspectives, and teaching math developmentally. Foundations and perspectives discusses how students learn mathematics and how teaching through problem-solving can promote this learning. This portion of the course provides background on the changing world of mathematics instruction, creates the foundational ideas for effective teaching in a problem-solving environment and discusses how to make mathematics instruction accessible to all learners. Part two of the course,

teaching student-centered mathematics, examines mathematics concepts and explores how to develop understanding of these concepts with your students.

**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 PK-12 [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 PK-12 [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 555 Early Childhood School Leadership Development Program (EC SLED) [3]**
Focus on organizing, planning, managing, and evaluating programs for young children in Lutheran schools. Examines curriculum, compliance, accreditation, staff development, and leadership. Satisfies the requirement for EDUC 574.

**EDUC 557 School Law PK-12 [3]**
A survey of the principles and practices of school law and their effect on the administrator and classroom teacher.

**EDUC 557A School Law PK-12 [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 [3]**
The primary purposes for this course will be to familiarize students with the history of special education law, the current legal requirements for the provision of services to students with disabilities, and the manner and way to access updated information about the changing legal situation in special education. The course will include analysis of legislation, litigation, and administrative rulings related to special education, and will emphasize the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

**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 field experience 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 PK-12 [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 PK-12 [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. Cross-listed with MFT 622

**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 600 AI Tools and Application 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 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 PK-12 [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 PK-12 [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 PK-12 [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 PK-12 [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 PK-12 [3]**
An examination of the principles of planning and administering PK-8 and 7-12 school resources including fiscal, human, and physical resources.

**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 612 School Community Relations PK-12 [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 PK-12 [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 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 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 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.

**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 632 Play-Based Curriculum and Assessment (Birth-age 5) [3]**
Theory and practical application emphasizing fundamental importance of play-based learning to support cognitive, social, emotional, and physical development of children birth to age 5 . Strategies for classroom design, facilitating play, curricular goals, authentic observation, and assessment.

**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 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 PK-12 [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 PK-12 [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 PK-12 [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 673A Clinical Experience: Special Education Student Teaching I (3)**
Eight weeks of teaching under the supervision of special education classroom teacher and university supervisor. First-hand special education 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 673B Clinical Experience: Special Education Student Teaching II (3)**
Eight weeks of teaching under the supervision of special education classroom teacher and university supervisor. First-hand special education 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 673A.

**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 6-12 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 PK-12 [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 PK-12 [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 PK-12 [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 PK-12 [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]**
Current theories and methods of couples/marriage therapy. Application, assessment, and interventions of several theoretical models. Psychological instruments used in couples therapy, pre- and post-marriage counseling, and divorce recovery. 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 are 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 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.

**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]**
Theories and techniques for group counseling. Principles of group dynamics, group processes, developmental stages, interpersonal relationships, and emotional intelligence. Therapeutic factors of group work and group leadership style. Current research, methods, and evaluation. Ethical, legal, and professional issues, life-span development concerns, and the therapist's personal leadership style

**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.

## LEADERSHIP

**LEAD 500 Biblical Foundations of Leading Vocations [3]**
Introduces timeless leadership principles drawn from Scripture and classical wisdom, emphasizing purpose (telos) and excellence (arete). Students examine biblical models, theological insights, historical perspectives, and foundational leadership theories to develop a Christ-centered vision for faithful and flourishing leadership, with attention to vocation in both the church and the public square. (Supports PLO 1, 3, 4)

**LEAD 510 Biblical Wisdom and Decision-Making for Leaders [3]**
This course equips graduate students to cultivate self-leadership and personal mastery through the integration of timeless Biblical principles with insights from contemporary leadership and personal effectiveness literature. Students will learn how to align their spiritual, emotional, mental, and physical energy with their God-given purpose in order to lead themselves effectively and sustainably. Supports PLO 1, 3, 4

**LEAD 520 The Lifelong Learning Leader: Learning Across Seasons [3]**
This course explores biblical models of wisdom, humility, and discernment, focusing on how God continually forms leaders through Scripture, experience, and community. Emphasis is placed on developing rhythms of learning that enable leaders to adapt to change, remain faithful to their vocation, and guide others with integrity and resilience across diverse cultural and global contexts. Supports PLO 1, 3, 5

**LEAD 600 Courageous Conversations: Leadership, Listening, and Conflict Resolution [3]**
This course prepares leaders to engage in communication that is both truthful and grace-filled, following Christ's example of speaking the truth in love. Students will develop clarity and integrity in written and oral communication, practice active listening, and learn to balance encouragement with accountability. Special focus is given to navigating courageous conversations, including delivering hard news, confronting destructive behaviors, and addressing generational, intercultural, and organizational differences in the workplace. Supports PLO 2, 4, 5

**LEAD 640 Leader as Applied Researcher and Data-Informed Decision Maker [3]**
This course prepares leaders to approach their vocation with the curiosity and discipline of a researcher and data-informed decision-maker. This includes analyzing and learning from existing research, developing and conducting applied research projects to support mission-minded efforts, and learning to organize and use data in ways that inform wise and Christ-centered leadership. Supports PLO 4, 5

**LEAD 699 Capstone Project: Leadership [3]**
A culminating project in which students synthesize their learning by designing and implementing a real-world leadership initiative. Supports PLO 1-6

**LEAD 551 Leading and the Noble Quest [3]**
This course integrates models of team development with the classical vision of leadership, a sacrificial service and noble calling. Drawing on biblical examples and classical ideals, students will explore how virtuous living, self-governance, and service to others provide the foundation for authentic leadership. Supports PLO 1, 3, 5

**LEAD 552 Classical Rhetoric with Meaning for Leaders [3]**
This course develops skills in classical rhetoric—Ethos, Pathos, and Logos—alongside modern communication strategies to build trust, navigate conflict, and foster reconciliation. Students will study how rhetoric has historically shaped civic life and examine its enduring relevance for virtuous leadership and public discourse. Supports PLO 2, 3, 4

**LEAD 553 Oikonomia and Leadership [3]**
This course applies the Christian concept of oikonomia to fiscal stewardship, resource management, and organizational sustainability. Emphasis is placed on integrating biblical and classical principles of prudence, justice, and temperance into financial decision-making, equipping leaders to govern resources wisely and to model faithful, sustainable leadership in diverse contexts. Supports PLO 1, 3, 4, 6

**LEAD 554 Family Friendship and the Daily Rule for Leaders [3]**
This course encourages leaders to cultivate balance and sustainable growth through reflection, schole (rest), and the formation of a personal rule of life. Practices of self-governance, rhythm, and intentional rest will be emphasized as essential components of enduring leadership, equipping students to order their lives around wisdom, vocation, and service to others. Supports PLO 1, 3, 5

**LEAD 555 Leadership Lessons from the Past [3]**
This course examines case studies of biblical, historical, and literary leaders (especially the Apostle Paul) to foster growth through imitation of exemplary lives. By engaging classical texts and Christian exemplars, students will gain insight into the enduring principles of virtuous leadership, learning how the study of the past equips them to embody timeless lessons in their present vocations. Supports PLO 1, 3, 5, 6

**LEAD 561 Stewardship and Ethical Leadership in Organizations [3]**
Students will examine case studies involving governance, resource management, and vocational responsibility, learning how to make difficult leadership decisions that balance justice, mercy, and faithful service to God's mission. Supports PLO 1, 3, 4

**LEAD 562 Discipleship, Reconciliation, and Team Leadership [3]**
Students will explore Christ-centered models of peacemaking, mentoring, conflict resolution, and vocational growth. Emphasis is placed on cultivating trust, fostering unity, and guiding teams through conflict, while also coaching and equipping others to grow into their God-given callings. Supports PLO 1, 2, 3, 5

**LEAD 563 Compassionate Communication and Organizational Culture [3]**
This course explores how leaders intentionally shape organizational culture through covenantal communication and faithful witness. Students will analyze organizational narratives, practice stakeholder engagement, and develop strategies for guiding cultural transformation grounded in biblical models of integrity and truth-telling. Supports PLO 2, 3, 4, 5

**LEAD 564 Hope, Resilience, & Restoration in Crisis Leadership [3]**
This course provides advanced preparation for leading organizations through trauma, crisis, and rapid change. Students will integrate trauma-informed practices with biblical themes of hope, lament, and perseverance, learning to guide communities through seasons of disruption with compassion, resilience, and restoration with a Christ-centered vision.

Supports PLO 1, 4, 5

**LEAD 565 Faithful Execution and Mobilizing for Mission [3]**
This course equips leaders to move from vision to execution by mobilizing people, systems, and resources toward shared goals. Rooted in biblical principles of stewardship, accountability, and servant leadership, students will learn how to plan strategically, align daily practices with organizational mission, and inspire others to act in both organizational and entrepreneurial contexts. Students will also practice consultative approaches to advising and supporting others in order to ensure mission-driven strategies are faithfully carried out. Supports PLO 1, 3, 4, 6

**LEAD 571 Grant Writing and Foundations [3]**
This course trains students to research, design, and manage grant proposals that align with organizational mission and values. Students will learn to identify funding opportunities, build compelling cases for support, and cultivate relationships with foundations and grant-making agencies. Supports PLO 1, 3, 4, 6

**LEAD 572 Comprehensive Fundraising Campaigns [3]**
This course guides students through the planning and execution of comprehensive, mission-driven fundraising campaigns. Students will examine strategies for annual giving, capital campaigns, and major initiatives, while exploring donor segmentation, case development, and campaign leadership. Supports PLO 1, 2, 4, 6

**LEAD 573 Comprehensive Fundraising Campaigns [3]**
This course explores the principles and practices of cultivating long-term donor partnerships to secure financial sustainability. Students will study the mechanics of endowments, estate planning, and planned giving vehicles, along with the ethical considerations of donor relations. Supports PLO 1, 3, 4, 6

**LEAD 574 Building Donor Relationships and Partnerships [3]**
This course emphasizes donor engagement, communication, and relationship management as central to effective philanthropic leadership. Emphasis is placed on building trust, sustaining long-term donor involvement, and fostering collaborative partnerships that advance mission. Leaders will also examine how cultural awareness, ethical practices, and servant leadership principles shape the way donor relationships are nurtured across diverse contexts. Supports PLO 1, 2, 5, 6

**LEAD 575 Strategic Communication and Event Planning for Fundraising [3]**
This course provides students with practical skills in storytelling, branding, and event planning to strengthen donor connections and advance organizational mission. Students will explore how compelling narratives, integrated communication strategies, and thoughtfully designed events can deepen donor engagement and inspire generosity. Supports PLO 2, 4, 5, 6

**LEAD 581 Coaching and Sport as Faith Formation and Outreach [3]**
This course equips leaders to view sport as a powerful context for both character formation and Christian outreach. Integrating insights from sport science with biblical leadership, students will explore how athletic experiences cultivate discipleship, community, and virtue. Topics include motivation, mentoring, performance development, and the balance between competitiveness and Christ-centered character. Supports PLO 1, 3, 5, 6

**LEAD 582 Leadership in Christian Camps and Youth Sport [3]**
This course prepares leaders to integrate Christian mission into camp and youth sport settings. Students will analyze models of programming, staffing, and discipleship that build community and encourage lifelong faith. Attention is given to the theology of embodied community life, where shared physical experiences foster spiritual growth and belonging. Supports PLO 1, 2, 5, 6

**LEAD 583 Recreation Programs and Community Flourishing [3]**
This course explores the role of recreation across the lifespan as a context for leadership and community well-being. Students will examine intergenerational programming, wellness initiatives, and inclusive approaches that foster joy, renewal, and holistic flourishing. Drawing on Protestant theology of the body, the course emphasizes the body as both gift and temple of the Holy Spirit, entrusted to believers for stewardship, service, and worship. Supports PLO 1, 3, 4, 6

**LEAD 584 Adventure, Risk, and Leadership Formation [3]**
This course explores how outdoor adventure and challenge-based recreation form courage, trust, and resilience. Students will learn to design and facilitate adventure experiences that foster leadership, discipleship, and faith development, while also practicing risk management. The course highlights how physical challenge and embodied risk-taking can deepen dependence on God, strengthen community, and shape leaders whose courage reflects Christ's call to sacrificial service. Supports PLO 1, 4, 5, 6

**LEAD 585 Biblical Leadership and Administration of Sport and Recreation Programs [3]**
This course prepares students to design, lead, and sustain sport and recreation programs that are both mission-driven and organizationally sound. Students will examine strategic planning, budgeting, staffing, facility operations, and risk management alongside entrepreneurial approaches to program development and community engagement. Emphasis is placed on integrating biblical leadership with innovative practices. Supports PLO 1, 3, 4, 6

## 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 561 Theology of Work & Christian Ethics in Business [3]**
This course explores the biblical theology of work and its application to contemporary business practice. Students will examine how Christian faith informs ethical decision-making, leadership, stewardship, and vocation in the marketplace. Through engagement with Scripture, theological texts, and current case studies, students will develop a robust framework for integrating Christian values such as integrity, justice, service, and human dignity into their roles as business leaders.

**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 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]**
*Introduction to the scope, history, and guiding principles of public health. Core concepts, systems, and functions that frame contemporary public health practice.*

**MPH 505 Biostatistics [3]**
Fundamental biostatistical concepts, tools, and methods used in public health decision-making. Descriptive statistics, probability, sampling distributions, estimation, hypothesis testing, power and sample size calculations, regression, ANOVA, and non-parametric methods. Competency in interpreting results, using statistical software, and designing research, including creating Excel-based tools to assess global disease rates and compare health impacts.
*Prerequisite: Undergraduate introductory statistics course.
**MPH 510 Applied Epidemiology [3]**
Core principles of epidemiology and methods for assessing the distribution and determinants of disease in populations. Microbial and chronic disease patterns in both community and clinical settings and understand strategies for disease *prevention*
**MPH 515 Principles of Health Behavior [3]**
*Broad overview of behavioral health, examining major theories and models that explain health behavior, behavior change, and risk-related decision making. Psychological and behavioral factors influencing physical health in individuals and populations. Apply theory to diverse health concerns and public health interventions.*

***M*MPH 520 Concepts of Environmental Health [3]**
Biological, chemical, physical, and psychosocial factors that shape environmental health and contribute to environmentally induced diseases. Skills in evaluating environmental monitoring data, health surveillance systems, and current standards governing air, water, soil, and food quality. Opportunities to apply environmental health concepts to prevention and risk reduction strategies.

**MPH 525 Health Policy and Advocacy [3]**
Overview of U.S. health policymaking with emphasis on Medicare, Medicaid, and the Affordable Care Act. Roles of federal and state agencies, ethical considerations, and the balance between individual rights and population health. Advocacy skills to address health disparities, influence policy development, and promote equitable community health programs.

**MPH 530 Methods of Research in Public Health [3]**
Designing, conducting, and evaluating public health research. Key components of the research process, including formulating research questions, selecting study designs, defining variables, and ensuring validity and reliability of measures. Experience in questionnaire development, sampling strategies, data collection methods, analysis planning, ethical considerations, and reporting research findings.

**MPH 543 Leadership and Organizational Management in Health Care [3]**
Health care organizations and their core processes. Behavioral science concepts and theories related to individual, group, and structural behavior. Emphasis on leadership development and strategies for guiding organizational performance and change.

**MPH 546 Public Health Finance [3]**
Acquisition, utilization, and management of financial and organizational resources necessary for delivering public health services. Financial decision-making, budgeting, and resource allocation influence population health outcomes.

**MPH 548 Human Resource Management in Health Care [3]**
Key human resource functions within health care organizations, including recruitment, payroll, benefits, employee relations, and performance management. Understanding of how human resources supports organizational strategy and workforce success. Opportunities to analyze the employee life cycle and present findings with peer feedback.

**MPH 560 Public Health Ethics [3]**
Key human resource functions within health care organizations, including recruitment, payroll, benefits, employee relations, and performance management. Understanding of how human resources supports organizational strategy and workforce success. Opportunities to analyze the employee life cycle and present findings with peer feedback.

**MPH 583 Global Health [3]**
Major global health challenges affecting developing nations, with emphasis on disease burden, social determinants of health, and resource-limited settings. Role of health technology and evidence-based interventions in improving population outcomes. Immersive, weeklong, face-to-face experience in a developing-country context, typically Guatemala or Belize.

**MPH 584 Community Health [3]**
Nature, extent, and causes of community health problems across diverse populations. Purpose, function, organization, and administration of community health services at local, state, and national levels. Strategies used to assess and strengthen community health systems.

**MPH 585 Programming and Evaluation in Public Health [3]**
Assessing public health needs and designing, implementing, and evaluating effective programs. Skills in using theoretical frameworks including logic models and analytic approaches to plan and measure outcomes of community-based public health interventions. Multidimensional approach for improving program effectiveness and population impact.

**MPH 588 Marketing Public Health [3]**
Strategic and tactical practice of social marketing, including foundational principles, the planning process, and the role of research. Skills in message development, audience analysis, program implementation, and evaluation of social marketing initiatives that promote public health.

**MPH 598 Applied Research in Public Health [3]**
Apply research methodologies learned in previous courses. Design and complete an applied research project incorporating evidence-based propositions and appropriate statistical support. *Prerequisites: Completion of core courses; must be taken directly after MPH 530.

**MPH 599 Public Health Field Practicum [3]**
Supervised, hands-on experience in general public health practice. Opportunities to apply academic learning, strengthen technical and interpersonal skills, and demonstrate readiness for professional practice. *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.

## ATHLETIC ADMINISTRATION

**MSAA 500 Leadership and Management in Athletics [3]**
Leadership styles, communication, and organizational management within athletic departments. Development of mission and vision statements aligned with institutional goals and strategies to guide coaches and programs effectively. 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 501 Leadership and Management in Athletics [3]**
National Interscholastic Athletic Administrator Association (NIAAA) Leadership Training Courses LTC 501: Guiding Foundations & Philosophies, LTC 502: Strategies for Organizational Management, and LTC 503: Enhancing Organization Management. Various leadership styles and techniques to assure the success of the department in producing competitive programs and fostering growth of student-athletes in all areas. Development and implementation of a mission statement, vision statement and organizational goals.

**MSAA 510 Athletics Sociology [3]**Social dynamics influencing interscholastic and collegiate athletics. Exploration of relationships among athletes, coaches, parents, and institutions while addressing contemporary issues in sport and society. 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 511 Athletics Sociology [3]**
National Interscholastic Athletic Administrator Association (NIAAA) Leadership Training Courses LTC 710A & 710B: LTC 710A - Athletic Administration: Current Issues in Education-Based Sports & LTC 710B - Athletic Administration: Current Issues in American Sports. Current perspectives of athletes, coaches, parents, and institutions on the role of Interscholastic and College Athletics in the United States. Emphasis on how to unify all parties and collaborate on external societal forces that can impact that success.

**MSAA 520 Ethical and Legal Aspects of Athletics Administration [3]**
Ethical and legal challenges faced by athletic administrators, including, but not limited to Title IX, hazing,

negligence, discrimination, and employment law. Analysis of personal ethics and application of Christian principles to decision-making. 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 521 Ethical and Legal Aspects of Athletics Administration [3]**
National Interscholastic Athletic Administrator Association (NIAAA) Leadership Training Courses 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. Analysis of ethical philosophies and models in diverse interscholastic and college athletics environments, including the challenges faced by Christians in these environments. Introduction to potential legal challenges and ethical decision-making.

**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]**
Effective marketing strategies for athletic programs. Sponsorships, promotions, fundraising, and audience engagement to enhance visibility and revenue. Emphasis on strategic planning and ethical communication in sports marketing.

**MSAA 550 High School Student-Athlete Development [3]**
Holistic development of high school athletes—**physically,** mentally, and spiritually. How athletic programs can support personal growth while managing challenges such as peer pressure, bullying, and substance abuse..

**MSAA 552 High School Athletics Fundraising [3]**
Introduction of strategies for generating alternative revenue in high school athletics. Design and implementation of fundraising campaigns, cultivating donor relationships, and managing sponsorships and special events to sustain and grow programs.

**MSAA 554 High School Athletics Finance [3]**
Overview of budgeting and financial management for athletic departments. Analysis of income and expenses, preparation of financial reports, forecast future needs, and application of accounting software to ensure fiscal responsibility and growth.

**MSAA 556 High School Athletics State and Federal Regulation Compliance [3]**
Governance and compliance systems of the NFHS, NIAAA, and state athletic associations. Interpretation and apply application of regulations related to eligibility, scheduling, and conduct to maintain program integrity.

**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]**
Fundraising strategies in collegiate athletics. Donor engagement, corporate sponsorships, event planning, and the use of marketing to support departmental goals and financial sustainability.

**MSAA 564 College Athletics Finance [3]**
Financial management for college athletic departments. Skill development for budgeting, forecasting, and managing scholarships, while aligning fiscal practices with institutional missions and athletic goals.

**MSAA 566 NCAA and NAIA Regulation Compliance [3]**
Overview of compliance structures within the NCAA and NAIA. Examination of rules governing recruiting, eligibility, and benefits while learning to apply compliance principles in daily athletic operations.

**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]**
Authentic leadership grounded in character, purpose, and service. Reflection and dialogue to cultivate empathy, integrity, and transformational influence in athletic settings, drawn from Joe Ehrmann's InsideOut Coaching.

## ATHLETIC COACHING

**MSAC 601 Theory of Coaching [3]**
Foundations of effective coaching through the development of a personal philosophy grounded in leadership, ethics, and performance management. Exploration of motivation, communication, and athlete development. Integrating theory and practice to enhance coaching effectiveness in competitive athletic settings. (PLO: 1, 2, 3, 5, 6, 7)

**MSAC 602 Psychology of Coaching [3]**
Psychological principles that influence athletic performance and team dynamics. Motivation, resilience, group behavior, and the social and ethical factors that shape the athletic experience. Emphasis on applying psychological insights to improve performance and well-being in diverse sport environments. PLO: 2, 3, 5, 6, 7

**MSAC 603 Sports Analytics &Tech. in Coaching [3]**
Integration of analytics and emerging technologies in athletic coaching. Examination of data-driven insights to inform strategy, training, and athlete development while considering ethical and faith-based perspectives on the use of technology in sport. PLO: 3, 6, 7

**MSAC 604 Serving & Leading in Athletic Coaching [3]**
Coaching as a vocation of servant leadership rooted in Christian values. Reflect on personal beliefs, explore holistic athlete development, and apply leadership principles that foster service, authenticity, and growth within athletic programs. PLO: 2, 4, 5, 7

**MSAC 605 Coaching Football [3]**
Focusing on educational-based athletics, this course provides a deep dive into the strategies and techniques of coaching football from a Christian perspective. PLO - 1, 3, 4, 6, 7

**MSAC 606 Coaching Basketball [3]**
This course covers the fundamentals and advanced strategies of coaching basketball within the context of educational-based athletics. Through a Christian lens, students will examine recent trends in coaching pedagogy, such as player-centered coaching, skill development, and in-game decision-making. PLO - 1, 3, 4, 6, 7

**MSAC 607 Coaching Volleyball [3]**
This course offers a comprehensive approach to coaching volleyball, rooted in the principles of educational-based athletics and Christian teachings. PLO - 1, 3, 4, 6, 7

**MSAC 608 Coaching Soccer [3]**
Designed for future soccer coaches, this course integrates the latest coaching methodologies with a Christian perspective on educational-based athletics. PLO - 1, 3, 4, 6, 7

**MSAC 610 Strength and Conditioning [3]**
This course provides a comprehensive understanding of strength and conditioning principles for educational-based athletics. Students will explore the latest trends in training methodologies, injury prevention, and performance enhancement, all while maintaining a focus on ethical coaching practices. The course emphasizes the development of strength programs that not only enhance athletic performance but also promote lifelong health and fitness aligned with Christian stewardship of the body. PLO - 1, 3, 4, 6

**MSAC 699 Coaching Internship [3]**
Practical, hands-on coaching experience in a real athletic setting. Application of theoretical knowledge to individual and team sports, gaining insight into skill development, game strategy, and athlete management. Emphasis on integrating faith-based leadership and servant-oriented coaching that promotes character, sportsmanship, and holistic athlete development. Guided by experienced mentors, refinement of coaching philosophy while enhancing professional and spiritual growth as leaders in sport. PLO: 1, 2, 3, 4, 5, 6, 7

## 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]**
Current theories and methods of couples/marriage therapy. Application, assessment, and interventions of several theoretical models. Psychological instruments used in couples therapy, pre- and post-marriage counseling, and divorce recovery. 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 are 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 612 Child and Adolescent Therapy [3]**
Range of childhood and adolescent problems and disorders. Psychotherapeutic modalities to develop child and adolescent therapy skills, assessments, and treatment strategies. Impact of development, family dynamics, social environments, and multicultural issues. Legal and ethical issues, child abuse reporting, suicide assessment and intervention, and the role of hospitalization.

**MFT 616 Psychopathology [3]**
Role and categories of psychopathology in the assessment and treatment of individual, couple, and family dysfunction. Diagnostic skills and mastery of concepts in Diagnostic and Statistical Manual of Mental Disorders (DSM 5) and community resources for 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 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. Cross-listed with EDUC 594

**MFT 629 Psychological Assessment [3]**
Clinical use of psychological tests, objective personality tests, intelligence tests, and projective testing techniques. Develop

skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research about psychological testing is 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.

**MFT 632 Introduction to Clinical Practice: Advanced Skills [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: Prerequisite: A grade of B- or better in MFT 631

**MFT 636 Group & Interpersonal Relationship Skills [3]**
Theories and techniques for group counseling. Principles of group dynamics, group processes, developmental stages, interpersonal relationships, and emotional intelligence. Therapeutic factors of group work and group leadership style. Current research, methods, and evaluation. Ethical, legal, and professional issues, life-span development concerns, and the therapist's personal leadership style.

**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]**
Support and equip students with entry-level practice management skills for clinical placement within community mental health and private practice settings. Develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation, and treatment planning. Provide program oversight of students' clinical placement experiences through supervision by an AAMFT Approved Supervisor or AAMFT Supervisor Candidate. Prerequisite: MFT 631 and 632

**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]**
Oversight of students' clinical placement and supervision experiences, enhancing students' clinical skills and knowledge of the interpersonal psychotherapy process. Case management issues, documentation, community-based resources, integration of faith, health promotion, legal and ethical issues, and treatment planning. Instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Experiential learning, readings, discussion, reflection, and assignments. Discussion of clinical caseloads (individuals, children, couples, families, and groups) and interactions with site 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: MFT 660

## 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.

**SC 597 Internship in Environmental Education [3}**

**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 ..... Lisa Ashby
Dean, College of Education, Health & Human Science ..... Lorinda Sankey
Asst Dean, College of Education, Health & Human Science……Amanda Geidel

Dean, College of Arts & Science ..... John Hink
University Registrar ..... Sarah Jurchen

## PROGRAM DIRECTORS AND COORDINATORS

Jen Janousek ..... Public Health
Vicki Anderson..... TESOL/ESL
Drew Gerdes ..... Early Childhood, EC Inclusive B-3rd, EC Special Education
Jesse Florang..... School Counseling Program Director
Ken Sankey ..... Education Administration, Curriculum and Instruction
Suzanne Showers…… Special Education
Kathleen von Kampen .....Marriage and Family Therapy & Family Life 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.**
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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.

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**Beck, Curt**
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**Beck, Tobin**

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**Bockelman, James**
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**Boggs, Seth**
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**Boyce, Kim L**

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**Boye, Vicki L.**
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**Callahan, Connie**
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**Einspahr, Kent**
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**Geidel, Amanda Professor of Education**
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**Jerrita Staehr**

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**Trinklein, John (Hans)**
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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.

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## FACULTY EMERITI

**Anschutz, Annette**
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**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.

**Brink, Dennis**
**Professor of Agricultural Science**
B.S., M.S., Ph.D., Kansas State University, Manhattan, KS. At Concordia since 2019.

**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.

**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.

**Miller, Kathy**
**Professor of Sociology**
B.A., Drake University, Des Moines, IA; M.A., Ph.D., Purdue University, Lafayette, IN. At Concordia since 1999.

**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.

**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.

*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, Suite1414
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 Loredo, 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.*