Programs of Study

Master of Education
Degree Program
• School Administration
• Literacy Education
• Early Childhood
• Supporting Course Options
Mission in Education
Core Objectives

Master of Parish Education
Degree Program

Master of Science in Family Life Ministry
Degree Program

Director of Christian Education (DCE)
Specialist Diploma Program

Teaching Ministry
Colloquy Program

General Information

Graduate Course Descriptions
General Information

How to Use This Electronic Catalog
Contact Information
Academic Year Calendars
  2006-2007 Calendar
University Profile
General Academic Information
  Statement of Non-Discrimination
  Admission to The Graduate College
  Degree Seeking Students
  Non-Degree Seeking Students
  Transfer of Credit
  Adviser and Committee
  Class Load
  Graduate Candidacy
  Graduation Requirements
Student Services
  Student Personnel Services
  Religious Activities
  Standards of Progress/Conduct for Veterans Benefits
  Student Health Service
  The Janzow Campus Center
  The University Bookstore
Financial Information
  Tuition & Fees
  Room & Board Plan
  Housing
  Method of Payment
  Refund Policy
  Financial Aid
Administrative Personnel & Graduate Faculty
Campus Map
Programs of Study
Graduate Course Descriptions
Graduate Course Descriptions

Art
Biology
Computer Science
Education
English
Geography
Health & Human Performance
History
Math
Psychology
Science
Sociology
Theology
**Bookmarks Palette**
The bookmarks allow you to see an outline view of the entire catalog. This is one way to view the document. It allows an overview of the entire document on the left column while you browse through the pages.

**To show the Bookmarks Palette do one of the following:**
- Click the Show/Hide Navigation Pane button and then click the Bookmarks tab.
- Choose Window > Show Bookmarks.

**Page Back/Forward Buttons**
In the toolbar, use these buttons to navigate through the book. It will not go to the last page viewed, but back one page in the catalog. Just click on the following in the toolbar:

![Page Back/Forward Buttons](image)

**Table of Contents Page**
This is another way to browse through the catalog and find what you are looking for. Just drag your mouse over the words and once your “hand icon” changes to a “pointing finger icon” click. Once you click it will take you to that page in the catalog.
Contact us today to learn how you can complete your masters!

Concordia University, Nebraska
800 North Columbia Avenue
Seward, NE 68434

Phone
800 535 5494
402 643 7464

Web Site
www.cune.edu

E-mail Address
GradAdmiss@cune.edu
**TABLE OF CONTENTS**

**Academic Year Calendar** ....................................................3

**University Profile** ...............................................................4

**General Academic Information**

- Statement of Non-Discrimination ........................................5
- Admission to the Graduate College .......................................5
  - Degree Seeking Students ................................................5
  - Non-Degree Seeking Students .......................................6
- Transfer of Credit .................................................................7
- Adviser .....................................................................................7
- Course Load ............................................................................7
  - Incompletes .......................................................................7
  - Audit Policy ........................................................................7
- Graduate Candidacy ...............................................................8
- Graduation Requirements .......................................................8

**Student Services**

- Student Handbook ...............................................................9
- Religious Activities ...............................................................9
- Standards of Progress/Conduct for Veterans Beets ..............9
- Student Health Service ..........................................................9
- The Janzow Campus Center ...................................................9
- The University Bookstore .......................................................9

**Financial Information**

- Tuition and Fees .................................................................10
- Room and Board Plan .........................................................10
- Method of Payment ..............................................................10
- Refund Policy .......................................................................10
- Financial Aid ........................................................................11
## 2006-07 Academic Calendar

### Fall term 2006
- **Monday, August 21, 2006**: Begin fall term
- **Monday, August 28, Noon**: Census date (end of free drop/add)
- **Friday, September 8**: Tuition and Fee payment deadline
- **Friday, September 22**: Deadline for application for December graduation
- **Fri-Sun, October 6-8**: Fall break
- **Tuesday, October 10**: 1st quarter ends
- **Wednesday, October 11**: 2nd quarter begins
- **Friday, September 8**: Tuition and Fee payment deadline
- **Friday, September 22**: Deadline for application for December graduation
- **Fri-Sun, October 6-8**: Fall break
- **Tuesday, October 10**: 1st quarter ends
- **Wednesday, October 11**: 2nd quarter begins
- **Friday, November 17**: Deadline for requests for withdrawal, P/NR
- **Friday, December 1**: Independent study applications for spring term due to Provost
- **Friday, December 8**: Fall courses end
- **Mon-Thu, December 11-14**: End of early registration
- **Thursday, December 14**: Final exams
- **Friday, December 1**: Independent study applications for spring term due to Provost
- **Friday, December 8**: Fall courses end
- **Mon-Thu, December 11-14**: End of early registration
- **Thursday, December 14**: Final exams

### Spring term 2007
- **Monday, January 8, 2007**: Begin spring term
- **Monday, January 15, Noon**: Census date (end of free drop/add)
- **Friday, January 26**: Tuition and Fee payment deadline
- **Friday, February 9**: Deadline for application for May or summer graduation
- **Tuesday, February 27**: 3rd quarter ends
- **Wednesday, February 28**: 4th quarter begins
- **Sat-Sun, March 10-18**: Spring recess
- **Registration schedule TBA**: Deadline for removal of incomplete grades from fall term
- **Fri-Mon, April 6-9**: Spring recess
- **Friday, April 13**: Deadline for requests for withdrawal, P/NR
- **Friday, April 20**: Independent study applications for fall term due to Provost
- **Friday, April 27**: Spring courses end
- **Mon-Thur, April 30- May 3**: Final exams
- **Thursday, May 3**: End of spring term
- **Saturday, May 5**: Commencement

### Summer term 2006
- **Monday, May 8**: Begin Summer term
- **Friday, August 17**: End Summer term
ABOUT CONCORDIA UNIVERSITY

CHARACTER

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 degrees to more than 20,000 students. Concordia, Nebraska is one of 10 institutions belonging to The Lutheran Church—Missouri Synod’s Concordia University System.

STATEMENT OF MISSION AND COMMITMENTS

Concordia University, owned and operated by The Lutheran Church—Missouri Synod, is a coeducational institution of higher learning committed to the Christian growth of its students. Concordia is a Christ-centered learning community for students preparing to be dynamic servant leaders in the church and world.

This goal is accomplished through degree programs in professional education and the liberal arts. In addition, Concordia’s faculty, staff and students are committed to service to the church and community and to scholarly activity and research. These programs and activities are set forth in an explicit value system that has as its core faith in Jesus Christ as the Son of God and only Savior of the world, commitment to the Holy Scriptures as the communicator of that faith and commitment to the Lutheran Confessions as a true exposition of the Scriptures.

Concordia’s programs promote intellectual, emotional, physical and spiritual growth. They nurture religious commitment, enlarge social and cultural understanding, provide insights for Christian action in the world and facilitate the ability to communicate effectively. The programs provide an opportunity for intelligent selection of vocations for service to God, church and society, and they are designed to develop the professional competencies and commitment required for responsible participation and leadership in a complex and diverse society.

SETTING

Concordia’s campus covers nearly 120 acres and features more than 25 buildings. Because Concordia draws the majority of its students from outside Nebraska, residence hall living and student activities play prominent roles in shaping 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 new 65,000-square-foot Thorn 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, a new, apartment-style residence hall was constructed, and a Sprinturf synthetic playing surface was installed in the stadium.

Seward is an ideal home for Concordia University. The town’s 6,400 people welcome students into their community, and many local businesses provide jobs for students. The campus is within walking distance of downtown shops, eating establishments and a movie theater. St. John Lutheran Church, just across the street from campus, serves as a home church for many faculty and students. St. John Lutheran School serves as a laboratory for Concordia’s teacher education students.

Seward is just six miles from Interstate 80 and 24 miles west of Lincoln, the state capital and home of the University of Nebraska’s main campus. A trip to Omaha takes roughly 75 minutes.

ACCREDITATION

Concordia University, Nebraska is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (www.ncahigherlearningcommission.org; 312-263-0456). Concordia is approved by the Nebraska State Board of Education through the Committee of Educational Examiners of the Nebraska Council on Teacher Education for the preparation of elementary, secondary, early childhood and special education teachers. The teacher education programs are accredited by the National Council for the Accreditation of Teacher Education. The business program is accredited by the International Assembly for Collegiate Business Education. 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.
STATEMENT OF NON-DISCRIMINATION
As a matter of policy, Concordia University admits students of any age, race, color and ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students.
Further, Concordia does not discriminate according to age, race, color, sex 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 handicapped persons regarding student admission or worker employment, and provides college and university activities and programs to all who qualify.
These guidelines do not limit Concordia’s admission policies. The university may give preference to applicants in one of the following categories:

1. An applicant from any member congregation of The Lutheran Church–Missouri Synod (LCMS) or an applicant who is a child of a person from an LCMS congregation, or
2. An applicant from a congregation of a Lutheran church body other than the LCMS or an applicant who is a child of a person from a congregation of a Lutheran church body other than the LCMS.

ADMISSION TO THE GRADUATE COLLEGE
I. Degree Seeking Graduate Students
A student may be admitted to the university after the following have been submitted to the Graduate College:

1. **Application for admission form** to the College of Graduate Studies (including application fee for new applicants).
2. **Transcript** of credits showing bachelor's degree from an accredited college or university.
3. **Three letters of reference** (on forms provided by Concordia).

Following admission, graduate students are classified as follows:

A. Regular Status
Students enrolled in a program leading to a Master of Education degree must meet the following requirements:

- Undergraduate education degree.
- Eligibility for state certification (licensure).
- Minimum of 3.0 grade point average in undergraduate education degree.

Students enrolled in the Master of Parish Education and the Master of Science in Family Life Ministry programs must meet the following requirements:

- Undergraduate degree.
- Minimum of 3.0 grade point average in undergraduate degree.
- Master of parish education degree students must also have one year of successful congregational experience (includes 12-month vicarages and internships).
B. Provisional Status

The student who has met the requirements for regular status but has an undergraduate grade point average below a 3.0 will be admitted with provisional status.

If a student has an undergraduate grade point average below a 3.0, and the student has additional graduate level coursework that is above a 3.0 grade point average, the student will be admitted with provisional status.

Students admitted with provisional status may enroll for a maximum of nine hours of graduate work. Upon completion of these nine hours and having achieved a 3.0 grade point average in these courses, the graduate college will move the student's status from provisional to regular status. If the student does not achieve a 3.0 grade point average upon completion of these nine hours, then the student will no longer be a part of the graduate program and can refer to the student appeals process of the graduate college.

Note: Students seeking a master of education degree should be aware that completing the masters 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). Contact our certification office at 402-643-7475 for assistance.

II. Non-Degree Seeking Students

(DCE Specialist, Colloquy, Certification Renewal, Education Endorsement, Coursework Only)

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

1. Application for admission form to the College of Graduate Studies (including application fee for new applicants).
2. Transcript from undergraduate institution. Coursework only students do not need to submit a transcript unless they enroll in more than nine semester hours. Being accepted to the university does not guarantee admission into a graduate program.

Following admission, non-degree seeking students may need to provide the following:

DCE Specialist

Students enrolled in the Director of Christian Education Specialist diploma program need to provide the following application documents to the DCE office:

- DCE Specialist Application Form
- Three additional recommendations (one from home pastor or DCE)
- 1,000 word autobiographical statement
- Qualifying interview approval letter from the director of DCE and youth ministry for full admission

Colloquy Program

- Colloquy application form
- Reference form
- One year successful Lutheran school teaching experience
- Must be a LCMS member
- Must be at least 25 years of age
Certification and Endorsement Programs

These programs are available for candidates who have completed non-teacher education bachelor degree programs. Contact the dean of the graduate college ext. 7464.

NOTE: Students who have attended Concordia University, Nebraska previously do not need to fill out the application for admission UNLESS it has been more than three years since their last class taken or there has been a change in name or address.

TRANSFER OF CREDIT

A maximum of nine semester hours of graduate credit may be accepted by transfer from an appropriately approved and accredited institution which follows the guidelines of approval by the Graduate Deans of Nebraska Colleges. The courses must be equivalent to the student’s approved sequence as determined by the program director and the dean of the graduate college.

ADVISER

Upon admission to a graduate program the student is assigned an adviser, ordinarily the director of the student’s program serves as adviser.

COURSE LOAD

For degree seeking students, a nine-hour course load during the regular term fulfills the full-time status requirement for graduate students. The maximum course load of a student each term normally shall be twelve credit hours. Incomplete courses carried over from a previous term shall be counted as part of the current course load at one-half the normal load weight. Normally, non-degree seeking students are limited to eighteen credit hours per semester.

Incompletes

A student may be given a grade of “Incomplete” when, in the judgment of the instructor, abnormal circumstances prevent that student from completing the course requirements. An incomplete for a course is to be removed four weeks before the end of the next school semester or one week before the end of the summer term if that is the next term of enrollment. Incompletes for a thesis, an independent study or project are exceptions; these must be completed within one year from the end of the term in which that course is registered. Students are urged to make up any incomplete before the start of the succeeding term. Any incomplete hours carried into the succeeding term (after census date) will be considered part of the student’s course load for that term at one-half the course credit. A student may ask to convert any “Incomplete” grade to a grade of “Withdrawn.” Instructors may grant this request at their discretion. An incomplete that is not removed prior to deadlines will be recorded as a “Failure.” Incompletes are removed when the instructor files a “Grade Change Form” with the registrar. The program director is to provide opportunity for students to remove incompletes in the absence of the instructor.

Audit Policy

Full-time students (i.e., those registered for nine or more hours of graduate courses for credit) may audit up to four hours of courses without paying additional fees, provided that no student wishing to take the courses for credit shall be refused admission to the course because of excessive enrollment. The student must either meet all prerequisites for the course or receive special permission from the instructor to enroll. Instructors may close courses to audits. In addition, instructors may also require attendance, stipulate readings, and establish other standards of performance for auditing students. Audits in excess of four hours by full-time students and all audits by part-time students will be charged $135 per audit hour. All audits done by students during special terms (summer session, one- or two-week intensive courses) will be charged $135 per audit hour.
GRADUATE CANDIDACY

The following guidelines are used in qualifying conferences where students seek admission to candidacy for the master of education, master of parish education, and master of science degrees.

1. Any graduate student who wishes admission to candidacy for the master’s degree must participate in a qualifying conference after completing a minimum of six semester hours and before completion of 12 semester hours of course work.

2. The qualifying conference is conducted by the student’s committee. It is the student’s responsibility, with the adviser’s assistance, to arrange for this meeting. The purpose of this conference is to review the student’s academic achievement and ability to adequately express himself/herself in written and spoken communication.

3. Admission to candidacy is contingent upon the student’s performance to date in the graduate program, and upon other information the committee may acquire from the interview. The following items are considered:
   a. Undergraduate record
   b. Graduate courses completed (Plan for Completion of Master’s Degree)
   c. 1,000 word autobiographical statement (Graduate Vita)
   d. Any other information the committee considers pertinent in determining the student’s candidacy application.
   e. Completion of Phase I of student portfolio (Master of Education only)

4. The Application for Candidacy form must be completed by the committee and approved by the graduate council prior to the student's admission to candidacy.

GRADUATION REQUIREMENTS

1. To be eligible the student must complete the courses approved at candidacy.

2. Credit in 500-level courses, taken within this institution, will be accepted only for courses in which a grade of C or higher is earned. Graduate credit for the 400-level courses will be accepted only with a grade of A or B. A cumulative grade-point average of 3.0 (B) in work considered for the degree is required.

3. Eighteen or more credit hours of work submitted must be in graduate-only courses (500-level series).

4. Course work for all outstanding courses must be submitted 45 calendar days prior to graduation to allow for the graduate office to do a student file audit.

5. The candidate must complete a summative evaluation experience. The student’s advisor is responsible for assessing this experience.

6. Applications for graduation must be submitted by the following deadlines:
   – Feb. 1 for May graduation
   – June 1 for summer graduation
   – Oct. 1 for December graduation

7. The program must be completed within seven calendar years, beginning with the first course enrolled in the student's graduate program, following acceptance into the graduate program. The graduate council, upon recommendation of the student's committee and the graduate dean, may approve exceptions to the seven-year limit.

Formal conferral of all graduate degrees and diplomas to qualified candidates will be made at the annual May graduation exercises. All requirements must be completed in order to participate in commencement exercises. Students will need to contact the Concordia University Bookstore for the cap and gown for commencement exercises.
Student Services

STUDENT HANDBOOK
Graduate students are subject to the policies as outlined in the student handbook. For detailed information, see the student handbook online at www.cune.edu.

RELIGIOUS ACTIVITIES
Through the office of the university chaplain pastoral counseling is provided and a program of religious activities is planned. The activities include opportunities for daily chapel, Bible study, special evening devotions, and programs for spiritual growth. Sunday worship services are provided by St. John Lutheran Church and other local congregations.

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

1. For full-time classification, a student must enroll for a minimum of nine (9) semester hours during a regular semester. Students enrolled in summer school or half a semester must enroll for a minimum of one (1) semester hour of credit per week for any one week during the term.

2. To graduate a student must have a grade point average of 3.0.

3. The last day of attendance is determined by filing a withdrawal form.

STUDENT HEALTH SERVICE
Emergency and first aid medical services are available in the university health center during the regular semesters. The local community has several medical clinics and a modern, well-equipped hospital located within walking distance of the campus.

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

THE JANZOW CAMPUS CENTER
The Janzow Campus Center is the community center of the university for all the members of the Concordia family — students, faculty, administration, alumni, and guests.

THE UNIVERSITY BOOKSTORE
The Bookstore's purpose is to serve students and faculty, congregations, and the community. The store carries a wide range of merchandise needed for all courses, as well as many personal items. Special order service is also provided. Major credit cards are accepted.
Financial Information

TUITION AND FEES*

Fall and Spring Semester Graduate Tuition
Tuition for the 2006-07 academic year is $260 per credit hour. Contact the graduate office for information. Tuition for the 2007-08 academic year has not yet been set.

Fees

Application Fee (for first-time registrants) $25
Late payment of fees charge 100
Online course fee 60
(*All fees are subject to change for subsequent terms.)

ROOM AND BOARD PLAN (SUBJECT TO ANNUAL REVIEW)

Full plan: Unlimited meal plan - per semester $2,470
Partial plan: 15 meals per week - per semester 2,385
10 meals per week - per semester 2,325
Private room - additional fee per semester 770
(*NOTE: For housing information for summer programs contact Student Housing at ext. 7411)

METHOD OF PAYMENT

All tuition and fees must be paid by the first day of class. Cash and check payments are accepted at the Student Financial Services Office. Credit cards are accepted at www.cune.edu only (a 2.5% convenience fee will be established; Visa is not accepted).

REFUND POLICIES

Refund Policy for First-Time Recipients of Federal Title IV Funds
The university is required to have two different refund policies under Public Law 102-325, the Higher Education Amendments Act of 1992. A complete copy of the refund policy that applies to first-time students who receive Federal Title IV Funds is available in the Student Financial Services Office upon request.

Refund Policy for All Other Students
Drop:
1. No charge if a student drops a course before the course start date.
2. No charge due to a medical or emergency situation at any time during the course as determined by the program director along with the dean of the graduate college.
Withdrawal
1. All courses except one- and two-week intensive courses
   a. Through three days after the start date of the course (includes the start date): 100% reimbursement
   b. Four through nine days after the start date of the course (includes the start date): 50% reimbursement
   c. Beyond nine days after the start date of the course (includes the start date): 0% reimbursement

2. One- and two-week intensive courses
   a. Before noon-third day of the course: 100% reimbursement
   b. Before noon-fourth day of the course: 50% reimbursement
   c. Beyond noon-fourth day of the course: 0% reimbursement

FINANCIAL AID
Reduced tuition rates for graduates are in lieu of institutional financial aid. This reduction of tuition (as opposed to the tuition assessed undergraduates) has been made possible by The Lutheran Church–Missouri Synod and by individual and corporate gifts to Concordia.
However, students may still receive federal student loans if eligible via the routine federal application process. Please contact the office of financial aid for further information, as needed. [Note: if federal loans are desired, please allow ample time for processing the FAFSA (Free Application for Federal Student Aid) and the loan application.]
Master of Education Degree Program

The Master of Education Degree program is designed to provide advanced education for elementary and secondary school administrators, early childhood educators, and literacy educators. All programs are approved by the Nebraska State Department of Education and accredited by the North Central Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education.

MISSION IN TEACHER EDUCATION

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

The university accepts its mission in teacher education: preparing competent Christian teachers for the elementary and secondary schools of the LCMS and for the public schools in Nebraska and other states.

Furthermore, Concordia University demonstrates acceptance of this mission by developing and maintaining quality graduate programs:

- **School Administration**
  - Elementary Education
  - Secondary Education
  - Elementary/Secondary School Administration

- **Literacy Education**
  - Reading Specialist
  - Emergent Literacy Educator
  - Middle Level Literacy Educator
  - Elementary Level Literacy Educator
  - Literacy Educator with ELL

- **Early Childhood**

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.

CORE OBJECTIVES

Graduate students who complete core requirements of the 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.
SCHOOL ADMINISTRATION

PURPOSE
This program is designed to satisfy the needs of those who wish to serve and be certified as school principals. The sequence prescribed fulfills the criteria for certification in Nebraska as an elementary or secondary principal, provided the candidate holds a teaching certificate at the appropriate grade level. Candidates should check with Concordia’s certification office regarding state certification requirements for states other than Nebraska. Candidates seeking certification in the state of Nebraska are required to complete the PPST prior to admission to candidacy.

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

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

COURSE REQUIREMENTS
Core Requirements 12 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ-501</td>
<td>Contemporary Thought in Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ-595</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>Psy-511</td>
<td>Psychological Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Soc/Theo-565</td>
<td>Church and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Administration Requirements 18 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ-551</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>Educ-552</td>
<td>Processes in Elementary and Secondary School Administration</td>
<td>3</td>
</tr>
<tr>
<td>Educ-553</td>
<td>Administration of School Relations and Finance</td>
<td>3</td>
</tr>
<tr>
<td>Educ-554</td>
<td>Supervision of Elementary and Secondary School Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Educ-557</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>Educ-581</td>
<td>Practicum in Elementary and/or Secondary School Administration and Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>
Supporting Courses 6 Hours

Option I  Educ-598 Thesis 6
Option II  Educ-599 Independent Study 3
Course from Education and Psychology or Subject Matter Pools 3

Note: Students who participate in the School Administration Cohort Program (face-to-face or online) will be required to complete Option II. This would include Educ-599 and Soc-515.

Option III  Courses from Education and Psychology and Subject Matter Pools 6

Total: 36 Hours


Certification Endorsement Requirements
Endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine additional credit hours. The focus of the additional nine credit hours must be specific to the new level.
LITERACY EDUCATION

PURPOSE
This revised program is designed for educators vitally interested in literacy education, such as regular classroom teachers, school administrators, reading resource teachers, and reading specialists.

Concordia’s literacy program offers the graduate student a choice of five strands: reading specialist (results in a master’s degree and an endorsement as a reading specialist), emergent literacy educator, middle level literacy educator, elementary literacy educator, and literacy educator with an ELL supplemental endorsement. Concordia’s program conforms with Nebraska’s requirements for certification of reading specialists K-12 and ELL endorsement in grades K-12. The literacy emphasis program is consistent with the International Reading Association’s “Standards for Reading Professionals.”

To be certified as a reading specialist at a level other than their current certification, candidates must agree to complete all undergraduate prerequisites as determined by the director of the literacy program and the dean of education.

PROGRAM OPTIONS
The program is offered in several formats, summer intensive and cohort. The summer intensive format enables the student to earn the degree in 18-plus months by earning up to nine hours during a 13-day on-campus experience. All courses in the summer intensive format require readings prior to the on-campus experience and application projects after the on-campus experience. Core courses are available online throughout the academic year. The supervised practicum takes place in the graduate student's classroom.

Cohort classes will be offered at specific off-campus sites. Consult the director for site and scheduling information.

OBJECTIVES
Graduate students who complete the emphasis in literacy education will be able to:

1. demonstrate a functional understanding of the knowledge base, theories, and beliefs pertaining to the teaching of reading and the language arts;
2. exhibit growth in understanding the process of language development and the history of the English language;
3. document competence in adapting literacy instruction to varied ability, cultural, linguistic, and ethnic diversity;
4. understand the nature and multiple causes of literacy difficulties, in addition to assessing and correcting such difficulties via formal and informal measures;
5. create a literate environment that fosters interest, growth, and a positive attitude toward literacy while accounting for student variability;
6. demonstrate in-depth knowledge of word identification/analysis, decoding, vocabulary, fluency, writing, spelling, comprehension, and content area study skills and strategies;
7. exhibit competence in literacy curriculum planning, assessment, evaluation, improvement, and state standards;
8. demonstrate knowledge of the wide variety of methods, approaches, materials, and assessments available for literacy programs; and
9. give evidence of professional growth through activities such as research, reading of professional journals, reflection, professional conferences, presentations, publications, etc., as well as the ability to lead the professional development of other staff members in the area of literacy education.
### READING SPECIALIST (ENDORSEMENT)

**Core Requirements** 12 Hours  
- Edu-501 Contemporary Thought in Education 3  
- Edu-595 Research Design 3  
- Psy-511 Psychological Foundations of Teaching and Learning 3  
- Soc/Theo-565 Church and Society 3

**Literacy Requirements** 18 Hours  
- Edu-565 The Young Child: Language and Literacy Development 3  
- Edu-566 Reading in the Middle and Secondary Schools 3  
- Edu-567 The Atypical Learner: Assessment & Instruction in Reading 3  
- Edu-568A Practicum in Reading 6  
- Edu-569 Reading Seminar 3

**Supporting Courses** 6 Hours  
- Option I Edu-598 Thesis 6  
- Option II Edu-599 Independent Study and Supporting Pool for Literacy Courses 3  
- Option III Courses from Supporting Pool for Literacy Courses 6

**Total:** 36 Hours

### EMERGENT LITERACY EDUCATOR

**Core Requirements** 12 Hours  
- Edu-501 Contemporary Thought in Education 3  
- Edu-595 Research Design 3  
- Psy-511 Psychological Foundations of Teaching and Learning 3  
- Soc/Theo-565 Church and Society 3

**Literacy Requirements** 18 Hours  
- Edu-565 The Young Child: Language and Literacy Development 3  
- Edu-567 The Atypical Learner: Assessment & Instruction in Reading 3  
- Edu-568B Practicum in Reading 3  
- Edu-569 Reading Seminar 3  
- Electives from Supporting Pool for Literacy Courses 6

**Supporting Courses** 6 Hours  
- Option I Edu-598 Thesis 6  
- Option II Edu-599 Independent Study and Supporting Pool for Literacy Courses 3  
- Option III Courses from Supporting Pool for Literacy Courses 6

**Total:** 36 Hours
### MIDDLE LEVEL LITERACY EDUCATOR

**Core Requirements** 12 Hours  
- Educ-501 Contemporary Thought in Education 3
- Educ-595 Research Design 3
- Psy-511 Psychological Foundations of Teaching and Learning 3
- Soc/Theo-565 Church and Society 3

**Literacy Requirements** 18 Hours  
- Educ-566 Reading in the Middle and Secondary Schools 3
- Educ-567 The Atypical Learner: Assessment & Instruction in Reading 3
- Educ-568B Practicum in Reading 3
- Educ-569 Reading Seminar 3
- Electives from Supporting Pool for Literacy Courses 6

**Supporting Courses** 6 Hours  
- Option I- Educ-598 Thesis 6
- Option II Educ-599 Independent Study 3  
  and Supporting Pool for Literacy Courses 3
- Option III Courses from Supporting Pool for Literacy Courses 6

**Total:** 36 Hours

### ELEMENTARY LITERACY EDUCATOR

**Core Requirements** 12 Hours  
- Educ-501 Contemporary Thought in Education 3
- Educ-595 Research Design 3
- Psy-511 Psychological Foundations of Teaching and Learning 3
- Soc/Theo-565 Church and Society 3

**Literacy Requirements** 18 Hours  
- Educ-565 The Young Child: Language and Literacy Development 3  
  OR  
- Educ-566 Reading in the Middle and Secondary Schools 3
- Educ-567 The Atypical Learner: Assessment & Instruction in Reading 3
- Educ-568B Practicum in Reading 3
- Educ-569 Reading Seminar 3
- Electives from Supporting Pool for Literacy Courses 6

**Supporting Courses** 6 Hours
Option I  Educ-598 Thesis  6
Option II  Educ-599 Independent Study  3
and Supporting Pool for Literacy Courses  3
Option III  Courses from Supporting Pool for Literacy Courses  6

Total:  36 Hours

LITERACY EDUCATOR WITH ELL ENDORSEMENT

Core Requirements  12 Hours
Educ-501  Contemporary Thought in Education  3
Educ-595  Research Design  3
Psy-511  Psychological Foundations of Teaching and Learning  3
Soc/Theo-565  Church and Society  3

Literacy Requirements  22-25 Hours
Educ-425  ESL/Foreign Language Instruction, Curriculum & Assessment  6
Educ-426  Language and Culture  3
Educ-565  The Young Child: Language and Literacy Development  3
OR
Educ-566  Reading in the Middle and Secondary Schools  3
Educ-567  The Atypical Learner: Assessment & Instruction in Reading  3
Educ-568B  Practicum in Reading  3
Educ-569  Reading Seminar  3
Educ-427  ESL Internship  1
Eng-431  English Language and Linguistics  3

Supporting Courses  6 Hours
Option I  Educ-598 Thesis  6
Option II  Educ-599 Independent Study  3
Option III  Courses from Supporting Pool for Literacy Courses  3

Total:  37-43 Hours

Supporting Pool Courses for Literacy Education
Supporting courses include but are not limited to the following:
Educ-509  Special Topics in Reading  1
Eng-524  The Nebraska Story  3
Educ-425  ESL/Foreign Language Instruction, Curriculum & Assessment  6
Educ-426  Language and Culture  3
Educ-565  The Young Child: Language and Literacy Development  3
**EARLY CHILDHOOD**

**PURPOSE**

This program is designed for educators interested in early childhood education (preschool through grade 3). This program can form the basis for adding an early childhood endorsement to an existing Nebraska teaching certificate. Some additional courses are necessary to earn a master’s degree and an early childhood endorsement.

The program design conforms to the guidelines prescribed by the National Association for the Education of Young Children. The program is unique since the faculty includes adjunct specialists who are serving in Lutheran schools, colleges and universities nationwide.

**OBJECTIVES**

Graduate students who complete the emphasis in early childhood education will be able to demonstrate:

1. growth in understanding child development and child psychology;
2. increased skill in assisting the young child in literacy and language development;
3. cultural awareness and appreciation for diversity and individual differences;
4. ability to understand and converse about the current issues in early childhood education;
5. ability to analyze special needs and refer families and students to appropriate agencies;
6. ability to design developmentally appropriate curricula; and
7. proficiency in managing early childhood programs.

**COURSE REQUIREMENTS**

**Core Requirements** 12 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ-501</td>
<td>Contemporary Thought in Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ-595</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>Psy-511</td>
<td>Psychological Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Soc/Theo-565</td>
<td>Church and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Childhood Requirements** 18 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy-521</td>
<td>Advanced Child Development and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educ-565</td>
<td>The Young Child: Language &amp; Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>Educ-570</td>
<td>Cultural Awareness for Teachers and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Educ-571</td>
<td>Issues in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ-572</td>
<td>Social and Church Agencies that Assist Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ-573</td>
<td>Practicum in Early Childhood Education (complemented by field-based experiences in the candidate's own classroom under supervision)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Supporting Courses**

6 Hours

<table>
<thead>
<tr>
<th>Option</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Educ-598 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>Educ-599 Independent Study</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Supporting Course</td>
<td>3</td>
</tr>
</tbody>
</table>

*(Note: Students who participate in the Early Childhood Online Cohort Program will be required to complete Option II. This will include Educ-599 and Educ-452.)*

<table>
<thead>
<tr>
<th>Option</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>Courses from Supporting Pool</td>
<td>6</td>
</tr>
</tbody>
</table>

Six hours selected by student with adviser and committee approval.

**Total:** 36 Hours

**Supporting Courses Pool**

Supporting courses include but are not limited to the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio-444</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Educ-430</td>
<td>School Community &amp; Parent Involvement</td>
<td>2</td>
</tr>
<tr>
<td>Educ-452</td>
<td>Early Childhood Program Organization &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>Educ-557</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>Eng-491</td>
<td>Issues in Literature for Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>Psy-412</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy-414</td>
<td>The Psychology of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>
MASTER OF EDUCATION SUPPORTING COURSE OPTIONS

Thesis - Education-598 – Six Semester Hours
The subject of the thesis should be chosen according to the candidate’s interest and future academic goals, and must be approved by the student’s committee. The thesis should reveal the capacity to work independently using the tools and techniques of educational research.

The first draft of the thesis is to be approved at least 75 days prior to the expected date of conferral of the degree. The thesis must be completed at least 45 days before graduation date.

Two typed copies of the thesis must be prepared according to the style prescribed by the committee and the dean of graduate studies. The student must also file two copies of a 500-word abstract of the thesis with the graduate office. Upon final approval one copy of the thesis and one copy of the abstract will be placed on file in the Graduate Studies Office, and one copy of each will be placed in the library.

The Independent Study Project Education-599 – Three Semester Hours
The student’s independent study should demonstrate ability to work independently on a project and carry it to completion. It provides time to initiate, develop, and complete a creative activity during the graduate study period. The following guidelines are provided:

1. The independent study may be done in any subject area included in the program, providing the project is related to the student’s program specialty. The range of topics and types of independent study are unlimited. They may take the form of a mini-thesis or a project for the student’s future use.

2. The project should contribute to the professional and academic growth of the individual.

3. The independent study theme must be identified by the student and, whenever possible, should be related to his/her professional work during the time of graduate study.

Normally the project carries three semester hours of credit. However, the student's committee may approve an independent study project of up to six hours if it meets Graduate Council approval.

The project must be completed within 12 months from date of registration for Ed-599. The first draft of the study is to be approved at least 75 days prior to the expected date of conferral of the master of education degree. The study must be completed at least 45 days before graduation date.

The student must also file two copies of a 500-word abstract of the study with the graduate office.

Course Work Only Option - Six Semester Hours
This option provides the student with the opportunity to select additional content topics for directed growth opportunities.
Master of Parish Education Degree Program

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

OBJECTIVES
Graduate students who complete the master of parish education degree will have:

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

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

Any courses previously completed on the undergraduate level must be replaced with supporting courses.

COURSE REQUIREMENTS
Core Requirements  9 Hours
- Psy-555 Life Span Development  3
- Educ-595 Research Design  3
- Soc/Theo-565 Church and Society  3

Parish Education Requirements  18 Hours
- Educ-483 Leadership Development: Enabling Others to Lead and Teach  3
- Educ-586 Parish Education: Planning and Evaluation  3
- OR
  - Educ 485 Parish Education Program Administration  3
  - Theo-450 Understanding and Teaching the Bible  3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theo-482</td>
<td>Nurturing Faith through Family, School and Congregation</td>
<td>3</td>
</tr>
<tr>
<td>Theo-545</td>
<td>Theology and Practice of Confirmation Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Theo-585</td>
<td>Family Life Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Supporting Courses**

<table>
<thead>
<tr>
<th>Option</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option I</td>
<td>Educ-598 Thesis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>One Supporting Course</td>
<td>3</td>
</tr>
<tr>
<td>Option II</td>
<td>Educ-599 Independent Study</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Two Supporting Courses</td>
<td>6</td>
</tr>
<tr>
<td>Option III</td>
<td>Three Courses from Supporting Courses Pool</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total: 36 Hours**

**Supporting Courses Pool**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy-521</td>
<td>Advanced Child Development and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy-412</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy-421</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy-442</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Psy-451</td>
<td>Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>Psy-545</td>
<td>Foundations of Christian Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Theo-460</td>
<td>Factors in Congregational Growth</td>
<td>3</td>
</tr>
<tr>
<td>Theo-483</td>
<td>Sexuality and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Theo-487</td>
<td>Planning Adult Education in Congregations</td>
<td>3</td>
</tr>
<tr>
<td>Theo-489</td>
<td>Ministry in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>Theo-563</td>
<td>Studies in the Lutheran Confessions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses which can be taken by directed self-study:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ-483</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>Theo-450</td>
<td>Understanding and Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Theo-482</td>
<td>Nurturing Faith through Family, School and Congregations</td>
<td>3</td>
</tr>
<tr>
<td>Theo-487</td>
<td>Planning Adult Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Science in Family Life Ministry Degree Program

PURPOSE
The master of science in family life program strengthens lifespan family education for church workers and other professionals through advanced study of the changing nature of present-day families and those of the next century.

OBJECTIVES
Graduate students who complete the master of science in family life degree program will be able to:

• Frame lifespan family education on the basis of 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  - Human sexuality
  - Internal dynamics of family  - Parent education and guidance
  - Family resource management  - Families in society
  - Ethics  - Interpersonal relationships
  - Family law and public policy  - Family life education methodology
• 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, multi-cultural, family strengths world view to all ages and stages of human development
• Apply a Christian family strengths model

PROGRAM OPTIONS
The program offers an intensive 36 credit hour experience which can be completed within three years. One-week core courses and required courses are offered each June and repeated in January with required pre- and post-study readings and projects. A total of 33 hours may be earned over a three-week period by attending three courses offered each June (repeated in January) during a three-year cycle. The Educ-595 Research Design course may be earned through electives offered during the second or third summer sessions in accordance with the traditional summer school patterns of 2-1/2 weeks, through courses offered during the traditional fall/spring semesters, through courses offered via an online format, independent study, or transfer of equivalent courses (9 hours of graduate work taken at other accredited colleges or universities).

All courses offered in the one-week workshop and intensive formats will require readings and/or projects prior to and after the on-campus portion and must be completed by the date established each year by the graduate studies office.

Those interested in receiving Continuing Education Units and not graduate credit may enroll for the entire week(s) or any portion of the workshop(s).
# COURSE REQUIREMENTS

## Core Requirements  9 hours
- **Psy-555**  Life Span Development  3
- **Theo-585**  Family Life Ministry  3
- **Educ-595**  Research Design  3

## Family Life Ministry Requirements  27 hours
- **Soc-545**  Theology, Theory and Dynamics of Family Relations  3
- **Psy-545**  Foundations of Christian Marriage and Family  3
- **Psy-546**  Family Dysfunctions: Assessment and Intervention  3
- **Educ-545**  Lifespan Family Education  3
- **Theo-540**  Family Resource Management  3
- **Soc-533**  Aging and the Family  3
- **Theo-483**  Sexuality and the Family  3
- **Educ-428**  Parent Education  3
- **Soc-546**  Family Law and Public Policy  3

## Supporting Courses
- **Option I**  Educ-598 Thesis  6
- ***Option II**  Educ-599 Independent Study-NCFR Certification  3
- **Option III**  Elective: One supporting course  3

**Total: 36 hours**

## Elective/Supporting Courses
- **Psy-521**  Advanced Child Development and Psychology  3
- **Psy-421**  Psychology of Adolescence  3
- **Psy-451**  Personality Theory  3
- **Theo-482**  Nurturing Faith through Family, School and Congregation  3
- **Theo-487**  Planning Adult Education in Congregations  3

*Educ-599 Independent Study-NCFR Certification must be elected by students desiring certification by the National Council on Family Relations.*

## PROGRAM OPTIONS

*NOTE: This course is designed to be completed through self–study and conferences with the instructor.*

- **Soc-546**  Family Law and Policy  3
COMMENTS

1. A total of 33 hours may be earned over the three-year period by attending the courses offered each June or January in the cycle.

2. All courses offered in the one-week intensive mode will require readings and/or projects prior to and/or after the course is taken. Deadlines are established for those taking the one-week intensive courses. For example, any work required before the class begins must be completed by the week the course is offered. Any work required after the course is taken must be completed within the designated time frames.
DCE Specialist Diploma Program

ADMISSION
The student must have a 2.75 grade point average and must maintain this average for successful completion of the program.

PURPOSE
The DCE Specialist program is designed for those students who have completed their undergraduate coursework and are only seeking DCE certification. Courses taken for graduate credit may also be applied toward a master’s program.

GENERAL REQUIREMENTS
A. Admission to the Program
   1. Students must have a bachelor’s degree.
      (Persons without an education degree may need additional education courses.)
   2. Students must submit the following admissions materials:
      a. Undergraduate transcript of grades
      b. DCE Specialist application form
      c. Three recommendations (one from home pastor or DCE)
      d. 1,000 word autobiographical statement
      e. Qualifying interview approval letter
   3. After the admission materials are submitted, students will complete an admission interview on the Concordia campus. Following the interview, students will be given several learning goals and the proposed plan of study will be developed.

B. Course Requirements
   *1. Must have completed a minimum of 27 hours of theology or their equivalent in the following areas: Biblical—12 hours (Rel-121, 131, an interpretation course, Theo-450); Doctrine—9 hours (Theo-361, 362, 489); Practical—6 hours (Theo-385, 482, 487).
   *2. Must complete other course requirements as outlined in the proposed plan of study. It is likely that the remaining courses will not exceed 21 hours beyond those required in No. 1.
   3. Internship in a parish for one year (unless extensive prior experience suggests a shorter internship) for 30 credit hours or equivalent parish experience.

*For course descriptions see undergraduate and graduate catalogs.
Teaching Ministry Colloquy Program

ONLINE OPTION
Concordia University Education Network (CUEnet) offers a program on behalf of the Concordia University System to teachers in The Lutheran Church-Missouri Synod schools who have not had previous opportunity to formally study Lutheran doctrine.

Upon completion of the program, students who are members of LCMS congregations will be certified by the LCMS and rostered with The Lutheran Church-Missouri Synod as Ministers of Religion, Commissioned.

Non-Lutheran teachers are welcome to participate in the colloquy program, but they are not eligible to receive Lutheran Teacher Certification.

More information is available at www.cuenet.edu or by calling 800-238-3037.

TRADITIONAL OPTION
The university offers a program for teachers who are not commissioned by The Lutheran Church-Missouri Synod and who wish to be commissioned and listed on the LCMS roster. Candidates for this program must complete eight religion and Christian teacher courses after which a comprehensive written exam is taken, followed by an oral interview. Courses can be taken on campus any time the courses are offered, or the candidate can transfer up to three courses from any other Concordia University or the CUEnet online system.

Candidates who 1) are a member of an LCMS congregation, 2) have a BS/BA in education, 3) are at least 25 years old, and 4) have taught in a Lutheran school for at least one year may apply to Concordia University’s Office of Colloquy Program for entrance into the program.

The application process requires the applicant to 1) complete an application to Concordia University, Nebraska, 2) complete an application to the Colloquy Program, 3) submit the names for five recommendations, and 4) send Concordia an official transcript of their higher education history.

The courses required for completion are:

- Rel 121 – History and Literature of the Old Testament
- Rel 131 – History and Literature of the New Testament
- Theo 251 – Interpretation of Pauline Epistles
- Theo 361 – Christian Doctrine I
- Theo 362 – Christian Doctrine II
- Educ 362 – Teaching the Christian Faith
- Theo 381 – The Christian Teacher’s Ministry
- Theo 365 – Church and Society
Graduate Course Descriptions

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

ART

Art-498 Post-Baccalaureate Practicum in Art [9]
This is a studio course in which the student, under the supervision of an instructor, concentrates on the development of a portfolio in preparation for graduate study in studio art. This course is available to a limited number of students who have earned an undergraduate degree with a major in art. Prerequisites: Baccalaureate degree with a major in art, successful portfolio review of at least 20 works, a proposed plan of study, and permission of the Department of Art.

Art-526 Collage Mixed Media [3]
Collage Mixed Media is an exploration of the technical and expressive possibilities of various media for collage. An intensive on campus experience will provide the student with an opportunity for exploration and experimentation leading to individual direction and focused work. Emphasis is placed on the development of a cohesive body of work in collage mixed media.

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

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

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

BIOLOGY

Bio-444 Nutrition [3]
A study of nutrients, their chemical structures, digestion, absorption and utilization in the body. The roles of nutrients, their interactions and the results of deficiencies. Recommended dietary allowances, techniques for improving food preparation and studies on how to modify attitudes to promote healthful eating habits. Prerequisites: a course in college biology, upper level or graduate standing.

Application of methodology to presentation of biological concepts at elementary school level. Students will
design and develop materials for teaching life sciences at a level appropriate for their teaching interests. Discussion of current developments in life sciences will form a basis for developing activities. Prerequisite: one year of teaching experience.

**Bio/Eng-524 Nebraska Story [3]**

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

**COMPUTER SCIENCE**

**CS-432 Educational Computing [3]**

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

**CS-548 Discrete Structures for Secondary Teachers [3]**

Development of modeling and problem solving abilities using discrete structures, particularly as they relate to teaching secondary mathematics or computer science. This course will build upon previous knowledge of discrete mathematics. Topics will include but not be limited to combinatorics, recurrence relations and generating functions, graph theory, and game theory. **Prerequisites:** Math-248 or Math-252 or Math-335, or their equivalents, a working knowledge of a high level programming language, or permission of the instructor.

**EDUCATION**

**Educ-416 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-425a/b English as a Second Language/Foreign Language Instruction, Curriculum, and Assessment [3/3]**

The purpose of this course is to introduce students to the theory and practice of second/foreign language teaching and learning, curriculum selection, evaluation, and development as well as assessment and evaluation of second/foreign language learners. A practicum is required. This course is taught over two semesters – three hours each starting with Educ-425a.

**Educ-426 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, their influence on each other as well as their effect on community, identity, beliefs, and values.

**Educ-427 ELL Practicum [1]**

Students are assigned to teach under the supervision of a classroom teacher and a university supervisor in settings that require application of skills and principles developed in the ELL curriculum.
**Educ-428 Parent Education [3]**

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

**Educ-430 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-452 Early Childhood Program Organization and Management [3]**

Organizing, planning, managing, and evaluating programs for young children. Day care and preprimary programs are the concerns of this course. Field trips to various agencies pertinent to families with young children, and experiences with families will be required. Sem. I only.

**Educ-467 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-468 Special Education Program Administration [2]**

Theories, principles and practices of special education administration including administrative arrangements, legal basis, financing, instructional organization, selection and development of staff members and evaluation will be discussed.

**Educ-483 Leadership Development: Enabling Others to Lead and Teach [3]**

Pertinent theories, models, and strategies from the fields of management, leadership training, group process and education will be surveyed and evaluated in the light of the Biblical witness and the content of the Lutheran Confessions for possible implementation within local parishes to enable lay persons to become more effective leaders and teachers.

**Educ-485 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.

*Secondary methods are taught the first eight weeks of the semester and must be completed simultaneously with Student Teaching I.*

**Educ-501 Contemporary Thought in Education [3]**

An examination of the theoretical and philosophical bases for contemporary educational patterns; current educational issues are researched. Interests of the participants will determine the areas of application to private and public education.

**Educ-502 History of American Public and Private Education [3]**

This course seeks to develop a critical awareness of the development of and changes in American public and private education from colonial times to the modern era, plus the assimilation of information, skills, and interpretation into the educational thinking and perspective of the contemporary educator. Rather than providing easy answers to historical and modern problems, it aims to challenge assumptions and stimulate questions.
**Educ-509 Special Topics in Reading [1]**

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

**Educ-545 Lifespan Family Education [3]**

This course reviews the nature of lifespan family life education in the community, workplace and church. Students become familiar with professional and faith perspectives related to the foundation and practice of major lifespan family areas. Personal and professional family life assumptions and values are examined. Immediate course applicability is possible through pre-and-post work.

**Educ-548 Instructional Models [3]**

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

**Educ-549 The Teacher as a Curriculum Builder [3]**

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

**Educ-550 Curriculum History and Philosophy [3]**

This course will examine the historical antecedents and philosophical foundations of the area of curriculum study. The contributions of noted curricularists, historical curriculum trends, and the philosophical applications to curriculum theory and practice will form the core of the class content.

**Educ-551 Curriculum Design [3]**

Educational objectives, selection and organization of learning experiences, contemporary types of curriculum organization, factors affecting the curriculum, designing and developing portions of a curriculum for an elementary, middle or secondary school.

**Educ-552 Processes in Elementary and Secondary School Administration [3]**

This course deals with processes in educational administration with emphasis on administrative organization and the role of the principal in leadership and management responsibilities in the elementary, middle or secondary school.

**Educ-553 Administration of School Relations and Finance [3]**

Principles of planning and administering a school public relations program. Capital funding. Long range financing and building programs.

**Educ-554 The Supervision of Instruction in the Schools [3]**

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

**Educ-557 School Law [3]**

A survey of the principles and practices of school law and their effect on the administrator and classroom teacher. Topics will include education as a state function, separation of church and state, discipline and corporal punishment, tort liability, contracts, and educator protection against lawsuits.
Educ-565 The Young Child: Language and Literacy Development [3]
A foundations course in developmental reading for teachers of younger children (ages three through grade 3), emphasizing the characteristics of young children, oral language development, developing reading interests, the integration of all language arts in the beginning reading program, and current issues in teaching the young child to read.

Educ-566 Reading in Middle and Secondary Schools [3]
A foundations course in developmental reading for teachers of intermediate, junior, and senior high students (grades 4 through 12), emphasizing reading in the content areas, comprehension levels, reading-study skills, oral interpretation of literature, recreational reading, and current issues in teaching the older student to become more proficient in reading.

Educ-567 The Atypical Learner: Assessment and Instruction in Reading [3]
This course emphasizes diagnostic evaluation and the organization of the learning environment which will permit personalized literacy instruction for struggling readers, students with special needs, gifted students, and those from diverse cultural and linguistic backgrounds.

Educ-568 Practicum in Reading (A-B) [6][3]
NOTE: The reading specialist endorsement requires a 6.0 practicum (A), whereas the other strands allow for a 3.0 practicum which is designated as 568 (B).
A supervised practicum in which the student assesses literacy abilities and develops individual educational programs and materials in literacy for struggling readers, students with special needs, gifted students, and those from diverse cultural and linguistic backgrounds.

Educ-569 Seminar in Reading [3]
A course in which the student studies and evaluates reading approaches, programs, and materials in light of sound evaluation instruments and reputable research.

Educ-570 Cultural Awareness for Teachers and Young Children [3]
An intensive study of some major cultural/ethnic groups in the U.S. today, with emphasis on helping teachers and children accept and enjoy the beautiful diversity of God’s people. Classroom application will be made. Meets Nebraska human relations requirement.

Educ-571 Issues in Early Childhood Education [3]
Issues covered will include working with today’s families, developing appropriate curriculum, environments and assessment for children ages 3-8. Helpful for administrators as well as teachers.

Educ-572 Social and Church Agencies that Assist Early Childhood Education [3]
Examination of a variety of public and church-related agencies that are available to assist families with young children and the educators who care about them.

Educ-573 Practicum in Early Childhood Education [3]
In this capstone course in the Early Childhood master’s program, the student studies and evaluates developmentally appropriate program practices to be implemented in her/his own program. A two and one-half week on-campus session is complemented by a supervised field-based experience in the student’s own classroom the following year.
Prerequisites: Psy 521; Educ-565; Educ-570; Educ-571; Educ-572.

Educ-581 Practicum in Elementary School Administration and Supervision [3]
Observation and practice of specified elementary administrative and supervisory skills. A two and one-half week on-campus session is complemented by a field-based experience under the supervision of an on-site cooperating administrator.
**Educ-581b Practicum in Secondary School Administration and Supervision [3]**
Observation and practice of specified secondary administrative and supervisory skills. A two and one-half week on-campus session is complemented by a field-based experience under the supervision of an on-site cooperating administrator.

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

**Educ-595 Research Design [3]**
The evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional growth. Development of skills in qualitative and quantitative research methods.

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

**Educ-599 Independent Study [3]**
An important part of graduate option II will be an independent study project in which the student will complete an intensive study involving the relationship of a particular content or administrative area taught in the local school or parish.

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

**ENGLISH**

**Eng-431 English Language and Linguistics [3]**
The study of language as a symbolic system for communication in varied socio-economic environments, in dialects, and in varied usages. The study of the development of the English language and its structures and patterns. Language analysis with differing theories of grammar.

**Eng-466 Teaching Shakespeare/ Great Books in Grades 7-12 [3]**
A study of six to eight plays, including histories, comedies, and tragedies. Special attention devoted to adapting the material for teaching in elementary and secondary schools.

**Eng-491 Issues in Literature for Children and Youth [3]**
A contemporary approach to literature for elementary and junior high students. Critical issues, such as multiculturalism, gender, old age, ecology, and other social issues as they are presented in literature for children, will be explored. Censorship will be discussed. Prerequisites: Eng-391, or Eng-392, or permission of the instructor.
Eng-521 Teaching Writing in Grades K-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.

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

GEOGRAPHY

Geo-401 Geography Workshop for Teachers [3]
A geography workshop to assist teachers and others in producing lesson plans/projects for the classroom. Can be used to fulfill "Educate America Act: Goals 2000" to help put geography back into the curriculum.

HEALTH AND HUMAN PERFORMANCE

HHP-463 Psycho-Social Aspects of Coaching [3]
A study of the psychological aspects of improving athletic performance of individuals and groups. The interrelatedness of sport and society also will be investigated. Prerequisite: Psy-101, Soc-101, and upper level standing.

HHP-465 Human Diseases [3]
Discussion of disease process and ill-health. Emphasis on epidemiology, prevention, treatment, and the understanding of the etiology of communicable and non-communicable diseases. Prerequisite: HHP-181, Bio-243 (also listed as Bio-465).

HHP-471 Adapted Physical Education [3]
The theories, principles, and practices of working with atypical children in physical education programs. Actual laboratory situations will be provided in working with this type of student. Prerequisite: upper level standing or instructor’s approval.

HHP-481 School Health Comprehensive Programs [3]
A survey of the comprehensive school health program.

HHP-484 Community Health [3]
A survey of community health education and promotion including an examination of the nature, extent and contributing factors of major community health issues and problems. The purpose, function, organization and administration of health services at the local, state and federal levels also will be examined. Prerequisites: HHP-181 and upper level standing.

HHP-486 Critical Issues in Health [2]
Social, medical, and/or legal aspects of current critical issues in health. Prerequisite: HHP-181 and upper level standing.
HHP-488 Health Promotion Programming [3]
This course is designed to provide an overview of the skills and knowledge necessary to provide leadership in the designing, implementation and evaluation of public, community and worksite health promotion programs. Prerequisites: HHP-181 and upper level standing.

HHP-491 Management of Physical Education and Sports [3]
Designed to make the student aware of the responsibilities and knowledge required in the administration of physical education and athletic programs.

HHP-492 Recreational and Intramural Programming [3]
The theories, principles and practices of structuring intramural and recreational programs for churches, schools, and various age groups and administrative and leadership roles.

HHP-493 Curriculum Development in Health and Physical Education [3]
The theories, principles, and practices of curriculum development with emphasis on preparation of specific health and physical education curriculums.

HHP-494 Measurement and Evaluation in Health and Human Performance [3]
Study of techniques used in measurement and evaluation by health and physical educators. Included will be test constructions, survey of available materials, and practical experiences in test administration and computer applications. Prerequisite: college level math class, CS-101 or equivalent, and upper level standing.

HHP-495 Legal Aspects of Exercise and Sport [3]
Legal concepts and principles related to the administration, teaching and coaching of exercise and sport. Issues regarding personnel, facilities, equipment, transportation, medical aspects, liability and gender will be examined. Prerequisite: Upper level standing or consent of instructor.

HISTORY
Hist-421 Latin America [3]
Emphasis is placed on major forces and institutions shaping Latin America: Pre-Columbian cultures, Iberian heritage, economic development and dependence, social and political change after independence, relations with the U.S., study of selected nations.

Hist-451 Russia, the Soviet Union, and After [3]
A survey of Russian and Soviet history from the foundations of Russian society to the present with special emphasis on the political, social, economic, religious, educational and cultural development of modern Russia.

Hist-455 East Asian Civilizations [3]
Survey of traditional and contemporary social, political, and intellectual patterns of China and Japan. Asia and the West, the challenge of modernization, and the overturning of traditional social order in the twentieth century.
MATHEMATICS

Math-402 Practical Math Labs and Activities for Elementary Teachers [3]
This course is designed to give the elementary teacher practice in analyzing math materials for math activities and in writing and building these activities for the classroom. Emphasis will be on topics in geometry such as: relationships in the triangle, on parallel lines, and in the circle; other elementary math topics will be investigated. Prerequisite: consent of instructor. See also Computer Science.

Math-415 History of Math [3]
Development of math throughout various civilizations. It is designed to create an appreciation for our present mathematical system and an understanding of how our present mathematical system came to be what it is today.

Math-504 Mathematics for the Secondary Teacher [3]
Activity approach to teaching/learning math concepts in geometry, probability, statistics, logic, ancient mathematical systems, calculations and enrichment topics. Attention is devoted to various grade levels on which topics are presented and how they can be presented. Prerequisite: Secondary math teaching certificate and graduate level standing, or permission of the science/mathematics/business departments or the College of Education.

Math-505 Mathematics for Elementary Teachers [3]
An activity approach to teaching and learning concepts in geometry, probability, statistics, logic and calculators. Special attention is devoted to application on various grade levels.

Math-518 Topics in Mathematics [3]
A seminar course in mathematics. The topic or topics will be chosen to complement the student's background and interests. A course emphasis will be on how independent research can be used to benefit classroom teaching.

Math-565 Geometry [3]
Survey of complex number system, corresponding plane and their properties. Simple but elegant geometric theorems are proven using definitions of lines, vectors and points on complex plane. Prerequisites: Calculus sequence, one course in math structures and proofs and graduate standing. An undergraduate course in foundations of geometry is very helpful.

PSYCHOLOGY

Psy-412 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-414 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-415 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-421 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-442 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-451 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-500 Advanced Human Relations [1]

A two–day workshop with required prework. This workshop for experienced teachers and administrators will investigate a Biblical basis for human relations in schools and improve the teacher’s personal behavior relations skills and professional skills in multicultural education. This fulfills the requirement of LB 250, a Nebraska state law which requires a human relations component for issuance or renewal of teaching certificates.

Psy–511 The 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–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.


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–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-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–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.
**SCIENCE**


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.

**SOCIOCY**

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-533 Aging and the Family [3]

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

Soc-545 Theology, Theory and Dynamics of Family Relations [3]

A study of the theological framework of the family and family relations. An examination of contemporary theories used in family analysis and a study of social, psychological and spiritual influences on family interaction, with special emphasis on how intrafamily processes and familial interaction in the social milieu are related to personal and family functioning.

Soc-546 Family Law and Public Policy [3]

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

Soc-565 Serving and Leading in Church and World [3]

(See Theo-565 for course description.)

**THEOLOGY**

Theo-418 From Exile to Christ [3]

This course is a historical study of Palestinian Judaism from the post-exilic period to the birth of Christ with extensive reading in the intertestamental documents, noting those theological developments which prepare for the New Testament.
Theo-450 Understanding and Teaching the Bible [3]
This course gives attention to the role of the Bible in faith formation, hermeneutical principles, ways of teaching the Bible, Bible study programs, small group study, and ways of promoting involvement with the Bible in families and congregations. Prerequisites: Rel-121; Rel-131; and one of the following: Theo-241; Theo-242; Theo-251; Theo-252.

Theo-460 Factors in Congregational Growth [3]
An examination of Biblical and confessional perspectives on congregational growth. Sociological factors will also be considered. Emphasis will be placed on equipping the student to determine appropriate programs of outreach for a parish.

Theo-482 Nurturing Faith through Family, School, and Congregation [3]
A study of the formation of faith and virtue based on Biblical, theological, and psychological perspectives serves as the foundation for investigating ways in which the family, congregation and schools of the church can nurture the faith of children, youth and adults.

Theo-483 Sexuality and the Family [3]
This course develops a Christian lifespan approach to healthy sexuality; focusing on attachment theory, dating, mate selection, marriage and family development. Sexual attitudes, values and belief systems, and responsible behaviors within the church, community and larger society are identified. Lifespan curricula and models are examined.

Theo-487 Planning Adult Education in Congregations [3]
This course gives attention to ways of teaching the faith to early, middle, and late adulthood, adults as learners, and the design of educational programs and curricula.

After developing a Biblical/theological view of ministry and vocation, the student will identify perspectives, resources and opportunities for ministry in church and society in a variety of contexts.

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

Theo-545 Theology and Practice of Confirmation Ministry [3]
A study of confirmation ministry which focuses on theological foundations, the faith formation of catechumens, educational models, the design of confirmation ministry and resources.

A study of the historical statements of the faith of the Lutheran church as related to the religious concepts which give meaning and direction to the Lutheran system of education.

Theo-565 Serving and Leading in Church and World [3]
An in-depth examination of profession, vocation, and service (ministry) and the ways in which individuals, building on their personal belief systems might with integrity enact authentic leadership in a variety of contexts. Using the Lutheran movement within the tradition of orthodox Christianity as a point of departure, students will analyze and apply their ultimate values to specific societal problems.
Theo-570 Introduction to Christian Counseling [3]

Based on the truth and wisdom of Holy Scripture this course synthesizes the contributions from the bio-social sciences, church history, and ministry to help construct a contemporary perspective and praxis of Christian counseling. Psychology and Christian theology are balanced with an appropriate concern for the place of Christian spirituality and the presence of God in the process of counseling.


This course is as much about the spiritual life of Christian counselors as it is about the spiritual life of Christian counselees. It centers on the Word of God, and it considers Christian spiritual discipline, which assists in the transformation of a Christian. It aims to help the Christian counselor toward balancing theology, psychology, and spiritual formation. It will help the Christian counselor to understand what ways to use Scripture in counseling for which clients and under which circumstances.

Theo-585 Family Life Ministry [3]

This course is a study of various models and strategies useful for initiating and sustaining family ministry as a lifelong process in the context of the home and local congregation. Emphasis is placed on theology and philosophy of family ministry, currents in family change, families in ministry, family life programmatic areas, and curricula for family life educational ministry and skill development.

Administrative Personnel

For further information about the administration of the graduate program, contact the dean of the college of graduate studies.

President.................................................................Brian Friedrich
Provost .................................................................David Dolak
Vice President of Student Leadership Development,
Dean of Student Services ........................................Michelle Chaffee
Dean of the College of Arts and Sciences ......................Dan Thurber
Dean of the College of Education ...............................Ron Bork
Dean of the College of Graduate Studies ......................Jane Fryar

GRADUATE FACULTY

Ashby, Lisa, Ph.D. ...........................................Associate Professor of English
Banker, Denise, Ph.D. ...........................................Assistant Professor of English
Bergman, Shirley, Ph.D. ....................................Adjunct Professor of Aging and Family
Blanke, Mark, Ed.D..........................................Associate Professor of Education
Bork, Ron, Ed.D...............................................Associate Professor of Education
Boye, Vicki, Ph.D. ...........................................Associate Professor of Health and Human Performance
Creed, Bruce, Ph.D.........................................Associate Professor of Communication
Dolak, E. David, Ed.D........................................Professor of Psychology
Dolak, Grace-Ann, Ph.D....................................Associate Professor of Education
Einspahr, Kent L., Ph.D.................................Professor of Computer Science
Einspahr, Kregg, Ph.D.....................................Professor of Biology
Elwell, Nancy, Ph.D.................................Assistant Professor of Education
Fisher, Rebecca, Ph.D.................................Associate Professor of Education
Fryar, Jane, D.S.L., LL.D............................Associate Professor of Education
Gernant, Renea, Ph.D.................................Associate Professor of Communication
Goldgrabe, Eunice, D.A..................Professor of Health and Human Performance
Gubayni, Joseph, Ph.D...................Associate Professor of Biology
Herl, Joseph, Ph.D. .....................Assistant Professor of Music
Hermann, Robert, Ph.D. .................Associate Professor of Physics
Holtorf, Paul, Ph.D. ....................Associate Professor of Theology
Juergensen, James, Ed.D..............Assistant Professor of Education
Kinworthy, John C., Ph.D. ..........Professor of Geography
Kuhn, William, Ph.D. ..................Associate Professor of Music
Langewisch, Andy, Ph.D................Associate Professor of Business Administration
Lemke, Mark, Ed.D. ....................Associate Professor of Health and Human Performance
Meehl, Mark, Ph.D. .....................Professor of Theology
Mosemann, Russell, Ph.D. ..........Associate Professor of Computer Science
Moulds, Russell, Ph.D. .................Assistant Professor of Education
Mueller-Roebke, Jenny, Ph.D. ..........Professor of English
Obermueller, Stanley, Ph.D. ........Professor of Business Administration
Pfabe, Jerrald, Ph.D. ....................Professor of History
Phillips, C. Matthew, Ph.D. ..........Assistant Professor of History
Reinke, Edward G., Ph.D. ............Associate Professor of Mathematics
Royuk, Brent, Ph.D. ....................Associate Professor of Physics
Sylwester, Don, Ph.D. .................Professor of Physics
Thurber, Daniel, Ph.D. ...............Professor of English
Uffelman, Janell, Ph.D. ................Associate Professor of Education
Von Kampen, Kurt, Ed.D..............Associate Professor of Music
Whitson, Janet, Ph.D. .................Assistant Professor of Biology
Wiegmann, Mira, Ph.D. ...............Associate Professor of Theater Arts
Driving Directions:
From I-80: Take the Seward exit. Go north on Hwy. 15, 6 miles to the first stop light and turn right. Turn left at Columbia Avenue.
From U.S. 34: Turn north on Columbia Avenue.
From Hwy. 15 North: Proceed south on Hwy. 15 to Hillcrest Avenue and turn left at the Concordia sign. Turn right at Columbia Avenue.