



CONCORDIA UNIVERSITY
N E B R A S K A

Graduate & Adult Education Catalog 2019 – 2020

(Updated July 2019)

Reservation of the Right to Modify

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

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2019-2020 CATALOG

GRADUATE STUDIES

Concordia University, Nebraska

University Profile

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

MISSION STATEMENT OF CONCORDIA UNIVERSITY, NEBRASKA

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

STATEMENT OF AFFILIATION

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

MISSION STATEMENT OF GRADUATE STUDIES AND ADULT EDUCATION

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

VISION STATEMENT OF GRADUATE STUDIES AND ADULT EDUCATION

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

CORE VALUES OF GRADUATE STUDIES AND ADULT EDUCATION

Christ

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

Students

....are our primary focus when determining how to deliver curriculum

Quality

.....will be provided in the student experience

Positive Future

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

Adaptivity

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

Innovation

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

Open Communication

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

Passion

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

OUTCOMES OF GRADUATE STUDIES AND ADULT EDUCATION

The outcomes of online instruction at Concordia are to:

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

SETTING

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

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

Seward is an ideal home for Concordia University's main campus. The town's 6,400 people welcome students into their community, and many local businesses provide jobs for students. The campus is within walking distance of downtown shops, eating establishments and a movie

theater. St. John Lutheran Church, just across the street from campus, serves as a home church for many faculty members and students. St. John Lutheran School serves as a laboratory for Concordia's teacher education students. Seward is just six miles from Interstate 80 and 24 miles west of Lincoln, the state capital and home of the University of Nebraska's main campus. A trip to Omaha takes roughly 75 minutes.

ACCREDITATION

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

Concordia is approved by the Nebraska State Board of Education through the Committee of Educational Examiners of the Nebraska Council on Teacher Education for the preparation of elementary, secondary, early childhood and special education teachers. The teacher education programs are accredited by the National Council for the Accreditation of Teacher Education.

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

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

CONTACT INFORMATION

Concordia University, Nebraska

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

Email: GradAdmiss@cune.edu

Website: www.cune.edu

Academic Calendar

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

2019 - 2020 Online Academic Calendar

Fall Term 2019 August 26 - December 15

First module: August 26 - October 20
Second module: October 21 - December 15

No classes: December 16- January 5

Spring Term 2020 January 6 - April 26

First module: January 6 – March 1
Second module: March 2 - April 26

Commencement: May 9

Summer Term 2020 May 4 - August 23

First module: May 4 - June 28
Second module: June 29- August 23

No classes: August 24 – 30, 2020

General Academic Information

STATEMENT OF NON-DISCRIMINATION

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

ADMISSION TO ADULT UNDERGRADUATE PROGRAMS

The adult undergraduate programs are accelerated degree programs designed to meet the needs of adult learners. The programs allows students to continue to work full time while attending class one night a week or online. The curriculum is designed specifically for adult learners who are motivated and committed to their education, who typically are a minimum age of 22 with previous work or college experience. Students who complete the program earn a Bachelor's degree. The degree consists of the general education requirements and the major requirements.

Degree Seeking Adult Undergraduate Admission Requirements:

A student may be admitted as a Standard Admission or a Conditional Academic Admission:

Standard Admission

1. Application for admission form to the Graduate and Adult Education Admission Office
2. Official Transcripts
 - a. No college credits completed:
 - i. High School Transcript reflecting above average grades and test scores, minimum requirements 2.75 GPA or GED
 - ii. 18-36 ACT or 960-1600 SAT
 - b. College credits completed (< 12 credit hours):
 - i. High School Transcript reflecting above average grades and test scores, minimum requirements of 2.75 GPA or GED
 - ii. 18-36 ACT or 960-1600 SAT
 - iii. Transcript from previously attended post-secondary institution(s) with a minimum cumulative GPA of 2.5
 - c. College credits completed (12 or more credit hours):
 - i. Transcript(s) from all previously attended post-secondary institution(s) with a minimum cumulative GPA of 2.5

Conditional Academic Admission

Applicants who do not meet the standard admission requirements may be considered for conditional admission (CA). Additional admission information may be requested. If the student is accepted for Conditional Academic Admission, the student must:

1. Maintain a cumulative GPA of 2.0 during the student's first four sessions of enrollment and complete a minimum of 12 credit hours during that time. If the student does not achieve a 2.0 grade point average upon the completion of these 12 hours, the student may be dismissed from the undergraduate adult program.
2. Utilize the SmartThinking tutoring service to review each written assignment prior to submissions of that assignment.
3. Meet once per week with the designated Student Service Representative.

Conditional Incomplete

Students who have not submitted all documentation required for admission may be admitted on a Conditional Incomplete (CI) basis. Students admitted with CI status may enroll for a maximum of 12 hours. Once a student's admission documentation is complete, the student will be moved to either Standard Admission or Conditional Academic (CA) status, as appropriate.

ADMISSION TO THE GRADUATE PROGRAM

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

Non-Degree Seeking Graduate Students

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

Degree Seeking Graduate Students

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

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

The classifications for degree seeking students are as follows:

- **Regular Status**

Students must submit the following materials in order to be considered for regular admission to the Graduate Program:

- Application for admission form and payment for any associated fees.
- An official transcript of credits showing bachelor's degree from a regionally accredited college or university and at least a 2.8 cumulative grade point average.
- Essay (specific criteria provided on the application form and at www.cune.edu/gradappessay).
- For international students, other documents and certifications as required by law or as specified in the graduate catalog.

Note: Students seeking a master of education degree should be aware that completing the master's program does not ensure that they have met all the

requirements of certification and licensure in individual states. Students should check with state licensing and certification bodies to see what requirements must be met prior to the completion of their program (e.g., successful teaching experience). In addition, each program may have its own testing requirements as a part of the admissions process.

- **Conditional Academic Status**

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

- **Conditional Incomplete**

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

THE ADMISSION PROCESS

When an applicant's file is complete, it will be reviewed. One of four decisions will be made:

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

The applicant will be notified of the decision.

INTERNATIONAL STUDENT ADMISSION

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

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

**International students planning to study full-time as an F-1 student in the United States must comply with the provisions of the Certificate of Eligibility to Study in the U.S., Form I-20. This includes: limitations on work while in the U.S., having medical insurance coverage while in the U.S., maintaining full-time enrollment, enrollment in traditional face-*

face programs only). For more information on F-1 international student requirements see: http://travel.state.gov/visa/temp/types/types_1270.html

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

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

1. Official Transcript Evaluation and Submission: Provide an evaluation report and transcripts to verify credentials and U.S. equivalencies with a clear, consistent analysis of academic degrees and transcripts. Please send official copies of your international transcripts to one of the following agencies:
 - a. Academic Credentials Evaluation Institute, Inc. at: www.acei1.com
 - b. AACRAO: Office of International Education Services at: www.aacrao.org
 - c. Educational Credential Evaluators, Inc. at: www.ece.org
 - d. Foundation for International Services, Inc. at: www.fis-web.com
 - e. World Education Services, Inc. at: www.wes.org.
2. English Proficiency: Graduate students must be proficient in the English language. For non-native English speaking international students (and other non-native English speakers), this would be measured by TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). A total score of 80 or above (TOEFL iBT test) or 6.5 or above (IELTS) is required for admission. Information on these tests is available at ETS.org/TOEFL for TOEFL and IELTS.org for IELTS. The student should request the TOEFL test scores be mailed to Concordia University, Nebraska - code number 6116.
3. Financial Verification for F-1 Students (this does not apply to students living abroad and enrolled in online programs): Proof of financial support that will meet the total educational and living expenses for the first-year period of study at Concordia is required for international students studying in the United States.

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

INTERNAL TRANSFER TO ANOTHER PROGRAM

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

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

Academic Policies

ACADEMIC CREDIT HOUR REQUIREMENTS

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

REGISTERING FOR CLASSES

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

Adds:

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

Student-Initiated Drops:

A student may drop his or her registration from a course by 5 pm Central Time on Wednesday of the second week of class. This is to ensure proper processing before 5 pm on Friday so that students will be eligible for a 100% tuition refund.

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

Administrative Drops:

- A student who has not paid their tuition balance by either securing financial aid, arranging a monthly payment plan or paying in full by Friday of the second week of class may be administratively withdrawn from the university.
- A student who is a non-participant/non-attende in the first ten days of class may be considered a "no show" and will be administratively dropped on the tenth day (Wednesday). This is to ensure proper processing before 5 pm Central Time on Friday so that students will be eligible for a 100% tuition refund. This drop constitutes a change in registration and is not entered into the student's official grade transcript. A 100% tuition refund will be issued to the student's account.

Academic attendance and academically-related activity for face-to-face courses includes:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and the students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group assigned by the university;
- Participating in an online discussion about academic matters;
- Initiating contact with a faculty member to ask a question about academic subject studied in the course.

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

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

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

- Living in institutional housing;
- Participating in the university's mealplan;
- Participating in a student-organized studygroup;
- Logging into an online class without active participation; or
- Participation in academic counseling or advising.

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

Withdrawals:

After the ten day drop period, a student may withdraw from a class any time up to the withdrawal date using the Student Withdrawal Form which can be obtained from the Student Services Representative/Advisor. When approved, a "W" will be recorded on the student's official record. This will not count in the student's GPA; however, it will count in the number of hours attempted.

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

Any tuition refund for a withdrawal will follow the appropriate refund schedule per class length.

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

If a student stops attending in the judgment of the Student Services Representative, after consulting with the instructor, then the student will be administratively dropped or withdrawn no later than 14 days after the student's last date of attendance. If he/she is administratively withdrawn, a grade of "W" will be recorded on the official transcript by the Graduate Registrar upon notification by the Student Services Representative. The student's tuition refund is based on the date of the submission of the withdrawal form. After the withdrawal deadline, a student may not be withdrawn from a class.

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

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

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

Withdrawal Deadline:

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

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

Medical or Compassionate Attrition:

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

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

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

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

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

- A. The date of onset of illness
- B. The dates of professional care
- C. The general nature of your medical condition and why/how it prevents the student from

- completing course work
- D. The date of anticipated return to school
- E. The last date of academic activity

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

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

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

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

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

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

STUDENT COURSE LOAD

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

PROVISIONALLY ADMITTED STUDENT CREDIT LOAD

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

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

NON-DEGREE-SEEKING STUDENT

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

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

INACTIVE STUDENTS

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

PROBATIONAL STUDENTS

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

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

TRANSFER CREDITS—ADULT ONLINE UNDERGRADUATE PROGRAM

1. Concordia will ordinarily accept successfully completed credit from regionally accredited two-year and four-year institutions which parallels a course requirement in the student's educational program at Concordia subject to the provisions below. Only courses with a grade of C- or above will be accepted for transfer credit.
2. Educational experience gained by a student while in the military service is evaluated according to the recommendation of the American Council on Education. Army, Navy, Marine Corps and Coast Guard service members may request an official military transcript from the Joint Services Transcript website at <https://jst.doded.mil>. Air Force personnel may request an official transcript through the Community College of the Air Force at <http://www.au.af.mil/au/ccaf/transcripts.asp>.
3. Under no circumstances will a student be allowed to apply more than 70 hours of credit from a two-year college toward completion of a four-year program of studies.
4. Students who seek a bachelor's degree must complete a minimum of 30 semester hours in residence. 12 hours must be at the 300 & 400 level and 15 hours must be in the student's major.
5. Students seeking a bachelor's degree must complete at least half of the coursework in their major at a four-year institution which would be designated by the institution as 'upper-level' or be the equivalent of required courses for Concordia University, Nebraska.

TRANSFER CREDIT— GRADUATE STUDIES

Depending on the admission policy of the program, a student may be allowed credit for work completed at the graduate level prior to enrolling at Concordia University. Application for the

transfer of such credits must be made prior to completion of the first course. The applicant must provide official transcripts from a regionally accredited college or university documenting the completed work and the grades obtained for this work. These grades must meet the Concordia admission standards.

1. Students will be expected to document the course content either through a copy of the catalog description of the course or a course syllabus.
2. Undergraduate courses will not transfer for graduate courses and will not count towards a master's degree.
3. In order for a course to transfer to Concordia, the number of graduate credits for the course taken at another university must be equal to or greater than the number of credits of the comparable course at Concordia, e.g., a two-credit course cannot transfer in for a three-credit course. Courses in which the student received lower than a 3.0 (B) will not be considered for transfer.
4. A maximum of 25% of the credits required in any given program may be accepted by transfer from an appropriately approved and accredited institution. Upon recommendation from the Graduate Registrar and appropriate certification officer, the Dean of the College of Graduate Studies may accept additional coursework.

AUDIT POLICY

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

GRADING POLICY

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

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

A	equals 4.00 points per credit
A-	equals 3.67 points per credit
B+	equals 3.33 points per credit
B	equals 3.00 points per credit
B-	equals 2.67 points per credit
C+	equals 2.33 points per credit
C	equals 2.00 points per credit
C-	equals 1.67 points per credit
D+	equals 1.33 points per credit
D	equals 1.00 points per credit
D-	equals 0.67 points per credit
F	equals 0.00 points per credit
W	equals 0.00 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal after the withdrawal deadline under authorized conditions.
I	equals 0.00 points, incomplete, not computed in GPA.

Definition of Grades:

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

INCOMPLETES POLICY

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

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

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

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

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

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

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

STUDENT COMPLAINT PROCEDURE

Concordia University takes seriously student concerns and complaints regarding the conduct of students, faculty and staff.

ISSUES INVOLVING SEXUAL MISCONDUCT ARE NOT WITHIN THE SCOPE OF NOR COVERED BY THIS PROCEDURE. If this is a Concern or Complaint involving sexual misconduct (harassment, assault, stalking or similar conduct) it should be immediately directed to the University Title IX Coordinator at: 402-643-7192. The university's Policy Against Sexual Misconduct and information on how to file a complaint concerning sexual misconduct can be found at <http://www.cune.edu/a-to-z/offices/title-ix/> .

ISSUES OF A LEGAL NATURE should be addressed with The Office of the General Counsel at (402) 643-7487 or Kurth.Brashear@cune.edu

The following procedures provide guidance for resolving conflict between individuals relating to both academic and non-academic issues. Concordia University believes that all students should be treated with respect and dignity and should receive the best quality of services possible. Additionally, as Christians, we strive to respond to conflict biblically through use of Matthew 18 by encouraging both parties to listen to each other, think about the concerns expressed, and be open to resolving the issue (see Matthew 18 in its entirety in the appendix).

Step 1: Student Concerns

Concordia University takes student concerns seriously. A “Concern” is defined as an initial unresolved question regarding some circumstance experienced by a student at the university.

If you have a Concern, the first step toward a resolution is to work individually with the faculty or staff member most directly related to that issue. Many problems are easily solved this way.

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

Step 2: Student Complaints

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

Complaint forms should be submitted to:

- Undergraduate complaints should be submitted to the Vice President for Student Affairs and Athletics at (402) 643-7373 or gene.brooks.@cune.edu
- Graduate complaints should be submitted to your Student Services Representative. **These contacts will provide guidance on the process for addressing your particular issue and will route your complaint to the appropriate following administrator.**
- **Your complaint will be routed to the following administrators:**
 - **Course issues, academic dishonesty, program requirements, or admission to or dismissal from specific academic programs:** Dean of the relevant college
 - **Student academic records:** Registrar
 - **Academic services and resources, student disability accommodations or discrimination:** Director of Student Academic Services
 - **Financial matters:** Director of Student Success Center
 - **Parking Tickets, student life, treatment by another student, athletics, or FERPA:** Vice President for Student Affairs and Athletics

Step 3: Student Appeals

If your Complaint is not satisfactorily resolved through the formal complaint process listed above, you may make an appeal for a review of the decision to the designated administrative officer listed below based on the subject of the complaint. That administrative officer may convene an appellate board to review the decision depending on its subject matter and the related university policies.

All appeals must be submitted in writing and addressed to the designated administrative officer within five (5) business days after you have been notified of the decision. Your written appeal should state the basis on which the appeal is being made and should contain specific information and supporting documentation.

Appeals of Complaint Decisions

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

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

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

- **Student Grade Appeals:** Any request for changes in a course grade after the grade has been recorded needs to proceed according to graduate academic policy G- 2.400. Contact the graduate program director for more details.
- **Student Conduct Decisions:**
 - **Undergraduate Students:** appeals of student conduct board decisions or sanctions should be submitted to the Vice President for Student Affairs and Athletics, who will form a Student Appellate Board. This procedure is described in the Undergraduate Student Handbook Code of Conduct and the Adult Learner Handbook.
 - **Graduate Students:** decisions on student conduct that are in violation of the Graduate Studies & Adult Education Student Code of Conduct are made by the Dean of the relevant college. Decisions on Academic Dishonesty conduct are based on Graduate Academic Policy G-2.382. Appeals of conduct decisions made by the Dean should also be submitted to the Vice President for Student Affairs and Athletics just as is done by undergraduate students.
- **Student Status Appeals:** Appeals regarding academic dismissals and probations must be made to the University Provost.
- **Satisfactory Progress Status:** Students who are ineligible for aid because they did not

make satisfactory progress may request in writing within 15 days of notification a review of their situation. Appeals will be reviewed by the Director of Student Financial Services and the student will be notified of the final determination (APH 2.121).

- Program Admission and Status: Students who wish to appeal departmental decisions regarding their admission or status in specific programs will follow procedures according to relevant academic policy, including Music (APH 4.160), Pre-Seminary (APH 4.180), Teacher Education (Education Handbook 4.140), DCE Internship Approval and Termination (Education Handbook 4.171 and 4.172). Appeals of decisions regarding the Lutheran Teachers Diploma, DCE Certificate, Director of Parish Music Certificate, Colloquy Certification, and Placement of Synodical Candidates are governed by Education Handbook 4.200. Appeals of decisions by the Education Intervention Board follow procedures described by Education Handbook Appendix C. Decisions related to initial admission to the institution may not be appealed.

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

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

1. The Higher Learning Commission ("HLC") of the North Central Association of Colleges and Schools is an independent body responsible for the accreditation of programs offered by Concordia University. Accredited institutions are required to submit progress reports, monitoring reports, contingency reports, and annual reports, as well as to participate in focus visits. When a complaint raises issues regarding an institution's ability to meet accreditation criteria, HLC will forward a copy of the complaint to the institution and request a formal response. Complaints may be filed with Higher Learning Commission at the following link: <http://www.ncahlc.org/information-for-the-public/complaints.html>.
2. If you believe that your Complaint continues to warrant further consideration after exhausting the review of either the administrators at Concordia University or HLC, you may contact the Nebraska Coordinating Commission for Postsecondary Education. The commission may be contacted at PO Box 95005 Lincoln, NE 68509-5005 or by phone at (402)-471-2847 and fax: at (402)-471-2886
3. The Office of the Attorney General for the State of Nebraska is authorized to investigate and prosecute violations of state consumer laws, including laws relating to deceptive advertising, credit, charitable solicitations, telecommunications, telemarketing and sales. The Attorney General's Office cooperates with other states, the Federal Trade Commission and other federal agencies in addressing national consumer protection issues. Complaints may be filed with the Attorney General for the State of Nebraska:
 - a. Nebraska Attorney General, Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
http://www.ago.state.ne.us/consumer/emailforms/consumer_complaint.htm
Consumer protection hotline: 800-727-6432

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

LENGTH OF COURSES

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

ATTENDANCE

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

ACADEMIC DISHONESTY POLICY

1. Academic dishonesty is a serious offense that will result in serious penalties which may include course failure or expulsion from Concordia University
2. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and lying.
 - a. Plagiarism occurs when students use the work, research, ideas, or words of any other person or source without proper citation or credit. Plagiarism includes but is not limited to: Submitting the same or similar work the student completed for another class without the permission of the current instructor, submitting the same or similar work of any other individual, paraphrasing someone else's idea without attributing, quoting without using quotation marks and citing the source, taking information from the internet without quoting or citing sources.
 - b. Cheating includes but is not limited to: Using unauthorized materials such as notes, books, or electronic devices during an exam or assignment, inappropriate consultation with a classmate, copying answers from another student, studying from an old exam or assignment that was not allowed to be circulated, and accepting answer keys or exams that have been stolen or obtained under false pretense.
 - c. Fabrication includes but is not limited to: Citation of nonexistent sources, attributing an idea to a source that is not contained therein, and/or the invention of data.
 - d. Lying includes but is not limited to: Requests for special consideration from the instructor based on false information, fabrication of a medical or other emergency as an excuse for needing more time to work on an assignment or for missing an exam, claiming falsely to have completed or turned in an assignment, and falsely reporting an ethics violation by another student.
3. Professors may require students to submit their work through plagiarism detection software programs.
4. Professors may have a plagiarism or academic dishonesty policy that is unique to a specific course and all professors should iterate the university statement on academic dishonesty in course guides. However, whether or not the professor has stated a policy, he or she has the right to take action in cases of academic dishonesty. By accepting a syllabus and seeking credit for a course, a student accepts that the professor or the university has the right to fail them in a course or remove them from a program because of the academic dishonesty.
5. Students found to have committed academic dishonesty are subject to any penalties applied by the professor as well as any institutional penalties that may be exacted. Both

- the instructor and the university may enforce sanctions.
6. All parties involved in academic dishonesty are considered equally guilty. Students sharing course materials with other students or doing work for other students are as guilty as the students who claimed or used the work or course material.
 7. When academic dishonesty occurs, professors are required to report the case and any penalties incurred to the Program Director, who may then notify the Dean of the Graduate Program, Student Services Representative/Advisor, and the Provost's office. The Dean of the Graduate Program or the Provost's office may apply additional sanctions.
 8. Multiple incidents of plagiarism or other academic dishonesty may be immediate grounds for dismissal from the university.
 9. If it is discovered after a course is completed that a student has earned credit through dishonest means, then the Graduate Council will appoint a committee to review the situation and recommend action. Recommended actions may include, but are not limited to, requiring work to be resubmitted and/or altering grades. Altering of grades may result in a student's degree being rescinded.

INDEPENDENT STUDY COURSE

An independent study course is a regular course taken independently through study and consultation with an instructor. The rationale for enrolling in an independent study course shall be presented by the student to the Student Services Representative/Advisor who will confer with the Graduate Dean and the supervising instructor. Procedures to be followed in the study as well as target date for completion of the independent study shall be submitted by the student in consultation with the supervising instructor and the Graduate Dean. Final action on the request for an independent study will be made by the Office of the Provost. Independent studies are limited to 6.1 credit hours of a student's academic program. Additional hours require approval of the Graduate Dean upon recommendation of the Program Director.

BACHELOR TO MASTER'S PROGRAM

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

To begin the program, students must earn at least 90 hours of undergraduate credit and have a GPA of at least 3.3. Students may take no more than 6 hours of graduate hours per semester. Students may register for no more than 15 total hours per semester. Students may count no more than 12 hours toward requirements in both graduate and undergraduate programs (double-dipping). Students may earn no more than 18 total graduate hours while an undergraduate.

*** See the *Undergraduate Catalog for Details*.

Bachelor to Master's Program Options include:

- School Counseling
- Business Administration

GRADUATION REQUIREMENTS - GRADUATE

1. Credit in 500/600-level courses taken within this institution will be accepted only for courses in which a grade of C or higher is earned. A cumulative grade-point average of 3.0 (B) in work considered for the degree is required.
2. Applications for graduation must be submitted by the deadlines posted by the Registrar.
3. The program must be completed within seven calendar years, beginning with the first course enrolled in the student's graduate program, following acceptance into the graduate program. The Graduate Dean and the Provost, upon recommendation of the Program Director, may approve exceptions to the seven-year limit. A student must send a request in writing to the Graduate Dean and to his/her Student Services Representative/Advisor, explaining the reason an extension should be granted and

- providing a proposed date of completion.
4. Formal commencement exercises are held at least once each year in conjunction with a regularly scheduled graduation exercise of the university. Students may participate in commencement exercises if:
 5.
 - a. They have met all the academic requirements of their programs, or
 - b. They are currently registered for the final class required in their programs, with the coursework being delivered by Concordia University, Nebraska, to be completed in the term following the commencement ceremony.
 - c. Requests for exceptions to the requirements above may be made to the Provost.
 6. Students may receive only one Master's degree in a program from Concordia University, Nebraska. Students may receive multiple master's degrees if they are from different programs (such as a M.Ed. in Literacy and an M.A. in School Counseling). Education endorsements are awarded for additional emphasis work in the Education program.
 - a. Endorsement recipients are not eligible to participate in the Commencement ceremony.
 - b. Endorsement recipients will not receive a diploma. The endorsement will be noted on the student's official transcript from Concordia University, Nebraska and reported to the requested State Department of Education.
 7. Concordia University, Nebraska does **not** designate graduation honors such as "High Distinction" or "Distinction" for the Master's level graduates.

CRIMINAL BACKGROUND CHECK

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

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Annual Notification

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

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

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

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

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

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

Disclosure of Education Records

1. Without prior consent of the student,

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

A. Directory Information

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

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

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

B. University Officials of Concordia University

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

Declaration of University official with a legitimate educational interest.

College of Education

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

The Dean of the College of Education makes a determination of full admission to the teacher education program based on the criteria outlined in the Teacher

Education Handbook (Teacher Education Admission and Retention). If students are denied admission to the program or are removed from the program they have the right of appeal.

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

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

C. Other Institutions

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

D. Audit or Evaluation of Federal or State education programs

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

E. Financial Aid

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

F. State and local officials pursuant to statute concerning juvenile justice.

The University may release education records to state and local officials that are authorized by statute to access student education records to efficiently serve the student.

G. Organizations conducting studies

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

H. Accrediting Organizations

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

I. Judicial order or subpoena

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

J. Health and Safety

The University may disclose student information to persons in an emergency in order to protect the health and safety of the student or others in the University community.

2. Disciplinary Hearing Results

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

Disclosure to Third Parties: The University may disclose the final results of any disciplinary proceeding against a student who is an alleged perpetrator of any crime of violence or non-forcible sex offense (as those terms are defined in 34 C.F.R. 99.39), if the student is found responsible on or after October 7, 1998, for violating the University's rules or policies with respect to such crime or offense. Such disclosure shall include only the name of the student, the violation committed, and any sanction imposed by the University on that student. Such disclosure may include the name of any other student, such as a victim or witness, only with the written consent of that other student.

3. Disclosure to the Student

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

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

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

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

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

4. Disclosure with Prior Consent of the Student

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

Record of Disclosures

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

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

EMERGENCY TRANSFER PROTOCOL

This protocol is designed to facilitate a prompt response from Concordia University in the event that a closure or probable closure of a college or university creates the possibility of a mass transfer situation. This protocol does not cede any of the faculty's authority over academics.

Rather, it represents a proactive step by the faculty to articulate transfer guidelines in advance of unexpected circumstances so that the university can effectively recruit and advise prospective students.

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

- A. The Provost will seek the consent of the Graduate Council and the Dean of the College of Graduate Studies and Adult Education (CGSAE) to enact the protocol, utilizing email communication if a gathering of the Graduate Council and the Dean of the College of Graduate Studies and Adult Education cannot expeditiously occur.
- B. Should the protocol be enacted, the Provost will inform the Program Directors, and applicable department chairs, as soon as possible.

Transfer Guidelines According to Circumstance

- A. For programs in the CGSAE, Program Directors will determine transferable courses and projected programs of completion, for the students from each closing institution.
 - B. Specifically, for Degree Completion Programs, the Department of Theology, Philosophy, and Biblical Languages will determine the Theology and Biblical Literacy General Education courses required of the students from each closing institution. Students must complete 120 hours of college coursework (total in career) and meet requirements set out in the Undergraduate Emergency Transfer Protocol.
 - C. Concordia will strive to make reasonable accommodations to the academic residency requirements in order to facilitate timely graduation of transfer students.
 - D. The completion of practicum hours will be determined on a case-by-case basis with the Program Director and the Dean of the CGSAE.
-

Student Services

STUDENT HANDBOOK

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

SPIRITUAL CARE

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

STANDARD OF PROGRESS AND CONDUCT FOR VETERAN'S BENEFITS

The following policies pertain to Concordia University graduate and adult students who receive veterans' benefits:

1. For full-time classification a student must enroll for a minimum of six (6) credit hours per term. Half-time classification is three (3) credit hours per term. The 2019-2020 terms will be defined by these dates:

Fall	August 26-December 15
Spring	January 6-April 26
Summer	May 4-August 23

A course is assigned to the term in which it begins. For example, a course beginning on any date between August 26 and December 31 would be listed as a fall course.

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

STUDENT HEALTH SERVICE

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

THE UNIVERSITY BOOKSTORE

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

ACADEMIC RESOURCE CENTER

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

LIBRARY

The university's library has extensive physical and electronic resources available through its own facilities and a statewide borrowing agreement with academic libraries across the state of Nebraska. Concordia students can access these resources through the library website:

www.cune.edu/library. Also through the library website, students can request articles and resources from libraries around the world via interlibrary loan. For any questions, contact the library staff at 1-800-535-5494, Ext. 7254 or by email at library@cune.edu.

ONLINE TUTORING AND WRITING ASSISTANCE

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

CAREER SERVICES OFFICE

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

COUNSELING SERVICES

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

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

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

Eligibility and Fees

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

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

Confidentiality

Effective counseling requires that clients have assurances about the privacy of their personal health information. Concordia University's Counseling Office staff is committed to treating and using the protected health information of clients responsibly and in accordance with ethical guidelines and state and federal laws.

The Counseling Office's *Notice of Health Information Practices* describes the personal information the office collects on clients and how and when that information is used or disclosed; as well as a client's rights as they relate to that individual's protected health information. The *Notice* has been in effect since April 14, 2003, and applies to all protected health information as defined by federal law. The *Notice* is posted in the Counseling Office and copies of the *Notice* are available upon request.

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

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

AMERICANS WITH DISABILITIES ACT

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

Who Qualifies?

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

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

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

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

CONFIDENTIAL CRIME REPORTING

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

CRIME STATISTICS DISCLOSURE

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

The University Student Information Compliance Officer prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this

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

Campus crime, arrest and referral statistics include those reported to campus security authorities, which includes: campus security, Director of Student Life, Director of Student Health Center, Director of Counseling Services and designated campus officials who have significant responsibilities for student and campus activities (including but not limited to directors, deans, department heads, advisors to students/student organizations, athletic representatives, resident assistants and resident coordinators), and local law enforcement agencies.

CONCORDIA UNIVERSITY COPYRIGHT COMPLIANCE POLICY

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

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

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

WHAT IS COPYRIGHT?

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

WHAT IS PROTECTED BY COPYRIGHT?

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

These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective

work, such as publishing an article in a book or journal; and the rights of attribution and integrity for "authors" of certain works of visual art. Copyright law does not protect ideas, data or facts. In the U.S., the general rule of copyright duration for a work created on or after January 1, 1978 is the author's life plus 70 years after the author's death. This is often referred to as "life-plus-70". Works created by companies or other types of organizations generally have a copyright term of 95 years. For more information on copyright duration, visit <http://www.copyright.gov/circs/circ1.html#hlc>.

FAIR USE

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

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

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

Ultimately, each potential case of fair use must be evaluated on its own merits.

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

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

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

TYPES OF USE

Classroom Handouts

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

Course Packs

All articles, chapters and other individual works in any print or electronic course pack require copyright permission. Copyright permission for course packs is usually granted by the academic period (e.g.: semester, quarter, etc.). To reuse a course pack in subsequent academic periods, you need to obtain permission again. Many copyright holders provide time-sensitive permission because their own rights may be time-sensitive and could be transferred to different copyright holders at any time.

When ordering course packs it is important to clarify who will obtain permission for the course pack—the copy center, the faculty member or a member of the administrative staff. Deferring responsibility for copyright permission will not provide you protection against a claim of copyright infringement.

Reserves

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

Photocopying in the Library

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

- **Library user requests for articles and short excerpts.** At the request of a library user or another library on behalf of a library user, the Concordia library may make one reproduction of an article from a periodical or a small part of any other work. The reproduction must become the property of the library user, and the library must have no reason to believe that the reproduction will be used for purposes other than private study, scholarship and research. As recommended by Section 108 of the Copyright Act, the library must display the register's notice at the place library users make their reproduction requests to the library.
- **Archival reproductions of unpublished works.** Up to three reproductions of any unpublished work may be made for preservation or security or for deposit for research use in another library or archive. This may be a photocopy or digital reproduction. If it is a digital reproduction, the reproduction may not be made available to the public outside the library or archive premises. Prior to receiving any of the three reproductions permitted under this provision from another library or archive, the Concordia library or archive must make a reasonable effort to purchase a new replacement at a fair price. The reproducing library or archive must also own the work in its collection.
- **Replacement of lost, damaged or obsolete copies.** The Concordia library may make up to three reproductions, including digital reproductions, of a published work that is lost, stolen, damaged, deteriorating or stored in an obsolete format. Any digital reproductions must be kept within the confines of the library (that is, available on its computer but not placed on a public network.)
- **Library user requests for entire works.** One reproduction of an entire book or periodical may be made by your library at a library user's request, or by another library on behalf of a library user upon certain conditions being met. These conditions include the library determining after reasonable investigation that an authorized reproduction cannot be obtained at a reasonable price. Once made, the reproduction must become the property of the library user. The library must have no reason to believe that the reproduction will be used by the user for purposes other than private study, scholarship and research, and the library must display the register's notice at the place library users make their reproduction requests to the library.

Photocopying by Students

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

Interlibrary Loans

The Concordia library may participate in interlibrary loans (ILL) without obtaining permission provided that the "aggregate quantities" of articles or items received by the patron do not

substitute for a periodical subscription or purchase of a work. Concordia follows the CONTU guidelines for defining "aggregate quantities." The CONTU guidelines state that requesting and receiving more than five articles from a single periodical within a calendar year or a total of six or more copies of articles published within five years prior to the date of request would be too many under CONTU.

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

Distance Education and Course Management Systems

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

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

COPYRIGHT AND FOREIGN WORKS

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

HOW TO OBTAIN COPYRIGHT PERMISSION

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

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

Fact Finding Questions

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

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

The primary method for obtaining permission to use a work is to contact the copyright holder directly. Concordia's copyright officer can help with this process. Any time permission is obtained for a specific use of a copyrighted work, give a copy of that written permission (letter or email) to the campus copyright officer for institutional files.

Information in a Permission Request

The copyright holder or its agent will require the following information in order to provide you with permission:

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

REPORTING SUSPECTED INFRINGEMENTS

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

REVIEW AND INTERPRETATION OF POLICY

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

FREQUENTLY ASKED QUESTIONS

Can I scan a book from Concordia's library to post on my course website?

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

I want my online students to watch a film for class. Can I upload it to our CMS from a DVD, or should I just look for it on YouTube?

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

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

My student wants to use a popular song as background music for a class project. Can the presentation be recorded for their personal portfolio?

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

be retained, the student should use rights-free music and attribute the source in their presentation notes.

Will the library pay a license fee for the right to use an article or film in my class?

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

Can we bring a DVD from home and play it on the TVs in the weight room during open workout times?

If the DVD is a training film intended for educational use, then the purchased license might include public display rights. If the DVD was sold for private use only – or if it is a commercial film without a public use license – then it is an infringement of copyright law to show it in a public setting such as a lounge or exercise facility.

Is there a simple rule of thumb that covers all or most copyright cases? Aren't all educational uses acceptable?

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

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

DAILY CRIME LOG

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

DISCRIMINATION

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

Financial Information

TUITION AND FEE PAYMENT

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

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

Payment can be satisfied by paying the full amount due, arranging a monthly payment plan or securing financial aid. Online payments (in full or monthly payment plans) are made through connect.cune.edu. Checks should be made payable to "Concordia University, Nebraska" and mailed to: Concordia University, Student Financial Services, JCC 204, 800 North Columbia Ave., Seward NE 68434. Please indicate the student's ID number on the memo line of the check.

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

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

REFUND POLICIES

Policy for Return of Federal Title IV Funds

For current information on the return of Title IV funds, please click here:

<http://www.cune.edu/a-to-z/offices/graduate-and-dcp-student-financial-services/financial-aid-information/financial-aid-policies/withdrawal-considerations/>

ADULT EDUCATION AND GRADUATE REFUND POLICY

Adds:

A currently registered student may add a class during the first week of the module prior to 5:00 pm on Friday.

Student-Initiated Drops:

A student may drop his or her registration from a course by 5 pm Central Time on Wednesday of the second week of class. This is to ensure proper processing before 5 pm on Friday so that students will be eligible for a 100% tuition refund.

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

Administrative Drops:

- A student who has not paid their tuition balance by either securing financial aid, arranging a monthly payment plan or paying in full by Friday of the second week of class may be

administratively withdrawn from the university.

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

Academic attendance and academically-related activity for face-to-face courses includes:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and the students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group assigned by the university;
- Participating in an online discussion about academic matters;
- Initiating contact with a faculty member to ask a question about academic subject studied in the course.

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

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

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

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

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

Withdrawals:

After the ten day drop period, a student may withdraw from a class any time up to the withdrawal date by contacting their Student Service Representative/Advisor. When approved, a “W” will be recorded on the student’s official record. This will not count in the student’s GPA; however, it will count in the number of hours attempted.

Any tuition refund for a withdrawal will follow the appropriate refund schedule per class length.

After the withdrawal deadline, a student may not withdraw from a class. A letter grade will be posted for work completed for the class. If a student stops attending in the judgment of the Student Services Representative, after consulting with the instructor, then the student will be administratively dropped or withdrawn no later than 14 days after the student's last date of attendance. If he/she is administratively withdrawn, a grade of "W" will be recorded on the official transcript by the Graduate Registrar upon notification by the Student Services Representative. The student's tuition refund is based on the date of the submission of the withdrawal form. After the withdrawal deadline, a student may not be withdrawn from a class.

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

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

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

Withdrawal Deadline:

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

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

Medical or Compassionate Attrition:

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

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

All applications for attritions require thorough and credible documentation which includes the

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

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

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

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

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

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

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP)

A student must maintain satisfactory academic progress to continue taking classes. The requirements are to maintain a cumulative grade point average (GPA) of 3.0 or higher for Graduate Students and a 2.0 or higher for undergraduate students.

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

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

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

FINANCIAL AID

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

VETERAN'S BENEFITS AND TRANSITION ACT OF 2018

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

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

ADULT UNDERGRADUATE ONLINE PROGRAMS

GENERAL EDUCATION REQUIREMENTS

This component of Concordia's curricula is a basic liberal arts education that seeks to broaden and develop people who are socially and religiously sensitive, who see the interrelatedness of learning between the disciplines, who are culturally aware, physically and intellectually rounded and more capable of coping with the demands of life. Students in all programs must complete the general education and supplemental requirements:

Financial Literacy – 2 courses.

- First course must be completed prior to registration for spring semester of the sophomore year
- Second course must be completed during the student's final year

Health and Human Performance – must complete a minimum of 2.0 credits

Humanities

History – 1 course

Oral Communications – 1 course

Composition – 1 course

Literature – 1 course

Fine Arts – 6.0 credits, must include two areas from art, drama, and music

Biblical Literacy – 2 courses

Theology – 1 course

Mathematics – must complete 1 course

Social Sciences – must complete 6.0 credits

Natural Sciences – Students must complete 6.0 total credits and must complete at least one course each in biology, chemistry and physics between high school and college.

Global Multicultural – must complete two courses

Modern Foreign Language – must complete two courses of the same foreign language. One course is waved for each full year of study completed in high school. Students who have not completed at least two courses of the same foreign language, or the high school equivalents, must take a course in linguistics and culture.

Supplemental Requirements

In addition to completing the appropriate number of courses from each of the areas listed above, students must complete the following in order to receive a baccalaureate degree:

- At least one Service-Learning (SL) course
- At least one Writing-Intensive (WI) course

Courses that meet the Writing-Intensive and Service-Learning requirements will be identified in the schedule of courses published online prior to registration each semester. Course in a student's major or minor may be counted toward these requirements. A single course may satisfy more than one requirement.

WAIVERS AND DEFICIENCIES

Students who complete an Associate of Arts Degree at another institution shall be considered to have completed all but the Biblical Literacy and Theology requirements.

Students who score below 18 on the English portion of the ACT will be required to utilize SmartThinking as a means of remediating their writing skills.

Bachelor of Arts

Program Majors

- Psychology

Program Overview

All degrees require the completion of the general education curriculum, supplemental requirements and, if necessary, additional electives or coursework to total 120 or more hours.

Please see the Undergraduate catalog for all General Education requirements and courses

Core Course (27 credit hours)
Math 122 Introduction to Statistics (3)
PSY 101 Introduction to Psychology (3)
PSY 221 Lifespan Development (3)
PSY 306 Intro to Psychological/Social Research (3)
PSY 341 Group Techniques (3)
PSY 345 Social Psychology (3)
PSY 442 Introduction to Counseling (3)
PSY 445 Abnormal Psychology (3)
PSY 451 Personality Theory (3)
Developmental Course (3 credit hours)
PSY 205 Adult Development and Aging (3)
PSY 241 Child Psychology (3)
PSY 421 Adolescent Psychology and Development (3)
Capstone Course (3 credit hours)
PSY 490 Capstone Seminar (3)
Psychology Electives (9 credit hours)
300/400 – Level Psychology course (3-9)
CJ/SOC 321 Criminology (3)
SOC 331 The Family (3)
SOC 333 Social Gerontology
THEO 483 Sexuality and the Family
BIO 207 Human Genetics
BIO 243 Elements of Human Anatomy and Physiology (4)
BIO 244 Nutrition
BUS 364 Consumer Behavior
BUS 443 Organizational Behavior
CTA 224 Listening
CTA 333 Intercultural Communication
CTA 306 Interpersonal Communication
HHP 290 Health Psychology
HHP 295 Psychology of Exercise
PSY 403 Mental Health and Aging

Bachelor of Science

Program Majors

- Business Administration
 - Accounting Concentration
 - Communications Concentration

Program Overview

The business administration program is designed to prepare men and women for positions of leadership and responsibility in the business community. The program develops Christian ethical values, provides a broad exposure to the liberal arts and equips students with the analytical, interpersonal and communication skills needed for success in business. The Non-traditional online students have the option to earn a B.S. major in business administration with a concentration either in Accounting or Communication. The business administration major is an excellent preparation for graduate work in a business discipline or for a wide range of positions in both the profit-seeking and not-for-profit sectors.

Students in the non-traditional online program of B.S. in Business Administration, who meet the university's bachelor's to master's program criteria and are approved by the business department, are allowed to take Master of Business Administration courses that count toward their undergraduate major while earning credit toward an MBA degree. Students must work with an advisor to create and maintain a bachelor's to master's program plan of completion.

All degrees require the completion of the general education curriculum, supplemental requirements, and if necessary, additional electives or coursework to total 120 or more hours.

Please see the Undergraduate catalog for all General Education requirements and courses.

Core Course (51 credit hours)
BUS 121 Financial Accounting (3)
BUS 122 Managerial Accounting (3)
BUS 261 Marketing (3)
BUS 281 Business Communication (3)
BUS 300 Business Law (3)
BUS 331 Finance (3)
BUS 343 Operations Management (3)
BUS 345 Management Science (3)
BUS 351 Human Resources Management (3)
BUS 371 Information Systems (3)
BUS 399 Internship (3)
BUS 400 Business Ethics (3)
BUS 443 Organizational Behavior (3)
BUS 446 Strategic Management (3)
ECON 101 Principles of Macroeconomics (3)
ECON 102 Principles of Microeconomics (3)
MATH 122 Introduction to Statistics (3)
Accounting Concentration (13-14 hours)
BUS 221 Intermediate Accounting I (4)
BUS 322 Advanced Accounting (3)
<i>Two Courses from</i>
BUS 222 Intermediate Accounting II (4)
BUS 321 Cost Accounting (3)
BUS 421 Tax Accounting (3)
BUS 422 Auditing (3)

Communication Concentration (12 hours)
CTA 203 Communication Theory (3)
CTA 301 Public Relations (3)
<i>Two Courses from:</i>
CTA 241 Media Literacy (3)
CTA 306 Interpersonal Communication (3)
PSY 341 Group Techniques (3)

MASTER DEGREE PROGRAMS

College of Education, Health & Human Sciences

Master of Arts School Counseling

Program Options

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

Program Overview

The Master of Arts in School Counseling will prepare students for work and Nebraska licensure as PK-12 school counselors. This is a two track program. Track 1 includes 50 credit hours serving already certified teachers and Track 2 includes an additional 12 credit hours for those without a teaching credential. Our program aligns with the American School Counseling Association's (ASCA) National Model and school counselor competencies. Therefore, graduates will be fully equipped to design, implement, deliver, and assess comprehensive school counseling programs.

Objectives

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

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

- I. School Counseling Program
- II. Foundations
- III. Management
- IV. Delivery
- V. Accountability

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

I. SCHOOL COUNSELING PROGRAM

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

Specifically, our students upon completion of our program, will meet the following **standards**:

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

- Element 1. Their role as leaders who collaborate with stakeholders to improve student achievement, and who are uniquely positioned to be student advocates and systems change agents.
- Element 2. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate postsecondary education for every student to be college and career ready
- Element 3. Educational systems, philosophies, and current trends in education, including

- Element 4. Measurement and assessment literacy
- Element 5. The continuum of mental health services, including prevention, intervention, and referrals strategies to enhance students success.
- Element 6. Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.
- Element 7. Legal and ethical issues unique to school counseling.

II. FOUNDATION

Standard 2. School counselor candidates will possess the knowledge, abilities, skills, and attitudes necessary to design the Foundation component and implement the elements in a school counseling program, including:

- Element 1. Program focus complete with beliefs, benefits, vision, and outcomes; for students and for the school counseling program.
- Element 2. Student School Counseling Standards & Competencies
 - A. Mindsets and Behaviors – National School Counseling standards
 - B. Local, district and state academic standards
 - C. Nebraska Career Readiness Standards (employability skills)
- Element 3. ASCA Professional School Counselor Competencies (Our course benchmarks are taken directly from these.)

III. MANAGEMENT

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

- Element 1. Use school counselor competency assessment and school counseling program assessments.
- Element 2. Use current and emerging technology to efficiently manage the school counseling program
- Element 3. Use time assessment to measure and determine that 80% of time is spent in direct and indirect services as recommended
- Element 4. Create annual agreements with administrators
- Element 5. Establish advisory councils to review and make recommendations for the program
- Element 6. Use data to measure results of the school counseling program
- Element 7. Prepare action plans detailing how the school counselor intends to achieve results in school counseling curriculum, small groups, and closing-the-gap activities
- Element 8. Develop lesson plans, design curriculum, implement classroom management strategies and differentiated instructional strategies
- Element 9. Create annual and weekly calendars to provide information about program activities.

IV. DELIVERY

Standard 4. School counselor candidates will possess the knowledge, abilities, skills, and attitudes necessary to design the Delivery component and implement the elements of a school counseling program in classroom school counseling lessons, small group activities, and individual counseling/student planning sessions.

- Element 1. Direct Services in Academic Development: Develop a program for PK-12 Academic Development.
 Develop an Academic Development program to teach effective learning strategies, self-management behaviors and related skills for academic achievement. The program includes academic counseling and advisement to access higher education. Content should include: transitions strategies through the PreK-12 and to postsecondary education, instruction of postsecondary entrance requirements,

education planning, academic growth mindsets, knowledge of grading, transcripts, registering for courses/activities aligned to goals, assessments, access to special academic programs, career academies, advanced placement, dual credit, college early entry, or other educational opportunities and related skills needed for academic achievement aligned to postsecondary and career goals of students.

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

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

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

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

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

Element 5. Direct Services for Responsive Services: Develop a program for Responsive Services-- designed to help students resolve academic, career and social/emotional issues--including: counseling, crisis response, and referral resources within the school and community.

Element 6. Develop a program for Indirect Services-to promote student achievement and to improve equity and access for all students. Indirect Services may include strategies for referral processes, consultation, collaboration, and parent/family engagement, establishing community partnerships and/or development of new evidence based programs to support student achievement.

V. ACCOUNTABILITY

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

Element 1. School Data Profile Analysis: Provide summary of school achievement, attendance, behavior, safety, assessments, dual credit participation, course taking patterns, college and career readiness, graduation rate, postsecondary going rate, parent participation etc.

Element 2. Use-of-Time Assessment Analysis: School counselor will plan for 80% or more of their time on direct and indirect student services

Element 3. Program Results-Analysis: Develop school counseling program results

reports to ensure effectiveness and to inform decisions related to program improvement using curriculum results, small-group results and closing-the-gap results

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

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

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

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

Standard 7. Internship experiences must include a minimum of 450 clock-hours under the supervision of a certified school counselor, and demonstration of the competencies in these guidelines. The internship experiences must take place in a school setting at the grade levels of the endorsement.

One hundred eighty (180) of the 450 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance.

Track 1 (50 credits) Track 2 (62 credits)
Program Courses
COU 501 Foundations of School Counseling <i>*Needs to be one of the first six courses taken</i>
COU 502 Ethical & Legal Issues in School Counseling <i>*Needs to be one of the first six courses taken</i>
COU 503 Counseling Diverse Populations <i>*Needs to be one of the first six courses taken</i>
COU 510 Counseling Theories <i>*Needs to be one of the first six courses taken</i>
COU 512 Child & Adolescent Development and Learning <i>*Needs to be one of the first six</i>
EDUC 594 Research Evaluation & Design <i>*Needs to be one of the first six courses taken</i>
COU 515 Group Theory & Counseling * (field experience required) *(Must be taken in Fall or Spring) <i>*Track 2 students must pass a background check prior to enrollment in this course</i> <i>*Track 2 students must submit passing Praxis Core Academic Skills Test Scores prior to enrollment in this course</i>
COU 520 School Counseling Program Dev & Mgmt.
COU 522 Foundations of Assessment
COU 530 Consultation Strategies in the Schools
COU 540 Practicum <i>*Site approval must be secured prior to enrollment in this course</i>
COU 550 Abnormal Psychology
COU 560 Trauma & Crisis Intervention
COU 570 Career Dev in the Schools
COU 600 School Counselor Capstone <i>*Capstone is one of the final three courses to be taken in the program. It may be taken ANY term and may also be taken simultaneously with COU 601 or 602.</i>
COU 601 Internship I (PK-6) 225 hours <i>*Must be taken in Fall or Spring and one of the final three course taken in the program</i> <i>*Site approval must be secured prior to enrollment in this course</i>
COU 602 Internship II (7-12) 225 hours <i>*Must be taken in Fall or Spring and one of the final three course taken in the program</i> <i>*Site approval must be secured prior to enrollment in this course</i>
Students who have not previously earned a teaching certificate (Track 2) must complete these additional 12 credits:
EDUC 520 Literacy Assessment & Intervention
EDUC 551 Curriculum Design & Evaluation
EDUC 576 Behavior Management in Inclusive Settings
EDUC 593 Basic Foundations of Special Education & Inclusive Practices (3)

PROGRAM CHECKPOINTS:

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

- Pass the admission essay
- Provide two professional letters of reference (non-family member).
- Provide all undergraduate and graduate transcripts. Minimum cumulative GPA required is 2.75.

Prior to completion of COU 502, all candidates must:

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

Prior to enrolling in COU 515 Group all Track 2 candidates must:

- Complete and pass a criminal background check
- Pass the PRAXIS CORE ACADEMIC SKILLS test with the Nebraska cut scores. Score reports must be sent directly from Praxis to Nebraska Department of Education (7643) and to Concordia University, Nebraska (6116).

During the program all candidates must:

- Submit required Field Experience paperwork while enrolled in COU 515 course.
- Submit Practicum site and supervisor proposal prior to enrollment in COU 540 for approval.
- Document proof of liability insurance through his/her American School Counselor Association's Student Membership prior to enrollment in COU 601 or 602 Internships.
- Submit COU 601 Internship I Packet prior to enrollment in COU 601 for approval.
- Submit COU 602 Internship II Packet prior to enrollment in COU 602 for approval.

Program Completion:

- Candidate must pass all courses with a grade of C or higher. A cumulative grade-point average of 3.0 (B) is required.
- Candidate must log all the required hours for Field Experience, Practicum, and Internships.
- For Nebraska licensure, candidate must pass Praxis 0421/5421 Professional School Counselor with a minimum score of 156.
- Candidate must complete all program requirements and submit all required documentation for the Program.

Master of Education

Program Options

- **Curriculum and Instruction (Master of Education and/or Endorsement)**
Teacher Leadership; ESL endorsement; Instructional Technology Leadership; with Science, Technology, Engineering, the Arts & Math (STEAM) Education
- **Early Childhood Education (Master of Education and/or Endorsement)**
- **Early Childhood Education B-3rd. Inclusive with Nebraska Initial Teacher Certification (Master of Education and/or Endorsement)**
- **Early Childhood Special Education (Master of Education and/or Endorsement)**
- **Educational Administration (Master of Education and/or Endorsement)**
Elementary School Administration
Secondary School Administration
Elementary/Secondary School Administration
- **Literacy Education (Master of Education and/or Endorsement)**
Reading Specialist Endorsement
Reading Specialist with ESL endorsement
- **Special Education (Master of Education and/or Endorsement)**
- **TESOL (Teaching English to Speakers of Other Languages) (Master of Education and/or ESL Endorsement)**

Program Overview

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

Educated people in a democratic society promote a congenial community where its citizens put the common good above self-interest. Empowered by the Gospel, the church in mission strives to nurture its members through God's revelation. Education, one assisting process, seeks to help people become less self-centered and more responsive to society's and the church's aims.

Capable Christian teachers, qualified to meet the needs of children, youth and adults aid society and the church in achieving their goals.

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

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

Objectives

Graduate candidates who complete a Master of Education Degree will be able to demonstrate:

1. the ability to complete a program of advanced study and a commitment to continuous, self-directed professional growth;
2. growth in their ability to minister to those with whom they work, recognizing each individual's unique potential because of God's creative and redemptive acts;
3. growth in their understanding of the knowledge base of teaching, leading, and learning;
4. increased understanding of the history and philosophy of education;
5. an understanding of the significance and complexities of educational research;
6. the ability and commitment to implement a Christian educational world view that

- transcends human disadvantages, disabilities and cultural, sexual and social biases;
7. an appreciation of the place and contribution of school and church to society; and
 8. growth in strengthening a professional need or interest area.

Required Background Check

All students who enroll in a Master of Education program or an Endorsement program must have a background check completed through CastleBranch by the end of the first course that the student is enrolled. Students will be provided with the information to register for the background check through CastleBranch during the enrollment process and will also have the same information embedded in the first course that they are enrolled in. The only exception to this requirement would be if the student has a valid teaching certificate, at which point the student must email a copy of that certificate to the applicable Program Director to verify.

CURRICULUM AND INSTRUCTION

Program Options

- Master of Education in Curriculum and Instruction-36 hours
- Master of Education in Curriculum and Instruction with an ESL supplemental endorsement –39 hours
- Master of Education in Curriculum and Instruction with an Instructional Technology Leadership supplemental endorsement – 36 hours
- Master of Education in Curriculum and Instruction with Science, Technology, Engineering, the Arts & Math (STEAM) Education – 36 hours (effective 6/25/18)

Prerequisites

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

Program Overview

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

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

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

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

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

- A supplemental ESL endorsement which requires an additional 45 clock-hour practicum (EDUC 527) in addition to the 36 program credits.
- A supplemental Instructional Technology Leadership endorsement which requires no additional hours to the 36 program credits. The 5 courses (15 hours) designated with ** can also be taken independently for the endorsement only.
- The Master of Education in C&I with a Science, Technology, Engineering, the Arts & Math (STEAM) emphasis is designed for PK-12 teachers who wish to integrate STEAM into their classroom and become STEAM teacher leaders at their school. The coursework for this program includes four education core courses (12 hours) and eight STEAM-focused courses (24 hours). **This program requires a valid K-12 teaching credential.** The STEAM courses focus on:
 - Teaching and learning of STEAM
 - Integrating STEAM in the classroom
 - Introducing the engineering design process to students
 - Integrating the arts in STEAM
 - Teaching STEAM to diverse learners
 - STEAM teacher leadership
 - Assessment of student learning
 - STEAM instruction

Candidates will also complete a STEAM capstone and practicum so that they can apply what they learn in their own classrooms and schools

Graduate candidates who complete this program will be able to:

1. Demonstrate the ability to design, implement, and reflect on lessons and units that incorporate an integrative STEAM learning cycle approach and developmentally appropriate methodology
2. Demonstrate an understanding of STEAM education as an integrated approach across disciplines, connected to other disciplines beyond science, technology, engineering, and mathematics and develop lessons to integrate several disciplines
3. Apply practices that integrate STEAM disciplines through the design and implementation of multiple, integrated, developmentally appropriate learning experiences for all students
4. Demonstrate the skills to create differentiated learning experiences in integrative STEAM education to meet the needs of all students
5. Incorporate reading, writing, and questioning strategies through integrative and active strategies that supports the development of STEAM literacy for all students
6. Demonstrate the skills to select, modify, and develop learning activities that support higher-order thinking and creative problem solving which foster an understanding of the interconnectedness of Science, Technology, Engineering, Arts and Mathematics
7. Demonstrate the skills to elicit students' conceptions, reasoning and understanding through multiple forms of meaningful assessment including: formative/summative and individual/group

8. Utilize strategies for self-assessment so that students build their capacity to monitor their own learning
9. Utilize diverse and authentic assessment strategies to monitor and adjust instruction across STEAM disciplines and grade levels
10. Utilize problem-solving approaches and the design process to answer complex questions, engage in critical thinking, investigate societal issues, and develop solutions for challenges and real world problems
11. Utilize the design process and a variety of resources (education technology, information, materials, tools, machines) to safely and efficiently develop solutions to problems that require integration of concepts and skills from multiple disciplines, including science, technology, engineering, math, language arts, social studies, arts, and/or physical education
12. Demonstrate knowledge of inquiry-based and learning methodologies as applied to STEAM education and apply these to their instruction.
13. Demonstrate the ability to connect basic fundamental concepts and major principles of science, technology, engineering and math to other areas, especially history, language, arts, and culture, etc.
14. Establish a learning environment that encourages and supports innovation, design thinking, and intellectual risk taking
15. Engage students in the purposeful use of instructional technologies to increase access and extend their abilities to understand, transfer, and adapt STEAM knowledge, skills, and dispositions
16. Recognize that STEAM education is general education with the intent to prepare a citizenry who can function in a science and technology rich society

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

Additional Endorsements for Nebraska Teaching Certificates:

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

Objectives

Graduate candidates who complete this program will be able to:

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

Master of Education in Curriculum & Instruction Program Options

C&I Master's degree	C&I Master's degree with Instructional Technology Leadership endorsement	C&I Master's degree with ESL endorsement	C&I Master's degree with STEAM endorsement
EDUC 534 Empowering Teachers as Leaders *Must be one of the first six courses taken in the program	EDUC 534 Empowering Teachers as Leaders *Must be one of the first six courses taken in the program	EDUC 534 Empowering Teachers as Leaders *Must be one of the first six courses taken in the program	EDUC 601 How People Learn *Must be one of the first six courses taken in the program
EDUC 531 Differentiating Instruction to Increase Student Achievement *Must be one of the first six courses taken in the program	EDUC 531 Differentiating Instruction to Increase Student Achievement *Must be one of the first six courses taken in the program	EDUC 551 Curriculum Design and Evaluation *Must be one of the first six courses taken in the program	EDUC 603 STEAM Integration in the Classroom *Must be one of the first six courses taken in the program
EDUC 501 Contemporary Thought in Education *Must be one of the first six courses taken in the program	EDUC 501 Contemporary Thought in Education *Must be one of the first six courses taken in the program	EDUC 501 Contemporary Thought in Education *Must be one of the first six courses taken in the program	EDUC 501 Contemporary Thought in Education *Must be one of the first six courses taken in the program
EDUC 506 Integrating Technology into the Classroom *Must be one of the first six courses taken in the program	EDUC 506 Integrating Technology into the Classroom *Must be one of the first six courses taken in the program	EDUC 506 Integrating Technology into the Classroom *Must be one of the first six courses taken in the program	EDUC 604 Math, Science, and the Engineering Design Process *Must be one of the first six courses taken in the program
EDUC 551 Curriculum Design and Evaluation *Must be one of the first six courses taken in the program	EDUC 672 Best Practices in Integrating Technology into C&I Design *Must be one of the first six courses taken in the program	EDUC 524 ESL/ELL Instruction *Must be one of the first six courses taken in the program	EDUC 605 Integrating the Arts in STEAM *Must be one of the first six courses taken in the program
EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program	EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program	EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program	EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program
EDUC 514 Applying and Analyzing Assessment Data	EDUC 670 Technology in Assessment and Instructional Improvement	EDUC 525 ESL/ELL Curriculum and Assessment	EDUC 606 Teaching STEAM to Diverse Learners
EDUC 532 Enhancing Learning through Linguistic and Cultural Diversity	EDUC 671 Using Technology to Build Effective Online Learning Communities	EDUC 623 Linguistics for Educators	EDUC 607 STEAM Teacher Leadership
PSY 511 Psychological Foundations to Teaching and Learning	PSY 511 Psychological Foundations to Teaching and Learning	PSY 511 Psychological Foundations to Teaching and Learning	PSY 511 Psychological Foundations to Teaching and Learning

<p>EDUC 540 Curriculum and Instruction Capstone *Must be one of the final three courses taken in the program *Prerequisite for EDUC 590</p>	<p>EDUC 540 Curriculum and Instruction Capstone *Must be one of the final three courses taken in the program *Prerequisite for EDUC 590</p>	<p>EDUC 526 Language and Culture *Must be one of the final four courses taken in the program</p>	<p>EDUC 608 STEAM Capstone *Must be one of the final three courses taken in the program *Prerequisite for EDUC 609</p>
<p>EDUC 590 C&I Practicum *Must be one of the final three courses taken in the program</p>	<p>EDUC 590 C&I Practicum *Must be one of the final three courses taken in the program</p>	<p>EDUC 540 Curriculum and Instruction Capstone *Must be one of the final four courses taken in the program</p>	<p>EDUC 609 STEAM Practicum *Must be one of the final three courses taken in the program</p>
<p>SOC 565 Serving and Leading in the Community and World *Must be one of the final three courses taken in the program</p>	<p>SOC 565 Serving and Leading in the Community and World *Must be one of the final three courses taken in the program</p>	<p>SOC 565 Serving and Leading in the Community and World *Must be one of the final four courses taken in the program</p>	<p>SOC 565 Serving and Leading in the Community and World *Must be one of the final three courses taken in the program</p>
		<p>EDUC 527 ESL Capstone *Must be one of the final four courses taken in the program</p>	

EARLY CHILDHOOD EDUCATION

Program Options

- Master of Education with Early Childhood Endorsement – 36 hours
- Master of Education with Early Childhood Education B-3rd Inclusive with Nebraska Initial Teacher Certification- 57 hours
- Early Childhood Endorsement only – 18 hours

Prerequisites

The Master of Education with Early Childhood Endorsement is a supplemental endorsement not an initial certification. To be eligible for a supplemental endorsement, candidates from Nebraska must hold an elementary education (K-6) endorsement. Candidates from other states must check with their State Department of Education to see if this program meets their State's requirements for earning a second endorsement.

The Birth-3rd Inclusive is an Early Childhood Master's Program that leads to Nebraska Initial Teacher Certification. Candidates from other states must check with their State Department of Education to see if this program meets their State's requirements for teacher licensure. (In addition to the information provided in this section, please refer to the CUNE Clinical Practice: Student Teaching Handbook in the Appendix section of this catalog).

Program Overview

The Master of Education with an Early Childhood Emphasis is a good choice for candidates who are interested in advanced study in the field of early childhood education.

This 36-hour Master program of study includes eligibility for Nebraska early childhood teaching certification for those candidates who hold a valid Nebraska teaching certificate. Candidates who are not seeking to add the endorsement, but wish to earn the Masters, are not required to hold an initial education degree.

Both the 36-hour Master program and the 18-hour supplemental endorsement program require candidates to complete 45 clock hours of approved practicum with prekindergarten children.

The 57-hour B-3rd Inclusive program allows candidates to obtain an initial teaching license in classrooms for children Birth through 3rd Grade. Candidates are required to complete 100 clock hours of field experience before 16 weeks of clinical practice (student teaching).

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

Concordia offers these programs in a cohort format; a small group, or cohort, takes the same classes at the same time. This format fosters life-long, professional relationships and offers invaluable peer support. Courses take eight weeks to complete. Classes are offered online. Candidates can finish the 18-hour or 36-hour program in two years, or may apply for an expedited program of completion.

Additional Endorsements for Nebraska Teaching Certificates:

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

Objectives

Graduate candidates who complete this program will be able to:

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

Courses:

Master of Education with EC Education: Requires 45 hours of approved practicum with prekindergarten children prior to enrolling in EDUC 573A	Endorsement Only (18 hours): Requires 45 hours of approved practicum with prekindergarten children
EDUC 574 Early Childhood Program Organization and Management *This is a Carousel I course, must be completed before beginning Carousel II courses	EDUC 574 Early Childhood Program Organization and Management
EDUC 578 Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3). *This is a Carousel I course, must be completed before beginning Carousel II courses	EDUC 578 Infants and Toddlers: Development, Methods, Curriculum & Assessment (Birth-3)
EDUC 501 Contemporary Thought in Education *This is a Carousel I course, must be completed before beginning Carousel II courses	EDUC 565 The Young Child: Language and Literacy Development
EDUC 565 The Young Child: Language and Literacy Development *This is a Carousel I course, must be completed before beginning Carousel II courses	EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3-5)
EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 - 5) *This is a Carousel I course, must be completed before beginning Carousel II courses	EDUC 650 Family and Culture
EDUC 594 Research Evaluation and Design *This is a Carousel I course, must be completed before beginning Carousel II courses	EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 6-8)
EDUC 650 Family and Culture *This is a Carousel II course that must be completed before EDUC 573A	EDUC 680 Practicum ECE: Ages 3 – 5 *Must be completed prior to enrolling in the final course
EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 6 – 8) *This is a Carousel II course that must be completed before EDUC 573A	EDUC 681 Practicum ECE: Kindergarten *Must be completed prior to enrolling in the final course
PSY 511 Psychological Foundations of Teaching and Learning *This is a Carousel II course that must be completed before EDUC 573A/B	
EDUC 573A Action Research Project *Must be one of the final three courses taken in the program	
EDUC 573B Practical Application of the Action Research Project *Must be taken after EDUC 573A	
SOC 565 Serving and Leading in the Community and World *This is a Carousel II course that can be completed before EDUC 573A or after EDUC 573B	
EDUC 680 Practicum ECE: Ages 3 – 5 *Must be completed prior to enrolling in EDUC 573A	
EDUC 681 Practicum ECE: Kindergarten *Must be completed prior to enrolling EDUC 573A	

Birth -3rd Inclusive, Master of Early Childhood Education with Nebraska Initial Teacher Certification	NOTES
EDUC 574 Early Childhood Program Organization and Management *This is a Carousel 1 course, must be completed before beginning Carousel II courses	
EDUC 563 Early Childhood Education History & Foundations *This is a Carousel 1 course, must be completed before beginning Carousel II courses	
EDUC 501 Contemporary Thought in Education *This is a Carousel 1 course, must be completed before beginning Carousel II courses	
EDUC 576 Behavior Management in Inclusive Settings *This is a Carousel 1 course, must be completed before beginning Carousel II courses	
PSY 521 Advanced Child Development *This is a Carousel 1 course, must be completed before beginning Carousel II courses	
EDUC 594 Educational Research *This is a Carousel 1 course, must be completed before beginning Carousel II courses	Prior to submitting the Field Experience Proposal, candidates must: <ul style="list-style-type: none"> ➤ Complete and pass a criminal background check ➤ Complete Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department ➤ Complete Felony/Misdemeanor Statement and submit to Concordia Education Department Field Experiences: <ul style="list-style-type: none"> ➤ Candidates must submit the required Field Experience Proposal during Carousel 1 and successfully complete Field Experiences at least 8 weeks prior to Student Teaching (EDUC 672 A/B)
<p><i>To be admitted into the Teacher Education Program all candidates must complete the following prior to enrolling in the Carousel II courses:</i></p> <ul style="list-style-type: none"> ➤ Candidate must pass the PRAXIS CORE ACADEMIC SKILLS tests with the Nebraska cut scores. Score reports must be sent directly to Nebraska Department of Education (7643) and Concordia University Nebraska (6116). ➤ Complete and pass a criminal background check. ➤ Candidate must complete Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department ➤ Candidate must complete Felony/Misdemeanor Statement and submit to Concordia Education Department. 	
EDUC 678 Field Experience ECE: Birth to 3 (35 hours)	Candidates must submit the required Field Experience Proposals during Carousel I and successfully complete Field Experiences at least 8 weeks prior to Student Teaching (EDUC 672A/B)

EDUC 680 Field Experience ECE: Ages 3-5; or EDUC 681 Field Experience ECE: Kindergarten (35 hours)	Candidates must submit the required Field Experience Proposals during Carousel I and successfully complete Field Experiences at least 8 weeks prior to Student Teaching (EDUC 672A/B)
EDUC 683 Field Experience ECE: 1 st – 3 rd grade (30 hours)	Candidates must submit the required Field Experience Proposals during Carousel I and successfully complete Field Experiences at least 8 weeks prior to Student Teaching (EDUC 672A/B)
EDUC 559 Instructional Methods for Students with Learning Disabilities in Inclusive Settings. *This is a Carousel II course that must be completed before Student Teaching	
EDUC 565 The Young Child: Language and Literacy Development *This is a Carousel II course that must be completed before Student Teaching	
PSY 511 Psychological Foundations of Teaching & Learning *This is a Carousel II course that must be completed before Student Teaching	
EDUC 591 Instructional Methods for students with Intellectual & Developmental Disabilities *This is a Carousel II course that must be completed before Student Teaching	
EDUC 592 Assessment & Evaluation of Diverse Learners *This is a Carousel II course that must be completed before Student Teaching	
EDUC 578 Infants & Toddlers: Development, Methods, Curriculum & Assessment (Birth – 3) *This is a Carousel II course that must be completed before Student Teaching	
EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 – 5) *This is a Carousel II course that must be completed before Student Teaching	
SOC 565 Serving and Leading in Community and World *This is a Carousel II course that can be completed before or after Student Teaching	
EDUC 650 Family and Culture *This is a Carousel II course that must be completed before Student Teaching	
EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 6-8) *This is a Carousel II course that must be completed before Student Teaching	
EDUC 564 Children’s Literature *This is a Carousel II course that must be completed before Student Teaching	
Prior to Admission to Student Teaching:	
<ul style="list-style-type: none"> ➤ Candidates will propose a Clinical Experience at least 8 weeks prior to being eligible for EDUC 672 A/B: Student teaching site, along with contact information for the school and school principal/administrator. Proposed site must be accredited/licensed by the State of the site. Concordia University Nebraska must review and approve the Clinical Experience: Student Teaching site. ➤ Candidates must complete and pass a second criminal background check. ➤ Candidate must complete second Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department prior to Clinical Experience: Student Teaching. 	

- Candidate must complete second Felony/Misdemeanor Statement and submit to Concordia Education Department and prior to Clinical Experience: Student Teaching.
- Candidate must complete all Field Experiences and submit all Field Experience documents prior to Clinical Experience: Student Teaching.
- Candidate must pass PRAXIS Subject Assessment (5024) prior to Clinical Experience: Student Teaching

Student Teaching:

EDUC 672A Clinical Experience: Student Teaching 1

EDUC 672B Clinical Experience: Student Teaching 2

Program Completion:

- Candidate must pass all courses
- Candidate must pass Clinical Experience: Student Teaching 1 and 2
- Candidate must submit all required documentation for the Program and for Clinical Experience: Student Teaching

EARLY CHILDHOOD SPECIAL EDUCATION

Program Options

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

Prerequisites

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

Program Overview

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

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

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

Additional Endorsements for Nebraska Teaching Certificates:

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

Objectives

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

1. Understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.
2. Be able to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.
4. Use multiple methods of assessment and data-sources in making educational decisions.
5. Be able to select, adapt, and use repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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

Courses:

Master of Education with ECSE Emphasis	Endorsement	MED
EDUC 578 Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3)	3	3
EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five)	3	3
EDUC 501 Contemporary Thought in Education	3	3
EDUC 650 Family and Culture	3	3
EDUC 602 History and Context of Early Childhood Special Education	3	3
EDUC 594 Research Evaluation and Design		3
EDUC 655 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education	3	3
EDUC 657 Teaching Students with Autism and Severe/Profound Disabilities	3	3
PSY 511 Psychological Foundations of Teaching and Learning	3	3
EDUC 692 Observing and Assessing the Young Child with Disabilities	3	3
EDUC 576 Behavior Management in Inclusive Settings	3	3
SOC 565 Serving and Leading in the Community and World		3
Total Required Credit Hours	30	36

EDUCATIONAL ADMINISTRATION

Program Options

- Master of Education, Educational Administration with the following endorsements (36 hours)
 - Elementary Administration
 - Secondary Administration
 - Elementary & Secondary Administration (Dual—45 hours)
- Master of Education, Educational Administration with the following endorsements and a concentration in Athletics Administration (51 hours):
 - Elementary Administration endorsement with concentration in Athletics Administration
 - Secondary Administration with concentration in Athletics Administration
 - Elementary & Secondary Administration (Dual) with concentration in Athletics Administration

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

Prerequisites

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

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

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

Program Overview

The Educational Administration Program at Concordia University Nebraska is designed to prepare educators to serve and be certified as school administrators. The prescribed sequence fulfills the educational requirement for certification in Nebraska as an elementary or secondary principal. In the State of Nebraska, certification shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Practicum hours totaling 250 at the same level of certification are required for graduation in all Educational Administration programs.

Single Certification Requirements (Elementary OR Secondary Administration)

Thirty-six graduate semester hours are required for the administration certification at the same level as the teacher's certification. Individuals seeking a principal endorsement at a level different from their teaching certification must complete an additional nine hours, for a total of 45 graduate semester hours in the Dual Certification Program.

Dual Certification Requirements (Elementary OR Secondary Administration)

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

Endorsement without the Educational Administration Master's Degree

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

Additional Endorsements for Nebraska Teaching Certificates:

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

Objectives

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

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

Core courses:	Dual Certification: Elementary with added Secondary Certification additional courses (9 hours):
EDUC 581 Introduction to School Administration *Must be one of the first six courses taken in the program	EDUC 566 Reading in Middle and Secondary Schools
EDUC 685 Ethics for School Leadership *Must be one of the first six courses taken in the program	EDUC 622 Teaching Writing in Grades PK-12
EDUC 610 School Resource Management *Must be one of the first six courses taken in the program	EDUC 635 Survey of Contemporary Literature from PK-12
EDUC 552 Processes in Elementary and Secondary School Administration *Must be one of the first six courses taken in the program	Dual Certification: Secondary with added Elementary Certification additional courses (9 hours):
EDUC 551 Curriculum Design and Evaluation *Must be one of the first six courses taken in the program	EDUC 565 The Young Child: Language and Literacy Development
EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program	EDUC 622 Teaching Writing in Grades PK-12
EDUC 557 School Law	EDUC 635 Survey of Contemporary Literature from PK-12
EDUC 612 School Community Relations	Athletics Administration Concentration additional courses (15 hours):
EDUC 620 School Improvement Processes *This course will count for MSAA 599 Athletics Practicum for candidates who pursue a Joint Master of Education Administration and Master of Science in Athletics Administration.	MSAA 500 Leadership & Management in Athletics
EDUC 686 Special Education Supervision	MSAA 510 Athletics Sociology
EDUC 554 Supervision of Instruction	MSAA 520 Ethical & Legal Aspects of Athletics Administration
SOC/THEO 565 Serving and Leading in Community and World *This must be the final course that all students in the MEd in Education Administration program take regardless of whether they are pursuing dual certification	MSAA 530 Management of Facilities and Operations in Athletics
EDUC 537 Portfolio Review This course must be taken simultaneously with the final course in the program	MSAA 550 High School Athlete Development

	Joint Master of Education Administration and Master of Science Athletics Administration (27 hours):
	MSAA 500 Leadership & Management in Athletics
	MSAA 510 Athletics Sociology
	MSAA 520 Ethical & Legal Aspects of Athletics Administration
	MSAA 530 Management of Facilities and Operations in Athletics
	MSAA 540 Marketing in Athletics
	MSAA 550 High School Athlete Development
	MSAA 552 high School Athletics Fundraising
	MSAA 554 high School Athletics Finance
	MSAA 556 High School Athletics State and Federal Regulation Compliance

LITERACY/READING/ESL

Program Options

- **Master of Education – Literacy Emphasis with Reading Specialist Endorsement:**
Consisting of highly integrated literacy courses, this 36-hour program will result in both a master's and a reading specialist endorsement. It includes a three credit hour case study built around the specific needs of a student with reading difficulties and is required for certification.
- **Master of Education – Literacy Emphasis with Reading Specialist & ESL Endorsement:**
This 51-hour program allows you to earn your master's degree plus two endorsements in a concisely integrated program that offers immediate application to your teaching. It includes a 45 clock hour practicum, and a three credit hour case study built around the specific needs of a student with reading difficulties and is required for certification.
- **ESL Endorsement:**
This 15-hour program features four courses of current ESL theory with immediate application to teaching, including clinical experiences in an ESL classroom and 45 clock-hour practicum.
- **Reading Specialist Endorsement:**
This 30-hour program will result in a reading specialist endorsement. It includes a three credit hour case study built around the specific needs of a student with reading difficulties and is required for certification.

Prerequisites

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

Program Overview

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

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

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

Additional Endorsements for Nebraska Teaching Certificates:

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

Courses:

Master of Education-Literacy Emphasis with Reading Specialist (36 hours)
EDUC 566 Reading in the Middle and Secondary School
EDUC 565 The Young Child: Language & Literacy Development
EDUC 501 Contemporary Thought in Education
EDUC 519 Word Study: Decoding, Comprehension & Fluency
EDUC 622 Teaching Writing Grades PK-12
EDUC 594 Research Evaluation and Design
EDUC 635 Survey of Contemporary Lit from PK-12
EDUC 520 Literacy Assessment & Intervention
PSY 511 Psychological Foundations of Teaching and Learning
EDUC 630 Preliminary Design and Processes for a Case Study
EDUC 631 Creating a Case Study in Literacy
SOC 565 Serving and Leading in the Community and World

Master of Education- ESL Endorsement and Reading Specialist Endorsement (51 hours)	Courses for ESL Endorsement
EDUC 566 Reading in the Middle and Secondary School *Must be one of the first six courses taken in the program	EDUC 524 ESL/ELL Instruction
EDUC 565 The Young Child: Language & Literacy Development *Must be one of the first six courses taken in the program	EDUC 525 ESL/ELL Curriculum and Assessment
EDUC 501 Contemporary Thought in Education *Must be one of the first six courses taken in the program	EDUC 526 Language and Culture
EDUC 519 Word Study: Decoding, Comprehension & Fluency *Must be one of the first six courses taken in the program	EDUC 623 Linguistics for Educators
EDUC 622 Teaching Writing Grades PK-12 *Must be one of the first six courses taken in the program	EDUC 527 ESL/TESOL Capstone
EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program	
EDUC 635 Survey of Contemporary Lit from PK-12	
EDUC 520 Literacy Assessment & Intervention	
PSY 511 Psychological Foundations of Teaching and Learning	
EDUC 630 Preliminary Design and Processes for a Case	
EDUC 631 Creating a Case Study in Literacy *must be one of the final two courses taken in the program	
SOC 565 Serving and Leading in the Community and World *must be one of the final two courses taken in the program	

Reading Specialist Endorsement (30 hours)
EDUC 566 Reading in the Middle and Secondary School
EDUC 565 The Young Child: Language & Literacy Development
EDUC 501 Contemporary Thought in Education
EDUC 519 Word Study: Decoding, Comprehension & Fluency
EDUC 622 Teaching Writing Grades PK-12
EDUC 635 Survey of Contemporary Lit from PK-12
EDUC 520 Literacy Assessment & Intervention
PSY 511 Psychological Foundations of Teaching and Learning
EDUC 630 Preliminary Design and Processes for a Case Study
EDUC 631 Creating a Case Study in Literacy

ESL Endorsement (15 hours)
EDUC 524 ESL/ELL Instruction
EDUC 525 ESL/ELL Curriculum and Assessment
EDUC 526 Language and Culture
EDUC 623 Linguistics for Educators
EDUC 527 ESL/TESOL Capstone

SPECIAL EDUCATION

Program Options

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

Prerequisites

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

Program Overview

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

Additional Endorsements for Nebraska Teaching Certificates:

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

Objectives

The Master of Education in Special Education aligns with the established professional standards by the Council for Exceptional Children for teachers in the field of special education. Candidates who complete the M.Ed. in Special Education – Inclusive Practices program will:

1. Understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities in inclusive settings.
2. Be able to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with disabilities in inclusive settings.
4. Use multiple methods of assessment and data-sources in making educational decisions in inclusive settings.

5. Be able to select, adapt, and use repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities in inclusive settings.
6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Be able to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

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

All programs take the same classes, with the addition of advanced courses for endorsements.

TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

Program Options

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

Prerequisites

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

Program Overview

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

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

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

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

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

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

Additional Endorsements for Nebraska Teaching Certificates:

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

Objectives

Program goals for the Master of Education in TESOL directly align with standards set forth by the TESOL (Teachers of English to Speakers of Other Languages) International Association for ESL teacher training programs. Thus the graduate of the TESOL program will be able to:

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

Courses:

Master of Education in TESOL	ESL Endorsement
EDUC 524 ESL/ELL Instruction *Must be one of the first six courses taken in the program	EDUC 524 ESL/ELL Instruction
EDUC 525 ESL/ELL Curriculum and Assessment *Must be one of the first six courses taken in the program	EDUC 525 ESL/ELL Curriculum and Assessment
EDUC 501 Contemporary Thought in Education *Must be one of the first six courses taken in the program	EDUC 623 Linguistics for Educators
EDUC 623 Linguistics for Educators *Must be one of the first six courses taken in the program	EDUC 526 Language and Culture
EDUC 526 Language and Culture *Must be one of the first six courses taken in the program	EDUC 527 ESL/TESOL Capstone
EDUC 594 Research Evaluation and Design *Must be one of the first six courses taken in the program	
EDUC 640 Second Language Acquisition	
EDUC 519 Word Study: Decoding, Comprehension & Fluency	
PSY 511 Psychological Foundations of Teaching and Learning	
EDUC 621 Teaching ESL Writing	
EDUC 527 ESL/TESOL Capstone *Must be one of the final two courses taken in the program	
SOC 565 Serving and Leading in the Community and World *Must be one of the final two courses taken in the program	

Master of Public Health

Program Options

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

Prerequisites

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

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

Program Overview

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

Objectives

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

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

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

Core courses (27 hours):	Community Health Education Specialization (12 hours):
MPH 500 Fundamentals of Public Health *Must be one of the first six courses taken in the program	MPH 560 Public Health Ethics
MPH 520 Concepts of Environmental Health *Must be one of the first six courses taken in the program	MPH 583 Global Health (online course that includes an international week-long health mission trip)
MPH 505 Biostatistics *Must be one of the first six courses taken in the program	MPH 584 Community Health (required course)
MPH 510 Applied Epidemiology *Must be one of the first six courses taken in the program	MPH 585 Programming and Evaluation in Public Health (required course)
MPH 525 Health Policy and Management *Must be one of the first six courses taken in the program	MPH 588 Marketing Public Health
MPH 515 Principles of Health Behavior *Must be one of the first six courses taken in the program	Health Policy and Administration Specialization (12 hours):
MPH 530 Methods of Research in Public Health	MPH 543 Leadership and Organizational Management in Health Care or MBA 525 Leadership and Organizational Behavior
MPH 598 Applied Research in Public Health (capstone course) *Must be taken directly after MPH 530	MPH 546 Public Health Finance or MBA 530 Corporate Finance
MPH 599 Public Health Field Practicum (capstone course) *Must be the final course taken in the program or concurrently with MPH 598	MPH 548 Human Resource Management in Health Care or MBA 610 Human Resource Management
	MPH 588 Marketing Public Health or MBA 550 Strategic Marketing
Medication Safety & Pharmacovigilance (12 hours) <i>Only available at Concordia University Wisconsin Ann Arbor</i>	
Required Courses (9 hours)	Elective Course (<i>Choose elective courses to equal a total of at least 12 credits</i>)
PHAR 531 Clinical Toxicology (2)	PHAR 549 Big Pharma: Sales, Marketing, and Cultural Impact (2)
PHAR 519 Medication Use and Public/Population Health (2)	PHAR 602 Special Topics (1-3)
PHAR 541 Medication Safety for Health Systems (2)	PHAR 563 Journal Club (2)
PHAR 581 IPPE-5 or IPPE-6 (3)	PHAR 577 Women's Health in Pharmacy (2)
	PHAR 591 Pediatric Pharmacology (2)
	PHAR 547 Pharmacy and the Underserved (2)
	PHAR 571 Geriatric Pharmacy (2)
	PHAR 573 Advanced Mental Health (2)
	PHAR 557 Diabetes Experience (2)

College of Business

Master of Business Administration

CUNE offers a 12 course (36 Hour) Core MBA Program in the following Modalities:

- Face-to-Face
- Hybrid
- Online

Certificate Programs are potentially available (based on enrollment) in the following categories:

- MBA, Leadership and Managing Teams through Change
- MBA, Human Resources Management
- MBA, Project Management

Program Overview

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

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

Objectives

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

For students admitted to start the program in January 2019 and beyond:

Core Courses (36 credit hours)
MBA 525 Leadership and Organizational Behavior
MBA 531 Effective Decision-Making and Communication
MBA 550 Strategic Marketing
MBA 505 Ethical and Legal Environment of Business
MBA 513 Accounting: Financial Analysis for Decision-Making
MBA 610 Human Resource Management
MBA 560 Managerial Economics
MBA 551 Operations Management
MBA 530 Corporate Finance
MBA 508 Innovation and Business Model Generation in a Digital Age
Organization Development Course: MBA 660 Entrepreneur Development OR MBA 668 International Organization Development
MBA 690 Strategic Management (must be taken in final term)

Certificates

Students have the ability to pursue a certificate in one of the three areas below in addition to the MBA program above. Students who start one of the certificates below and then decide to pursue the full MBA program would have the opportunity to substitute the nine credit hour earned in the certificate for any of the following MBA courses:

- MBA 531-Effective Decision-Making and Communication
- MBA 508-Innovation and Business Model Generation in a Digital Age; and
- MBA 560-Managerial Economics
- The Organizational Development course requirement: MBA 660-Entrepreneur Development OR MBA 668-International Organization Development

Leadership Certificate (9 credit hours)
MBA 629 Creating and Leading Effective Teams
MBA 631 Business Negotiation and Conflict Resolution
MBA 632 Cross Cultural Management
Human Resources Management Certificate (9 credit hours)
MBA 617 Compensation Package Development and Administration
MBA 618 Legal Issues in Human Resources
MBA 619 Employee Training, Development, and Retention
Project Management Certificate (9 credit hours)
MBA 651 Introduction to Business Analytics
MBA 614 Business Analysis and Modeling Using Financial Statements
MBA 527 Project Management

Master of Healthcare Administration

Program Options

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

Program Overview

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

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

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

Objectives

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

1. Apply current business principles, including theory and techniques, to the healthcare environment.
2. Communicate clearly and concisely within the context of professional healthcare environments.
3. Demonstrate the various attributes of leadership and the capacity for servant leadership roles in a healthcare organization.
4. Identify the ethical implications of decision-making and be able to apply Christian values to ethical dilemmas.
5. Articulate various healthcare issues, trends and perspectives relative to the healthcare environment, (e.g., access, quality, costs, underserved populations, diversity, etc.).

Core Courses (24 credit hours) (listed in the order in which they will be taken)	Population Health Concentration (9 hours)
HADM 500 Health Services Organization *Must be one of the first six courses taken in the program	MPH 510 Applied Epidemiology
HADM 505 Management of Healthcare Organizations *Must be one of the first six courses taken in the program	MPH 515 Principles of Health Behaviors
HADM 510 HealthCare Financial Management I *Must be one of the first six courses taken in the program	MPH 584 Community Health
HADM 515 Health Information Technology *Must be one of the first six courses taken in the program	Leadership Concentration (9 hours)
HADM 520 Health Outcomes & Quality Improvement *Must be one of the first six courses taken in the program	MPH 543 Leadership and Organizational Management in Health Care or MBA 525 Leadership and Organizational Behavior
HADM 525 Healthcare Policy *Must be one of the first six courses taken in the program	HADM 512 Healthcare Financial Management II
HADM 530 Health Law & Ethics	MPH 548 Human Resource Management in Health Care or MBA 610 Human Resource Management
HADM 535 Strategic Management in Healthcare Organizations	Health Information Technology Concentration (9 hours)
	HADM 540 Healthcare Systems – Leadership Implications
	HADM 542 Health Informatics
	HADM 544 Cyber-Security
HADM 599 Healthcare Administration Practicum – prerequisite: completion of core and concentration courses. Experience component of practicum may be waived for students with significant professional healthcare experience.	Gerontology Concentration (9 hours)
	GERO 500 Issues in Gerontology & Aging
	GERO 502 Social Gerontology
	GERO 520 Long-term Care Administration

COURSE DESCRIPTIONS

Adult Undergraduate Online 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. General education course descriptions are available in the undergraduate catalog.)

BIOLOGY

BIO 207 Human Genetics: Applications and Issues [3]

A study of the basic principles of human genetics, their applications in society, and the issues that arise from these applications.

BIO 243 Elements of Human Anatomy and Physiology [4]

Lecture 3, Lab. 2. A study of the human body, its structure and function. Course will include introduction to the microscopic and gross anatomy of the body, a survey of each body system and the homeostatic mechanisms of the body.

**Prerequisite: High School Biology and Chemistry. Course may not be used in biology concentration or major, or to fulfill requirements for health professional programs.*

BIO 244 Nutrition [3]

A study of nutrients, their chemical structures, digestion, absorption and utilization in the body. The roles of nutrients, recommended allowances, their interactions and the results of deficiencies. May be used as an elective in general education component.

BUSINESS

BUS 121 Financial Accounting [3]

An introduction to the theory, language, and practice of accounting. Major components of the primary financial statements are examined. Emphasis on the uses of financial information.

BUS 122 Managerial Accounting [3]

An introductory course in managerial accounting. Topics include methods of costing, cost-price-volume relationships, flexible budgets, budget variances, capital budgeting decisions, and cost allocations.

**Prerequisite: BUS 121.*

BUS 221 Intermediate Accounting I [4]

An in-depth study of financial statements, accounting concepts and principles. Discussion of alternative theoretical views. Current professional pronouncements are examined and generally accepted positions defined.

**Prerequisite: BUS 121.*

BUS 222 Intermediate Accounting II [4]

Continuation of BUS 221.

BUS 261 Marketing [3]

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

BUS 281 Business Communication [3]

The intense study of business writing and speaking using audience analysis. Implications for organizational

communication and structure are considered. Major assignments include writing letters and reports for targeted audiences, analysis of organizational rhetoric as related to those products, self-presentation and audience analysis in interview situations, and editing skills. *

**Prerequisite: ENG 102. Same as CTA 281.*

BUS 300 Business Law [3]

The course is designed to introduce the student to the rules of law under which the business world operates. It provides the student with a basic understanding of the legal rights and duties which arise from common business transactions. Topics include contracts, personal property, real property, insurance, estates and agency.

**Prerequisite: sophomore standing or higher*

BUS 321 Cost Accounting [3]

Determination of product cost, effective cost control. Use of costs in setting budgets. Additional topics include process and job-order costing and inventory control.

**Prerequisite: BUS 122.*

BUS 322 Advanced Accounting [3]

Accounting theory and practice applied to business combinations, multinational accounting, governmental accounting, not-for-profit accounting, partnerships, trusts and estates.

**Prerequisites: BUS 221, junior standing.*

BUS 331 Finance [3]

Fundamentals of financial management. Policy, methods, institutions, and tools of financial management involved in financing the business organization.

**Prerequisites: BUS 121*

BUS 343 Operations Management [3]

A functional study of operational concepts as applied to managing the production of goods and services within a variety of environments such as profit, nonprofit, service and manufacturing-oriented organizations.

**Prerequisite: MATH 122.*

BUS 345 Management Science [3]

Introduction to management science, including modeling, linear programming, integer programming, network analysis, waiting line theory, simulation, decision analysis, and inventory models.

**Prerequisite: MATH 122.*

BUS 351 Human Resources Management [3]

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

BUS 364 Consumer Behavior [3]

Studies the 'why' of marketing; why consumers prefer certain products and services. Emphasizes behavioral science concepts in an application-oriented environment as they relate to the process of consumption. Buying behavior and analysis. Perception, motivation, learning, attitude structure and change, social influences and cultural forces relevant to buyer behavior and decision processes.

**Prerequisite: BUS 261.*

BUS 371 Information Systems [3]

Survey of the information systems discipline, including information technology, telecommunications and networks, systems design and development, and security/privacy issues. Improving organizational effectiveness through appropriate use of information system resources.

BUS 399 Internship [1-3]

Students will take an internship as part of their program of studies in business. Students should consult with the director of business and the Office of Career Services to obtain the undergraduate internship/practicum packet and review the required process. May be repeated once. P/F.

BUS 400 Business Ethics [3]

A study of Christian ethics and practice in relationship to the conduct of business. Case studies are utilized to give skills in problem analysis and the application of the Christian vision.

**Prerequisite: junior standing.*

BUS 421 Tax Accounting [3]

Examination of present federal tax laws with reference to accounting principles and procedures applied to

the preparation of tax returns of individual and fiduciaries. Topics include gross income, capital gains and losses, non-business deductions, inventories and bad debts.

**Prerequisite: BUS 221 or permission of instructor.*

BUS 422 Auditing [3]

Methods of conducting various audits. Principles and procedures used to determine accuracy and reliability of financial records. Preparation of the audit report. The auditor's certificate.

**Prerequisite: BUS 221.*

BUS 443 Organizational Behavior [3]

A study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. Topics include organizational culture, diversity, gender communication, rewards and punishment, work place design, work teams, conflict management, leadership, total quality management and organizational development.

**Prerequisite: Junior standing or higher.*

BUS 446 Strategic Management [3]

Designed to give the student practice in integrating the numerous theory courses in all phases of business management. In the role of the top manager, responsible for the total enterprise, the student applies these theories to the solution of problems in practical business cases. Decisions are made to direct the operation of a simulated business in a competitive market.

**Prerequisite: senior standing.*

COMMUNICATION AND THEATER ARTS

CTA 203 Communication Theory [3]

Course features an overview of communication theory from the classical tradition to current theoretical approaches in human communication. In addition, the course will offer in-depth study in the following areas: organizational communication, mass communication theory, interpersonal communication and group theory/persuasion. Location, analysis and application of research is a focus of the course.

**Prerequisite: ENG 102.*

CTA 224 Listening [3]

This course will explore the different types of listening, the different processes used, and the importance of listening in daily life. Barriers to listening and how to manage those will be discussed. Listening behavior in various contexts will be assessed. An action plan to improve one's own listening will be created.

**Prerequisite: ENG 102.*

CTA 241 Media Literacy [3]

Studies in print and electronic media, particularly how to discern the credibility and influence of information that affects the individual and society. Research projects and student media presentations enable the student to explore and experience techniques of mass media and assess their impact

CTA 301 Public Relations [3]

An exploration of the diverse field of public relations, as it is practiced in large corporations, small businesses, educational institutions and church-related organizations. Students will examine the role, methods and ethical considerations of the profession

CTA 306 Interpersonal Communication [3]

In-depth work and analysis of interpersonal communication. Topics include relationship development and maintenance strategies, nonverbal communication in relationships, conflict resolution and impression management strategies.

**Prerequisite: ENG 102.*

CTA 333 Intercultural Communication [3]

The study of cultural practices that influence the exchange of meaning between individuals and groups of differing cultural/racial backgrounds. The course is designed to provide students with a theoretical and practical understanding of the uniqueness of cultures, the resulting variations in communication styles and preferences, and to provide strategies and skills for successful communication across cultures.

**Prerequisites: ENG 102 or ENG 231. Sophomore standing or higher.*

ECONOMICS

ECON 101 Principles of Macroeconomics [3]

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

ECON 102 Principles of Microeconomics [3]

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

HEALTH AND HUMAN PERFORMANCE

HHP 290 Health Psychology [3]

Health Psychology is the study of how biology, behavior, and social context influence health and illness. The course will examine the contributions of psychological research to the understanding, prevention, and treatment of a variety of health concerns. The biopsychosocial–spiritual model will be emphasized, which entails the study of how social, emotional, behavioral, biological, and spiritual factors influence health. The specific topics may include injury, stress, pain management, addictions, patient–physician/practitioner relations, and chronic illnesses such as Alzheimer's, diabetes, and AIDS.

**Prerequisite: PSY 101. Same as PSY 290.*

HHP 295 Psychology of Exercise [3]

This course will cover: (a) psychological theories for understanding and predicting health-oriented exercise behavior; (b) psychological and psychobiological responses to exercise; (c) psychological interventions for increasing exercise participation and adherence.

**Prerequisite: PSY 101. Same as PSY 295.*

MATHEMATICS

MATH 122 Introduction to Statistics [3]

The fundamentals of elementary statistics, data collection and analysis, probability, distributions, sampling, hypothesis testing, correlation and regression.

PSYCHOLOGY

PSY 101 Introduction to Psychology [3]

The course is a survey of psychology as a natural science and a social science. As a study of human behavior and the mind, the course examines current sub-areas of psychology with attention to neurology, the environment, situation and experience, and the self. Throughout the content, the course also considers how presuppositions in philosophy and theology intersect, integrate, and conflict with views on the human condition.

PSY 205 Adult Development and Aging [3]

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

PSY 221 Lifespan Development [3]

This course will address the entire range of the human life chronologically from the moment of conception through death focusing on the physical, cognitive, social, and personality development of each chronological period. Basic theories, research findings, and practical applications will be discussed.

PSY 241 Child Psychology [3]

Addresses the development of the child from conception to adolescence focusing on the physical, cognitive, social and personality development of childhood. Basic theories, research findings, and practical applications will be discussed.

PSY 306 Introduction to Psychological and Social Research [3]

This course is an introduction to the philosophy, values, methodology, and objectives of psychological and social research. The main objective of this course is for the student to successfully complete a viable research proposal. Considerable emphasis is given to the following: use of the scientific method in social research; selection of a research problem; review of related literature and theories; structure of a research proposal; descriptive methods; instrument development; experimental methods; and applied research.

**Prerequisite: SOC 101 or PSY 101; MATH 122; junior standing.*

PSY 341 Group Techniques [3]

A seminar–laboratory approach for the study of group work and the group process as they apply to the self, the classroom, youth work, business, and society.

**Prerequisite: PSY 101.*

PSY 345 Social Psychology [3]

Social influences on the social and psychological development of the individual; the interaction process, role relationships, development of beliefs and attitudes, dynamics of social groups. Same as SOC 345.

**Prerequisite: PSY 101 or SOC 101, upper-level standing.*

PSY 403 Mental Health and Aging [3]

This course will provide students with a comprehensive study of mental health issues associated with aging. Issues include: depression, dementia and the management of lifelong conditions in later life.

PSY 419 Death, Dying and Trauma [3]

This course examines the processes, theories and responses to individual and collective trauma, the processes and tasks of dying and the issues of death and bereavement

PSY 421 Adolescent Psychology and Development [3]

The course presents an arranged sequence of psychological and development theories, concepts, and insights designed to inform the practitioner working with adolescents. The content and class interaction cumulatively examine adolescent behavior and belief systems. The aim is to assist the practitioner with grounded yet flexible decision–making when working with young people in the contexts of counseling, teaching, youth ministry, family, and community.

**Prerequisite: sophomore standing or higher.*

PSY 422 Psychology and Development of the Young Adolescent [2]

The course focuses on 10 to 15-year olds as they are beginning the transformation from childhood to adolescence. Targeted developmental areas are physical/sexual, social, spiritual, emotional, and cognitive development.

**Prerequisite: PSY 211 or PSY 421, or simultaneous enrollment.*

PSY 442 Introduction to Counseling [3]

This introductory course is designed to assist the student to 1) reflect upon attitudes as a helping person 2) increase ability to use a problem management model 3) acquire the various skills that undergird an effort to effectively listen and respond to another person and 4) develop a personal philosophy of helping.

**Prerequisites: PSY 101 and upper-level standing.*

PSY 445 Abnormal Psychology [3]

Reviews theories and methods which underlie the classification and study of as well as responses to abnormal behavior.

**Prerequisites: PSY 101 and upper-level standing.*

PSY 451 Personality Theory [3]

A study of the dynamic organizations within the human organism of those psychophysical systems that determine the individual's unique adjustments to his/her environment. Empirical and speculative viewpoints are studied with careful differentiation between surface and depth factors. A variety of personality theories are explored for direct applicability to the work of teacher, counselor and enabler.

**Prerequisites: PSY 101 and upper-level standing.*

PSY 490 Capstone Seminar [3]

The capstone seminar provides students with the opportunity to integrate and apply learning from their entire college experience. Students will develop and complete a project in conjunction with the course instructor or other approved mentor. Approved projects will require students to use skills, methodology and knowledge to address important issues, explore key arguments, and critique common practices germane to their academic discipline. Internships and fieldwork experiences may also be acceptable projects. The course will also prepare students for the transition from college to graduate/professional school.

**Prerequisite: senior standing.*

PSY 499 Psychology Honors [1]

Arranged for qualified students to conduct research, present research or to assist faculty in psychology related endeavors

SOCIOLOGY**SOC/CJ 321 Criminology [3]**

This course examines the theories, causes and different responses to crime. It examines crime in the U.S. and other countries from juvenile to adult crime and differences between males and females in addition to what is even considered crime.

SOC 331 The Family [3]

The family as a basic social institution with special references to changing family structure and function. Special attention is given to changing social roles of family members and their impact upon other institutions such as the school and the church. Sem. I only.

**Prerequisite: SOC 101.*

SOC 333 Social Gerontology [3]

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

**Prerequisite: PSY 205. Same as PSY 402.*

THEOLOGY**THEO 483 Sexuality and the Family [3]**

This course develops a Christian approach to human sexuality, marriage, and the family through a study of the pertinent Biblical material. Special attention is given to developing skills, attitudes, and knowledge which can be incorporated in the Christian education programs of congregations, schools and social agencies

Please see the Undergraduate catalog for all General Education requirements and courses

Graduate Course Descriptions

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

COUNSELING

COU 501 FOUNDATIONS OF SCHOOL COUNSELING [3]

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

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

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

COU 503 COUNSELING DIVERSE POPULATIONS [3]

An examination of attitudes, understanding, and application of counseling skills relevant to working with students and families in a diverse and ever-changing world. This course will help prepare counselors with the collaborative skills needed to serve all students in schools and community.

Issues confronted include, but are not limited to; ethnic and racial background, age, English language proficiency, special needs, religion, gender, and economic status.

COU 510 COUNSELING THEORIES [3]

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

COU 512 CHILD & ADOLESCENT DEVELOPMENT AND LEARNING [3]

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

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

This course examines the purpose, development, dynamics, theories, methods, skills, and ethics of group counseling in the schools. This course includes a field experience component at either the elementary, middle, or high school level. Students will observe, participate in, and review a 6 week small group experience in the schools under the leadership of a professional school counselor.

Sites must be secured prior to enrollment in course and approved by course instructor.

**Prerequisites: COU 510*

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

COU 520 SCHOOL COUNSELING PROGRAM DEVELOPMENT AND MANAGEMENT [3]

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

**Prerequisite: COU 501*

COU 522 FUNDAMENTALS OF ASSESSMENT [3]

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

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

COU 530 CONSULTATION STRATEGIES IN THE SCHOOL [3]

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

**Prerequisite: COU 501, 520*

COU 540 PRACTICUM [3]

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

**Prerequisites: COU 501, 510, 520*

COU 550 ABNORMAL PSYCHOLOGY [3]

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

COU 560 TRAUMA AND CRISIS INTERVENTION [3]

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

**Prerequisites: COU 550*

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

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

COU 600 SCHOOL COUNSELOR CAPSTONE [2]

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

**Prerequisite: Student may not be registered for Capstone until all other coursework has been completed.*

The student may register for Capstone simultaneously with Internships. Must be taken in Fall or Spring and one of the final three courses taken in the program.

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

Internship I will include school counseling experiences at the PK-6 level, under the supervision of a certified school counselor. This is the candidate's culminating opportunity to practice and demonstrate mastery of the ASCA competencies. Students are expected to function per the expectations of other full-time employees and counseling staff at the internship site.

Experiences must include a minimum of 225 clock-hours. Ninety (90) of these 225 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance. Student must also secure and prove liability insurance through their student membership with ASCA. Note- If a student requires additional internship hours based on Department of Education regulations for a state outside of Nebraska.

Concordia University, Nebraska will be able to accommodate the student.

**Prerequisite: All coursework must be completed. Student may simultaneously enroll in COU 600. Must be taken in Fall or Spring and one of the final three courses taken in the program.*

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

Internship II will include school counseling experiences at the 7-12 level, under the supervision of a certified school counselor. This is the candidate's culminating opportunity to practice and demonstrate mastery of the ASCA competencies. Students are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Experiences must include a minimum of 225 clock-hours. Ninety (90) of these 225 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance. Student must also secure and prove liability insurance through their student membership with ASCA. Note- If a student requires additional internship hours based on Department of Education regulations for a state outside of Nebraska, Concordia University, Nebraska will be able to accommodate the student. **Prerequisite: All coursework must be completed. Student may simultaneously enroll in COU 600. Must be taken in Fall or Spring and one of the final three courses taken in the program.*

EDUCATION

EDUC 500 Foundations of Education [3]

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

EDUC 501 Contemporary Thought in Education [3]

This course provides an examination of the theoretical and philosophical bases for contemporary educational patterns; and current educational issues. Interests of the participants will determine the areas of application to private and public education. **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 503 Educational Psychology [3]

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

EDUC 504 Middle School Pedagogy [3]

Examines curricular and instructional strategies for middle school grades 5-8. Interdisciplinary curriculum, personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed, modeled and practiced.

EDUC 505 High School Pedagogy [3]

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

EDUC 506 Integrating Technology into the Classroom [3]

This course is designed to provide candidates with an understanding of the role of technology in the 21st century classroom. Candidates will explore current research, design models, tools, and instructional strategies that support the use of technology to enhance teaching, learning, and assessment. Candidates will be expected to use course information to design an instructional unit that effectively integrates technology as a tool for enhancing the learning environment.

EDUC 507 Reading/Writing Across Curriculums [3]

Will show candidates how to incorporate reading, including study skills; writing; speaking; listening; research and inquiry, and technology and media into specific content areas. This course will examine theories and practices in reading comprehension, instructional strategies and communication skills that assist students in becoming mature readers.

EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society [3]

This course will increase candidate knowledge and awareness related to issues of multiculturalism and exceptionality. The course will also provide candidates with socio-historical global perspectives for the study of culture including race, ethnicity, religion, language, gender, sexual orientation, socio-economic status and age in an increasingly diverse world. Candidates will be challenged to reflect both individually and collectively on the multiple meanings of diversity, exceptionality and multiculturalism in American education and society with a focus on positive human relations.

EDUC 509 Special Topics in Reading [1]

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

EDUC 510 Analyzing and Applying Assessments to Improve Instruction [3]

Gain an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis on analyzing assessment data to improve instruction, and incorporating effective student assessment into the planning and delivery of instruction.

EDUC 511 Special Education and the Law [3]

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

EDUC 512 Professional Ethics [3]

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

EDUC 513 Technology Enriched Classrooms in the 21st Century (TEC-21) [1-3]

The TEC21 Workshop Program provides a hands-on professional development experience where teachers further develop their pedagogy as it relates specifically to the effective integration of technology into their classroom environment.

EDUC 514 Analyzing and Applying Assessment to Improve Instruction [3]

Gain an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis on analyzing assessment data to improve instruction, and incorporating effective student assessment into the planning and delivery of instruction.

EDUC 516 Education of the Moderately, Severely & Profoundly Handicapped [3]

The course will define the construct of moderate and severe mental retardation. Terminology of the field as well as characteristics of clients, theoretical models, evaluation of psychomotor, cognitive and affective domains of human development and curriculum development will be discussed.

EDUC 519 - Word Study: Decoding, Comprehension & Fluency [3]

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

EDUC 520 - Literacy Assessment and Intervention [3]

This course emphasizes the assessment and intervention process involving "striving" readers from diverse ability, cultural and linguistic backgrounds. Special emphases include: identification of literacy difficulties, formal and informal assessment tools, evaluation, data analysis, discussion of dyslexia and appropriate intervention.

EDUC 524 ESL/ELL Instruction [3]

The purpose of this course is to introduce candidates to the theory and practice of second language teaching and learning.

EDUC 525 ESL/ELL Curriculum and Assessment [3]

The purpose of this course is to introduce candidates to second language curriculum selection, evaluation, and development as well as assessment and evaluation of second language learners.

**Prerequisite: EDUC 524.*

EDUC 526 Language and Culture [3]

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

EDUC 527 ESL/TESOL Capstone [3]

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

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

EDUC 528/FL528 Parent Education [3]

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

EDUC 529 Special Topics: SIOP® (Sheltered Instruction Observation Protocol) in the Content Areas [3]

This course provides training to content area teachers in the SIOP® (Sheltered Instruction Observation Protocol) method of working with English Language Learners in their classrooms. The SIOP® Model is specifically designed to provide teachers of linguistically and culturally diverse students with the means to teach their content areas effectively as they develop English

Language Learners' language proficiency.

EDUC 530 School, Community, and Parent Involvement [2 or 3]

This course concentrates on the teacher's role in building successful relationships between families, educators, schools, and communities. Strategies for increasing respectful family-school relationships that enhance children's school success will be emphasized.

EDUC 531 Differentiation of Instruction to Improve Student Achievement [3]

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

EDUC 532 Enhancing Learning Through Linguistic and Cultural Diversity [3]

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

EDUC 533 Classroom Management: Theory and Practice [3]

In this course, teachers will study and explore educational literature on classroom management techniques, group dynamics, teacher/student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/student rights, teacher authority, and communication with parents and administration. The primary objective of this course is to provide teachers with an understanding of classroom management strategies and theories, as applied to

real life situations, pertaining to both teachers and students.

EDUC 534 Empowering Teachers as Leaders [3]

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

EDUC 535 Portfolio 1 [0]

The portfolios are outcome and evidence based with the candidate showing evidence of competency in the standards within his or her field of study. Depending upon the program, candidates complete either two or three portfolios, which are submitted electronically at set points during the candidate's program. The portfolio shows professional growth over time and can serve as a basis for documenting professional development outside of the university setting.

EDUC 536 Portfolio 2 [0]

See EDUC 535

EDUC 537 Portfolio Review [0]

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

EDUC 538 Internship in Reading [3]

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

EDUC 539 Instructional Methods for Students with Diverse Needs in Inclusive Settings [3]

This course emphasizes the use of instructional strategies to meet the needs of all learners including the culturally diverse, gifted, at-risk, second language learner, and those with special needs at all education levels. Its non-categorical approach helps teachers ensure all students' success regardless of their specific categories of exceptionality. The course integrates today's expectations for students with a strong commitment to inclusive practices, tempered to the realities of day-to-day teaching. The text provides teachers with a firm grounding in special education practices, an understanding of the professionals who support these students and the procedures followed to ensure their rights are upheld, and a wealth of research-based strategies and interventions that can foster their success. This course will provide teachers information about the individual needs of all learners, and practice in identifying those needs. It will also provide opportunities to begin creating differentiated instructional strategies to meet the needs of all learners. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 540 Curriculum and Instruction Capstone[3]

The capstone course is an opportunity for candidates to demonstrate that they have achieved the goals for learning established in their professional development plan. This project should take into consideration all of the courses leading to this degree and focus on a candidate's personal interest area(s) as they relate to improvement in two of the INTASC teaching standards.

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

EDUC 542 Adv. Student Teaching II – Secondary [3]

EDUC 543 Adv. Student Teaching – Special Education [3]

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

EDUC 545/FL 544 Lifespan Family Education [3]

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

EDUC 546 Explicit Instructional Techniques in Reading for Struggling Learners [3]

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

EDUC 547 Curriculum and Direct Instruction: Math [3]

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

EDUC 548 Instructional Models [3]

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

EDUC 549 The Teacher as a Curriculum Builder [3]

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

EDUC 550 Adv. Student Teaching – Elementary [3]**EDUC 551 Curriculum Design and Evaluation [3]**

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

EDUC 552 Processes in Elementary and Secondary School Administration [3]

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

EDUC 553 Administration of School Relations and Finance [3]

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

EDUC 554 Supervision of Instruction [3]

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

EDUC 557 School Law [3]

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

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

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

EDUC 559 Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings [3]

This course explores diverse instructional strategies to meet the needs of students at-risk or identified with learning disabilities in inclusive settings. Focus is on a range of evidence based interventions (e.g., accommodations specified in the IEP), curriculum, strategies and materials for addressing individualized student needs within the general education classroom.

EDUC 563 Early Childhood Education Foundations and Program [3]

This course provides graduate candidates in early childhood education with knowledge of the history, philosophy and current trends in early childhood education. They will learn about current models and become acquainted with print and technological resources that will enable them to continue to learn in their professional careers.

EDUC 564 Children's Literature- Literature for Young Children [3]

This course provides graduate candidates strategies to select, evaluate, and use children's literature appropriate for early childhood programs. All genres of literature are addressed along with the history of children's literature. Topics include methods of presenting literature for enhancement and enjoyment.

EDUC 565 The Young Child: Language and Literacy Development [3]

A foundations course in developmental reading for teachers of younger children (ages three through grade 3), emphasizing the characteristics of young children, oral language development, developing reading interests, the integration of all language arts in the beginning reading program, and current issues in teaching the young child to read.

EDUC 566 Reading in Middle and Secondary Schools [3]

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

EDUC 567 Assessment and Instruction in Reading [3]

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

EDUC 568 Practicum in Reading Instruction and Assessment [6]

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

EDUC 569 Seminar in Reading [3]

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

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

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

EDUC 571 Issues in Early Childhood Education [3]

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

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

EDUC 573A Action Research Project [3]

In this two-part capstone course, the candidate studies and evaluates developmentally appropriate program practices to be implemented in her/his own program in a field-based supervised experience. In Part A, candidates will demonstrate substantive understanding of critical issues in the field of early childhood education. They will complete a literature review and proposal which will lead to the application of improved practice in their setting. Prerequisite: Students must complete 45 hours of approved internship prior to enrollment.

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

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

EDUC 574 Early Childhood Program Organization and Management [3]

This course focuses on organizing, planning, managing, and evaluating programs for young children. Childcare and preprimary programs are examined in light of current developmentally appropriate practice.

Candidates will be introduced to the portfolio requirements for the program. (Also listed as EDUC 452)

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

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

EDUC 576 Behavior Management in Inclusive Settings [3]

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

EDUC 576A Behavior Management (LPS Tenure Course) [1]

This course explores fundamental concepts and issues related to behavior management at the school- wide and classroom levels. Emphasis is placed on research-based interventions for Tier I and Tier 2 supports in the classroom. The instructional goals of this course are to provide candidates with principles and procedures for serving the academic, social, and emotional needs of students within the general education classroom. The course will provide: a) critical elements of Positive Behavioral Interventions and Supports (PBIS), b) components of quality classroom management, c) strategies to actively engage students and de-escalate problem behavior, d) trauma informed practices and restorative practices, and e) function-based thinking. This course will include coaching in PBIS for up to an additional five hours of support from a Lincoln Public School District PBIS coach.

EDUC 576B Behavior Management (LPS 2hr. Optional Course) [2]

This course explores fundamental concepts and issues related to behavior management at the school wide and classroom level. Emphasis is placed on research-based interventions for Tiered supports in the classroom and school system. The instructional goals of this course are to provide candidates with principles and procedures for serving the academic, social, and emotional needs of students including students with emotional and behavior disorders. To meet the goals, the course will be organized as follows: a) a brief overview of characteristics, b) planning and organizing instruction, c) assessment and educational placement considerations, d) curriculum and programming including scientifically research based strategies, and e) educational, social and emotional issues across a lifespan.

EDUC 578 Infants and Toddlers: Development, Methods, Curriculum & Assessment (Birth-3) [3]

Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from birth to age three; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children from birth to age three. For Early Childhood Special Education Students: This course will include 10 hours of direct contact with young children, ages birth through three, including those with special developmental and/or learning needs.

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

Experienced Lutheran school administrators served as mentors to lead their students through key areas of leadership development of the SLED Program, an introduction to philosophy and practice of school administration in the areas of school leadership, leadership development, agent of change, and Lutheran school service and leadership. Satisfies the requirements for EDUC 581 in the Educational Administration Program. Field experience hours required.

EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 through 5) [3]

Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from age three to age five; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children age three through five. For Early Childhood Special Education Students: This course will include 20 hours of direct contact with young children, ages three through kindergarten, including those with special developmental and/or learning needs.

**Prerequisite: Prior to enrollment, the student must successfully complete the Field Experience requirement as approved by the applicable Program Director.*

EDUC 581 Introduction to School Administration [3]

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

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

EDUC 584 Special Education Methods and Materials [3]

The course will focus on identification and assessment of learning disabilities and ADHD while providing methodology and materials appropriate for this population. The field range of placement options and effective communication will also be addressed.

EDUC 585 Parish Education Program Administration [3]

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

EDUC 586 Parish Education: Planning and Evaluation [3]

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

EDUC 590 C & I Practicum [3]

The Curriculum and Instruction Practicum is an in-the-field experience (100 hours) under the guide of a mentor for a semester which must be completed for the Curriculum Specialist endorsement.

**Prerequisite: EDUC 540*

EDUC 591 Instructional Methods for Individuals with Intellectual and Developmental Disabilities and Other Low Incidence Disabilities in Inclusive Settings [3]

This course focuses on effective approaches to working with students who have cognitive, autistic, or other moderate disabilities. The purpose of this course is to provide knowledge and understanding of how students with special needs are provided educational opportunities in today's elementary and secondary schools. The course will differentiate characteristics of various disabilities, distinguish collaborative teaching practices, and identify instructional strategies (e.g., modifications specified in the IEP), for successful inclusion of students with disabilities in school communities. The content of this course reflects the depth of knowledge and skill required of effective teachers of students with intellectual and developmental disabilities and other low incidence disabilities. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 592 Assessment and Evaluation of Diverse Learners [3]

This course will build knowledge and understanding of the selection and administration of standardized assessments for screening, diagnostics, and progress monitoring of all learners. Models for the formulation of assessment plans for struggling learners and students with persistent academic disabilities will be explored including assessments based on modified achievement standards. Alternate assessments will also be discussed for students with more significant cognitive disabilities. Additionally, this course will focus on special issues in assessment and evaluation including theoretical, legal, and statistical foundations related to assessment in special education and interpretation of assessment results within a Response to Intervention (RTI)/Problem-solving framework to guide instruction for students with learning difficulties. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 593 Basic Foundations of Special Education and Inclusive Practices [3]

This course emphasizes awareness, knowledge of Special Education terms, collaboration and consultation, and empathy for exceptional and culturally diverse children; it provides an overview of the history, introduction to current theory, research, ethical practice and inclusive practices in special education. An overview of exceptional learner characteristics will be explored with an emphasis on understanding and teaching students with special needs within common structures found in schools today focused on student needs being served in an inclusive setting. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 594 Research Evaluation and Design [3]

This course emphasizes the development of skills in qualitative and quantitative research methods, and the evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional practice

EDUC 595 Research Design [3]

The purpose of this course is to prepare the learner to evaluate critically the various forms of existing information and be able to relate this information to school situations requiring authentic research in administrative roles.

EDUC 596 Special Education Practicum [3]

Application of knowledge and skills in a professional setting.

EDUC 598 Thesis [6]

Research, organization and writing of the Master's thesis. A candidate may register for three hours a term. The thesis must be completed at least 45 days before the day of graduation.

EDUC 599 Independent Study [3]

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

EDUC 599 Independent Study - NCFR Certification [3]

This course is a 125 hour practicum in the congregation, school or community. The practicum provides opportunities to develop increased understandings of families and individuals. Candidates develop essential skills under the supervision of the LCMS district education administrators and/or community leaders. The practicum is required for candidates who desire certification by the National Council on Family Relations.

EDUC 601 How People Learn [3]

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

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

This course is an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, preschool, and Kindergartners who demonstrate delays and disabilities. Candidates gain an understanding of important theoretical and philosophical foundations upon which early childhood education and early childhood special education are based. Natural settings for early childhood development, cultural sensitivity, activity-based interventions, and individualized developmentally appropriate practices are emphasized.

Instructional strategies and programs as well as inclusive environments for young children with special needs are explored and discussed. This course includes best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships.

EDUC 603 STEAM Integration in the Classroom [3]

This course will focus on the importance of integrating STEAM into all aspects the PK-12 classroom. It will examine why STEAM is important for all students, not just those going into a STEAM field.

Candidates will also discuss how to make a curricular decision connect science, technology, engineering, and math.

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

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

EDUC 605 Integrating the Arts in STEAM [3]

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

EDUC 606 Teaching STEAM to Diverse Learners [3]

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

EDUC 607 STEAM Teacher Leadership [3]

In this course candidates will discuss what it means to organize and implement a STEAM program whether

that is in their classroom, school, district, or state. Candidates will also learn what it means to be a curricular teacher leader and how they can be advocates for STEAM programs.

EDUC 608 STEAM Capstone [3]

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

EDUC 609 STEAM Practicum [3]

In this course candidates will teach from the STEAM unit that they planned in the STEAM capstone course. They will reflect on how the unit went, what could be improved, discuss classroom management when teaching STEAM lessons, and evidence of student learning.

**Prerequisite EDUC 608*

EDUC 610 School Resource Management [3]

An examination of the principles of planning and administering school resources including fiscal, human and physical resources.

EDUC 612 School Community Relations [3]

An examination of how to manage the marketing and public relations functions of the school in order to facilitate open communication with all community partners.

EDUC 620 School Improvement Processes [3]

An examination of various school improvement processes to include collaborative visioning, data driven decision making, continuous sustainable improvement models and transformational change at the building level.

EDUC 621 Teaching ESL Writing [3]

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

EDUC 622 Teaching Writing in Grades PK-12 [3]

A close examination of the writing of children and youth, and the techniques for teaching writing. Special emphasis on the relationship of writing to literature, reading, language, and the other language arts.

EDUC 623 Linguistics for Educators [3]

This course provides a rigorous overview of the elements of English linguistic study and its application to English language learning and teaching. The course examines grammars and theories of English, language diversity and change, language acquisition, and philosophy and application of language study and teaching.

EDUC 630 Preliminary Design and Processes for a Case Study [3]

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

EDUC 631 Creating a Case Study in Literacy [3]

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

**Prerequisite: EDUC 630.*

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

A survey of contemporary literature for readers from pre-kindergarten level through grade 12. Candidates will become familiar with contemporary youth poetry and fiction, explore societal issues in literature, develop skills of literary analysis, and connect the use of literature to research in literary study and literacy learning.

EDUC 636 Lutheran School Ministry – What Lutherans Believe, Teach, and Confess [1]

Examining foundational LCMS Lutheran beliefs and how they inform the mission, ministry, culture and character of the Lutheran school. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy SOC 565 for students earning the M.Ed.

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

A study of the practical application of God's Word and Lutheran beliefs, used to create and sustain a distinctively Lutheran school community. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy SOC 565 for students earning the M.Ed.

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

A study of the Lutheran Christian classroom, an environment rooted in daily application of the Law and Gospel, where the intentional integration of faith and learning enriches the entire classroom experience. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy SOC 565 for students earning the M.Ed.

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

An in-depth reflection on vocation, designed to provide teachers in Lutheran schools with a deeper personal understanding of their calling to serve the Lord, the Church and their students. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy SOC 565 for students earning the M.Ed.

EDUC 640 Second Language Acquisition [3]

This course introduces the candidate to the major theories of second language acquisition, how second language acquisition research is conducted, and the major findings of second language acquisition research that directly impact classroom practice and ESL student learning. The course addresses the different challenges in language acquisition that face young children, older children, and adults, and how those challenges impact ESL pedagogy and andragogy. The graduate candidate will be required to reflect on various theories and research discussed in the course in order to plan for more effective teaching of ESL students in his/her own instructional setting.

EDUC 650 Family and Culture [3]

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

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

This course provides an overview of the characteristics in young children with disabilities and how services under federal and state regulations/statutes are determined. Family systems, parent/family advocacy, and the influence of cultural perspectives on the education of young children with disabilities will be covered in this course. Best practice models for inclusive classroom (general education settings) learning are presented. Models of Co-teaching will be provided and explored. Team models and planning for instruction are discussed. Professional and ethical practices related to the legal, historical, and social foundations for early childhood special education are included in this course. This course will include 10 hours of direct contact with children with disabilities and 10 hours of observation.

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

This course provides historical, social, and legal foundations and skills for working within a framework of collaborative partnerships to support children with autism or severe disabilities across varied classroom settings. The roles of family members and consideration of diversity and multicultural backgrounds in educating children with severe disabilities and autism will be covered. This course will include characteristics of severe disabilities, autism, and special health care needs, methods of planning individualized instruction, and instructional strategies that support students with Autism and Severe/Profound Disabilities. In addition, technology applications for these populations will be discussed. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 660 Outcome-based Instructional Methods in Inclusive Settings [3]

This course explores methods of effective and efficient teaching strategies that promote optimal learning for struggling students including Universal Design for Learning. Candidates will learn how to optimize

student learning, select critical content and break complex tasks into obtainable pieces for all students within an inclusive setting. Additional focus will be placed on monitoring accuracy of student responses and adjusting a lesson based on student performance.

Throughout this course, candidates will have multiple opportunities to evaluate how explicit instruction (effective and efficient teaching strategies) can align with their current K-12 classroom and discover occasions for application. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 661 Advanced Behavior Management [3]

An exploration of advanced evidence based behavioral management strategies at tiers two and three of the response to intervention/positive behavior support triangle. A function based process for choosing the interventions that are likely to be most effective for specific student profiles will provide the foundation for the course. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

EDUC 662 Collaboration and Consultation [3]

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

EDUC 663 Transition Education and Services—Early Childhood to Adulthood [3]

An examination of the background of transition education and services for individuals with disabilities from early childhood through adulthood. Emphasis will be placed on identification and documentation of necessary transition skills, the nature of the transition process, and the implications of incorporating critical transition skills into the curriculum.

EDUC 670 Technology in Assessment and Instructional Improvement [3]

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

EDUC 671 Using Technology to Build Effective Online Learning Communities [3]

This course will explore the characteristics of online learners, creating an effective online learning environment, developing cognitive, social, and teaching presence, and a comparison of andragogy vs pedagogy teaching and learning strategies.

EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design [3]

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

EDUC 672A Student Teaching [3] Eight weeks supervised student teaching in an inclusive pre-primary setting. Prerequisites: a) Candidate will submit a Clinical Experience site proposal to the Program Director for the MEd in Early Childhood that includes the contact information for the school and the school principal/administrator. The proposed site must be accredited by the State of the site. b) The Program Director for the MEd in Early Childhood must review and approve the site. c) Candidate must complete and pass a second criminal background check through CastleBranch. d) Candidate must submit: i) a second Disclosure of Emotional/Mental Health Statement and submit to the MEd in Early Childhood Program Director prior to Clinical Experience; and ii) a second Felony/Misdemeanor Statement and submit to Concordia Education Department and submit to the MEd in Early Childhood Program Director. e) The candidate must pass the PRAXIS Subject Assessment (5024) with the Nebraska cut scores and the score reports sent directly from Praxis to Nebraska Department of Education (7643) and Concordia University (6116)

EDUC 672B Student Teaching [3]

Eight weeks supervised student teaching in an inclusive primary setting.

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

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Masters of Early Childhood Education with Nebraska Initial Teacher Certification, must complete 35 hours of approved field experience

with children age birth to three.

This is not required in the Masters of Early Childhood Education /Early Childhood Endorsement.

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

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Masters of Early Childhood Education with Nebraska Initial Teacher Certification, must complete 35 hours of approved field experience with children age three to five OR they can choose to complete EDUC 6XX in place of EDUC 680.

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

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

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Masters of Early Childhood Education with Nebraska Initial Teacher Certification, must complete 35 hours of approved field experience with Kindergarten children OR they can choose to complete EDUC 680 in place of EDUC 6XX.

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

EDUC 683 Field Experience ECE: 1st – 3rd Grade [0]

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Masters of Early Childhood Education with Nebraska Initial Teacher Certification must complete 30 hours of approved field experience with 1st – 3rd grade children.

This is not required in the Masters of Early Childhood Education/Early Childhood Endorsement.

EDUC 685 Ethics for School Leadership [3]

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

EDUC 686 Special Education Supervision [3]

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

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

This course emphasizes the role of assessment and evaluation in early childhood settings through observing, recording, analyzing and interpreting the behavior/characteristics and learning of young children. Candidates study and use a range of assessments including standardized tests, criterion-based tests, and group administered assessments, as well as behavioral surveys. Candidates learn to apply skills to effectively communicate and interview teachers and parents of young children, including English language learners and students with disabilities. This course includes best practices for assessment of children with special needs and team collaboration that encourages mutual respect and strengthening of school/family partnerships. This course will include 5 hours of direct contact with children with disabilities and 5 hours of observation.

GERONTOLOGY

GERO 500 Issues in Gerontology & Aging Studies [3]

This course provides students with an overview of the field of gerontology, current issues in aging, government policy on aging, the economics of aging, as well as an introduction to careers in aging. Course includes basics of reading and using gerontological research.

GERO 501 Health Aspects of Aging [3]

This course is designed to develop and expand knowledge and skill to understand and address contemporary health issues in aging. The course reviews productive and healthy aging programs, normal aging, age correlated disease, and lifespan health.

GERO 502 Social Gerontology [3]

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

GERO 503 Mental Health and Aging [3]

This course will provide students with a comprehensive study of mental health issues associated with aging.

GERO 504 Faith, Spirituality & Later Life [3]

This course introduces students to issues, concerns and research in the spiritual development of

individuals as they age. The course supplements sociological, biological and psychological theories of lifespan development and explores issues of aging and ministry.

GERO 514 Aging Policy, Programs, and Services [3]

This course will investigate the development of aging policy. Students will analyze both the historical and current relationship between social policy and public policy and assess how this influences the development of programs and provision of services for older adults. The role advocacy plays in policy development will also be examined.

GERO 516 Ethics and Aging [3]

This course will be an overview of philosophical understandings of old age, topics of professional ethics, and specific case evaluations of daily urgent ethical issues related to aging.

GERO 517 Aging and the Brain [3]

This course explores the biological development of the human brain throughout the lifespan and examines the biological changes underlying common age-related neuropathies.

GERO 518 Nutrition & the Older Adult [3]

This course examines in depth, the importance of nutrition across the lifespan with specific attention to the particular nutritional needs of older adults.

GERO 519 Death, Dying & Trauma [3]

This course examines the processes, theories and responses to individual and collective trauma, the processes and tasks of dying and the issues of death and bereavement.

GERO 520 Long-Term Care Administration [3]

Examines the transformation of long-term care and trends that will continue to shape the industry. Investigates the challenges and opportunities long-term care presents to professionals and consumers and evaluates the implication of regulations on long-term care.

GERO 521 Activity Planning and Leadership [3]

This course reviews strategies and philosophies in event planning and activity management for organizations and businesses. A special emphasis is given to creating educational, intergenerational and elder family programming and services.

GERO 523 Geriatric Counseling [3]

This course is an introduction to the treatment modalities and approaches to counseling older adults.

GERO 524 Aging In Place: 21st Century Issues [3]

This course examines the concept of "aging in place", strategies that provide options for living in a community environment, policy trends and emerging issues affecting aging in place. Students will also have the opportunity to put on their entrepreneurs hat and develop programs and services that might be needed for those who choose to "age in place".

GERO/HHP 525 Health Programming and Later Life [3]

This course explores specific health needs of aging individuals and assists students in identifying techniques and strategies used in developing programs for the older adult. The evaluation of programs and the effect upon the older adult will be investigated.

GERO 594 Research Evaluation and Design [3]

Evaluate various forms of existing information, with emphasis on the ability to relate this information to personal professional growth. Develop skills in qualitative and quantitative research methods.

GERO 598 Special Topics in Aging [3]

This course examines special issues in aging and gerontology. Topics are specific to the needs of students in the topic area and expertise of the instructor.

GERO 599 Practicum [3]

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

HEALTHCARE ADMINISTRATION

HADM 500 Health Services Organization [3]

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

HADM 505 Management of Healthcare Organizations [3]

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

HADM 510 Healthcare Financial Management I [3]

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

HADM 515 Health Information Technology [3]

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

HADM 520 Health Outcomes & Quality Improvement [3]

An introduction to quality management and performance improvement in healthcare with a focus on quality assessment, risk management, utilization management, outcomes assessment, and benchmarking to evaluate and improve health care services and patient safety. Provides exposure to a variety of quality tools including Six Sigma and Lean designed to measure performance and to foster continuous improvement.

HADM 525 Healthcare Policy [3]

Overview of health policymaking in the United States and the politics involved in the policymaking process. The course involves a study of participants in policy formulation, the micro & macro models of health policymaking, and the role of different government levels as well as discussions on the issues associated with healthcare planning and the interrelationship of agencies involved. Key factors influencing health policy are reviewed including political, social, economic, and institutional environments

HADM 530 Health Law & Ethics [3]

This course provides a foundational understanding of law and ethics for healthcare students, clinicians, and healthcare administrators. The course begins with an overview of healthcare torts, which is intended to serve as a background for thinking through particular issues discussed in the remainder of the course which presents ethical dilemmas that affect the health care institution and healthcare system. Focus will be discussing current topics in healthcare law and ethics each week. Additionally, the course provides groundwork for the introduction of case studies that can be used in practice in today's healthcare system.

HADM 535 Strategic Management in Healthcare Organizations [3]

Integration of the functional areas of health care organizations via the strategic planning process. Emphasis placed upon the identification of major strategic processes for healthcare organizations as well as policy and marketing issues related to the current and anticipated future healthcare environment.

HADM 599 Practicum in Healthcare Administration [3]

Foundational to the development of healthcare leaders is a learning process which seeks to accomplish three key objectives: to supplement didactic classroom materials with “real-world” experiences (joining of theory & practice), to allow students the opportunity to reflect and articulate on their experiences (reflective observation) and to allow students the ability to demonstrate their knowledge and skills (Cortelyou-Ward, K., Sumner, J. and Rotarisu, T. (2012). Expanding the definition of an internship: Embracing non-conventional graduate students. *The Journal of Health Administration Education*. 29 (4) 329-335). The 70-hour practicum provides the opportunity for students to gain exposure to a healthcare organization and demonstrate their professional healthcare competencies. Because students have a significant stake in making the practicum a meaningful experience, each student is responsible for finding a suitable healthcare organization in which to complete their practicum as well as a site preceptor to oversee their activities.

**Prerequisite will be the completion of all core and concentration courses as well as site approval by the MHA Program Director.*

HUMAN SERVICES

HS 500 History and Foundations of Human Service Systems [3]

This course examines from a broad perspective the philosophy, values, concepts, trends, challenges and opportunities of human service systems.

HS 514 Policy, Programs, and Services [3]

Students become acquainted with human services policies and programs for an aging population, an emerging demographic in need of services.

HS 533: Intercultural Communication for Health and Human Services [3]

Designed to help students understand the uniqueness of cultures and their norms, this course covers differences in communication styles and strategies for successful communication across cultural and racial backgrounds.

HS 543 Leadership and Organizational Behavior [3]

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

HS 550 Issues in Human Service Administration [3]

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

HS 555 Lifespan Development [3]

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

HS 560 Professional Ethics [3]

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

HS 570 Managing Volunteers [3]

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

HS 599 Practicum [3]

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

MANAGEMENT

MGMT 560 NONPROFIT MANAGEMENT [3]

Concepts in management theory and practice will be applied to the nonprofit organization

BUSINESS ADMINISTRATION

MBA 505 Ethical and Legal Environment of Business [3]

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

MBA 508 Innovation and Business Model Generation in a Digital Age (Fast Track students can take this concurrently with MBA 542) [3]

This course will look at cutting-edge theories and practices in the areas of design thinking, complex problem solving, new types of innovation models, perceptual mapping in marketing research, and generating new business models for early stage companies and corporate intrapreneurship. In looking at design thinking, students will be equipped to examine discontinuities in underserved markets and uncover opportunities ripe for exploitation. Innovation will be explored through cases from the perspectives of product manufacturers, service providers and prospective customers.

MBA 511 Social Marketing Strategies [3]

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

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

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

MBA 525 Leadership And Organizational Behavior [3]

This course is designed to increase students' effectiveness and skill in analyzing and understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group and structural behavior and concepts are presented.

Special emphasis will be placed on the importance of leadership and communications.

MBA 527 Project Management [3]

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

MBA 530 Corporate Finance [3]

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

MBA 531 Effective Decision-Making and Communication [3]

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

MBA 550 Strategic Marketing [3]

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

MBA 551 Operations Management [3]

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

MBA 554 Advertising Management [3]

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

MBA 560 Managerial Economics [3]

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

MBA 576 Fraud Management [3]

This course will provide students with a general overview of areas within occupational fraud such as skimming, trade secret theft, cash larceny, check fraud, register schemes, money laundering, and misappropriation of cash and assets. Other areas of emphasis will include corruption and the steps taken to conduct an internal investigation when fraud is suspected.

MBA 610 Human Resources Management [3]

This course introduces and examines the major functions and processes of managing human resources. Theoretical and current issues will be addressed through class discussion and case analysis utilizing organization and managerial examples. Topics will include assessment of resource need, job description development, hiring practices, training program development, compensation, and benefit plan structure, and termination procedures.

MBA 612 Real Estate and Small Business Investing [3]

This course will provide a foundation of the essential tools needed for investing in small businesses and real estate. Areas of small business investment analysis will include assessment of past and projected financial performance, valuation of tangible and intangible property, and current and projected market and industry performance. Areas of real estate investment analysis will include types of investment property, historical cycle of the real estate market, current market analysis, taxation issues, and general financing.

MBA 614 Business Analysis and Modeling Using Financial Statements [3]

This course provides a framework for project management when utilizing financial statements to evaluate the current and future financial health of an organization. Topics include estimating funds requirements, debt policy and long-term financing, capital budgeting, cost of capital, and valuing investment opportunities. Pro forma models will be built to help decision-making.

MBA 616 Capital Markets and Institutions [3]

Students will be provided with a foundation of the structure, governing principles and operations of financial markets and institutions, particularly the Federal Reserve and the banking industry. Topics will include access to and valuation of financial instruments in capital markets, as well as the impact of monetary policy, economic stability, and relationships among institutions on those markets and the financial instruments within them.

MBA 617 Compensation Package Development and Administration [3]

This course focuses on how organizations integrate pay and benefits into compensation systems that can be used as strategic tools for improving the effectiveness of an organization. The factors impacting the ability to manage compensation packages will be examined including external competition, contributions by employees and consistency within the organization. Topics relating to pay systems will include constructing pay structures and pay for performance. Topics relating to benefits administration will cover both legally required programs and voluntary programs. Legally required programs topics will include worker compensation, unemployment, and social security. Voluntary programs topics will include administration of health and disability insurance and retirement plan administration.

MBA 618 Legal Issues In Human Resources [3]

The purpose of this course is to provide the students with a comprehensive overview of the employment and labor laws that impact the human resources function. Emphasis is placed on applying employment and labor laws to develop programs that enable organizations to be proactive in meeting the needs of their employees and the organization by exploring alternative means to resolve workplace disputes, preventing litigation, and implementing and administering personnel policies in compliance with applicable laws. Employment Law topics will include the Civil Rights Act of 1964, ADA, OSHA and related laws that impact areas of the employment relationship including recruitment, accommodation, and evaluation. Labor Law topics will include the steps that lead to union formation, collective bargaining, work stoppage, many other facets of the National Labor Relations Act. Students will also gain formal experience in negotiation.

MBA 619 Employee Training, Development, and Retention [3]

This course will explore the methods and connection of the training, development and retention of employees to an organization's success. Training and Development topics will include connecting needs analyses with business objectives, designing of training programs using a variety of modalities to meet employee learning needs, and the delivery and assessment of training programs to assure the employees gain the skills and knowledge necessary to benefit the organization and their own professional growth. Retention topics will include the development of total reward strategies and designing a process to address employee professional and personal needs

MBA 622 Risk Management and Insurance [3]

This course is an introduction to the world of risk management and insurance and how it can be used to minimize an organization's risk of liability. Areas of emphasis will be on property insurance, life insurance for employees, health plan content and expenses, and general liability insurance.

MBA 629 Creating and Leading Effective Teams [3]

This course provides students with the skills needed to successfully lead teams to achieve goals and objectives by fostering team cohesiveness, collaboration, and effective communication. Topics include the internal and external factors that impact team performance, including proper assessment of individual strengths, efficient team structure, identification of cultural and language issues, problem solving, and the development of a team culture that promotes high performance and innovation.

MBA 631 Business Negotiation and Conflict Resolution [3]

This course exposes students to the strategies and theories behind the art of negotiation and conflict resolution in the business environment. Topics will include assessing client and opponent goals, strategy development, the use of third parties to resolve conflicts, provide mediation, and to overcome external forces such as time, pressure, racism, and sexism that can negatively impact conflict resolution efforts.

MBA 632 Cross Cultural Management [3]

Students will be provided with the tools needed to manage a diverse team through development of an understanding of the variety of aspects of culture and how to use culture to create a competitive advantage. Topics will include understanding verbal and nonverbal communication, analysis of common barriers to communication across cultures, and methods to foster cross cultural communication amongst diverse team members.

MBA 636 Marketing Research [3]

This course will provide students with detailed insight into conducting effective marketing research that supports decision-making in the marketing strategy process. Topics will focus on the research design process including design of research instruments that align with the research sample to produce the primary and secondary data needed to conduct a high quality analysis.

MBA 642 Nonprofit Management [3]

This course is designed to increase students' effectiveness and skills in understanding and managing today's nonprofit organizations. This course provides students a strategic approach to nonprofit

management. Students will review areas essential to effective leadership of nonprofit organizations, including the context of the nonprofit sector, governance, ethics, leadership, fund development, social entrepreneurship, financial accountability, human resource and volunteer management.

MBA 644 Organizational Resource Development [3]

This course is designed to provide students with a foundation of how to acquire financial, material, and human resources for an organization. Topics of resource stewardship, individual and corporate motivation of support, fundraising, social entrepreneurship, grant writing, and budgeting will be explored.

MBA 646 Public Program Evaluation [3]

A foundation will be established in the creation and evaluation of public programs that serve individuals, communities, networks, and other organizations. Students will utilize quantitative and qualitative means to conduct a needs assessment, evaluate operational efficiency and effectiveness, and analyze data to measure the progress of public programs, to stay aligned with their respective missions and achieve financial and service goals.

MBA 650 Compliance and Regulatory Risk [3]

This course will provide students with an understanding of the purpose behind regulation and the importance of the establishment of a thorough compliance program to minimize risk. Topics will include internal management of compliance through employee training and oversight along with external management of compliance, particularly with third parties such as agents, suppliers, contractors, and partner organizations.

MBA 651 Introduction to Business Analytics [3]

Business analytics uses data sources and statistical techniques to generate valuable information used in business decision making and project management. This course provides an overview of business analytics processes. Students develop an understanding of the role of analytics in project management, business strategy, information management, and big data technology.

Privacy, ethics, and data governance issues are also addressed.

MBA 652 Strategic Analytics (Fast Track students can take this concurrently with MBA 653) [3]

This course addresses concepts from the field of business, competitive analysis, and market intelligence. Students examine business and competitive analysis techniques and consider ideal analytical approaches, and the communication of analytical results. Case studies and projects support conceptual understanding.

MBA 653 Data Visualization and Communication [3]

(Fast Track students can take this concurrently with MBA 652)

This course addresses the fundamentals of data visualization and communication. Students will develop skills and strategies to communicate insights about data to stakeholders in all levels of the organization. They will explore leading technology tools for data visualization. Learning objectives are supported by case studies and applications.

MBA 655 Professional Tax Research [3]

This course introduces students to the legal aspects of taxation and the development of federal tax law as a basis for planning business decisions. Students become familiar with and use professional tax literature and technology for problem-solving. Case-based problem-solving provides experience in dealing with unstructured situations encountered in professional tax practice. This course emphasizes problem identification, research-based analysis, and resolution. Practical assignments are completed using research tools to locate, understand, and interpret primary source materials.

**Prerequisite: MBA 513*

MBA 656 Governmental and Not-for-Profit Accounting [3]

(Fast Track students can take this concurrently with MBA 657)

This course is an advanced-level study of accounting and financial reporting for state and local governments. It provides a detailed review of the accounting and financial reporting standards promulgated by the authoritative body, Governmental Accounting Standards Board (GASB), influencing the accounting and reporting for state and local governmental entities. Course material covers fund accounting concepts and practices as well as government-wide financial reporting similar to private business consolidated reporting and the relationships between the two.

**Prerequisite: MBA 513*

MBA 657 Corporate Taxation (Fast Track students can take this concurrently with MBA 656) [3]

This course provides an overview of various aspects of corporate taxation, including, but not limited to, the following: formation, operation and liquidation of both C and S corporations, and determination of when selection should be made; tax treatment of dividend distributions and redemptions of corporate stock; and

introduction to topics of corporate divisions, reorganizations and consolidated returns.

**Prerequisite: MBA 513*

MBA 660 Entrepreneur Development [3]

This course is required for Concordia University MBA Students who are participating in the MBA Organization Development Clinic where a client of the clinic is an Entrepreneur who is requesting assistance in the development of a Business Plan to submit to potential investors. This is an eight-week course where the Entrepreneur client meets with the students enrolled in this course during the Week One class session to discuss the idea for the potential business, the reasoning behind the idea, and objectives for the students to meet in the course. Each student spends 100 documented hours working for the Entrepreneur client under the guidance of both the MBA Instructor assigned to that course and the Entrepreneur Client. During the final class session, the students will submit a written document to the Entrepreneur Client that addresses the objectives provided and will conduct an oral presentation to the Entrepreneur Client.

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

MBA 662 Nonprofit Organization Development [3]

This course is required for Concordia University MBA Students who are participating in the MBA Organization Development Clinic where a client of the clinic is an existing Nonprofit Organization that is requesting assistance in the development of a Marketing Plan to increase donor or volunteers, Planning of a Promotional Event, or Development of a Training Program for volunteers. This is an eight-week course where the Nonprofit Organization client meets with the students enrolled in this course during the Week One class session to discuss the mission, vision and services provided, the current needs for the organization, and the objectives for the students to meet in the course that can address those needs. Each student spends 100 documented hours working for the Nonprofit Organization client under the guidance of both the MBA Instructor assigned to that course and the Nonprofit Organization client. During the final class session, the students will submit a written document to the Nonprofit Organization client that addresses the objectives provided also will conduct an oral presentation to the client presenting their findings.

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

MBA 664 Small Business Development [3]

This course is required for Concordia University MBA Students who are participating in the MBA Organization Development Clinic where a client of the clinic is an existing Small Business that is requesting assistance in the development of a Marketing Plan to increase sales, Assessment of Operation Efficiency, or Development of a Sales Training Program for Employees. This is an eight-week course where the Small Business client meets with the students enrolled in this course during the Week One class session to discuss the mission, vision and services provided, the current needs for the organization, and the objectives for the students to meet in the course that can address those needs. Each student spends 100 documented hours working for the Small Business client under the guidance of both the MBA Instructor assigned to that course and the Small Business client. During the final class session, the students will submit a written document to the Small Business client that addresses the objectives provided also will conduct an oral presentation to the client presenting their findings.

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

MBA 668 International Organization Development [3]

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

MBA 690 Strategic Management

This course is a culminating MBA degree course. Managers in today's business environment must adapt and evolve to meet the technological and global pace of business. This course will provide the manager with the tools to successfully evaluate the internal and external environment and develop a strategic plan that is aligned with the goals of the organization and the needs of the market. Focus will be placed on the formation, implementation, and evaluation of strategic plans through a balance of readings, class

discussion, case analysis and simulations. Students' achievement of the MBA Program Goals will be measured.

MATHEMATICS

MATH 500 Statistics [3]

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

PUBLIC HEALTH

MPH 500 Fundamentals of Public Health [3]

This course provides an introduction and overview of the scope and history of public health and the core concepts that represent the foundation of the field.

MPH 505 Biostatistics [3]

Biostatistics introduces the concepts of fundamental statistical data analysis. Topics include descriptive statistics, probability, standard probability distributions, sampling distributions, point and confidence interval estimation, hypothesis testing, power and sample size estimation, one- and two-sample parametric and non-parametric methods for analyzing continuous or discrete data, linear regression, ANOVA, and experimental design in addressing, analyzing and solving problems in public health, health care, clinical, and population-based research. The emphasis will be on interpretation, concepts, and use of statistical software.

**Prerequisites: An undergraduate introduction to statistics course.*

MPH 510 Applied Epidemiology [3]

Students will examine core principles of epidemiology and statistical evaluation of the impact of microbial diseases on the health of community- and clinic-based populations. The epidemiology and prevention of chronic diseases will also be emphasized.

MPH 515 Principles of Health Behavior [3]

This course provides a broad overview of the field of behavioral health, examining a variety of behavioral models and theories in order to better understand behavior change, health risk behavior and psychological/behavioral factors that affect physical conditions in individuals and populations. Emphasis is placed on applying theory to a variety of health concerns.

MPH 520 Concepts of Environmental Health [3]

This course examines several concepts including biological, chemical, physical, and psychosocial aspects in environmental health and applies them to the prevention of environmentally induced diseases. Additionally, the course explores issues related to biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing air, water, food, and soil quality.

MPH 525 Health Policy and Management [3]

This course presents an overview of health policymaking and describes healthcare policy in the US with emphasis on Medicare, Medicaid and the Affordable Care Act. Emphasis will also be placed on management and communication strategies important to public health professionals. We will examine the roles of state and federal agencies in the healthcare as well as the ethical perspectives on health policy and individual and population rights. An overview of community health programs, health disparities and a brief comparative analysis of health care in the United States as compared to other countries will be discussed.

MPH 530 Methods of Research in Public Health [3]

This course focuses on practical issues in health research studies. Topics include an overview of public health research, ethics in research, the theory/research relationships, formulating research questions, specifying study design and objectives, defining variables, the validity and reliability of measures, scale construction, formatting questionnaires, developing analysis plans, choosing data collection methods, sampling techniques and sample size, developing and completing research studies, preparing data for analysis, and reporting findings.

MPH 543 Leadership and Organizational Management in Health Care [3]

This course is designed to increase your effectiveness and skill in analyzing and understanding health care organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided.

MPH 546 Public Health Finance [3]

This course explores the acquisition, utilization, and management of resources for the delivery of public health functions and how those factors translate to population health.

MPH 548 Human Resource Management in Health Care [3]

This course explores the many aspects of human resources relative to a health care organization. Students will discover the role of human resources in supporting the strategic goals of the organization and identify the core functions of human resources, including payroll, benefits, employee relations, retirement and more. Students will have the opportunity to present on the life cycle of the employee and receive peer feedback on that project.

MPH 560 Public Health Ethics [3]

Coursework examines the fundamental ethical issues in public health research and practice, with a special emphasis on professional ethics, morality, and faith.

MPH 583 Global Health [3]

This course is a highly recommended face-to-face elective that introduces students to crucial global health issues and culminates in a weeklong, face to face, trip to a developing country; recent trips have been to Guatemala and Belize. Students will explore health determinants and key areas of disease burden which affect developing nations, understanding the role that health technology plays in solving these problems.

MPH 584 Community Health [3]

This course explores the nature, extent and causes of basic community health problems. Develop your understanding of the purpose, function, organization and administration of community health services at local, state and national levels.

MPH 585 Programming and Evaluation in Public Health [3]

This course focuses on the assessment of public needs and emphasizes the design, implementation and evaluation of programs using a multi-dimensional approach. The planning process is framed in current theory, such as logic models and analytics for evaluating effective community-based and focused public health programs.

MPH 588 Marketing Public Health [3]

This course offers an overview of the strategic and tactical practice of social marketing including basic principles, the planning process, the role of research in social marketing, message development and delivery, and evaluation of social marketing programs.

MPH 598 Applied Research in Public Health [3]

This course enables you to apply research methodologies learned in previous classes. You will complete a research project incorporating -research that can be applied to public health. You must incorporate a proposition that has been successfully evaluated and appropriately cited with statistics.

**Prerequisites: Completion of core courses and must be taken directly after MPH 530.*

MPH 599 Public Health Field Practicum [3]

The practicum offers practical experience to build competence in the specialization of general public health.

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

ATHLETICS ADMINISTRATION

MCAA 500 Leadership And Management in Athletics [3]

This course is designed to provide the student with insight into various leadership styles and techniques that can be utilized within an Athletic Department to assure the success of the department in producing competitive programs that foster growth of its student-athletes in all areas. Particular focus will be placed on the development of a mission statement, vision statement and organizational goals for the department that align with the academic institution and assisting coaches in the same process and assuring its implementation.

MSAA 510 Athletics Sociology [3]

This course will explore the current perspectives of athletes, coaches, parents and institutions on the role of Interscholastic and College Athletics in the United States. Emphasis will be placed on how to unify the aforementioned internal parties who directly or indirectly contribute to the success of an athletic program and how to collaborate on external societal forces that can impact that success.

MSAA 520 Ethical and Legal Aspects of Athletics Administration [3]

This course equips students to analyze their own ethical philosophies and those of others in diverse Interscholastic and College Athletics environments and to incorporate those philosophies in solving ethical issues in their Athletic Departments. Included in the course is a study of different ethical models being applied in the modern athletics environment and the challenges faced by Christians in this morally diverse environment. This course also introduces students to important legal challenges they will face in leadership roles in Athletic Departments and how they should analyze relevant variables in those areas to make wise decisions. Areas such as Hazing, Negligence, Title IX, Sexual Harassment, Americans with Disabilities Act, and other employment laws will be discussed.

MSAA 530 Management of Facilities and Operations in Athletics [3]

Students will be exposed to the steps taken to ensure a high quality experience is provided for all athletes in practices and competitions. Particular focus areas will be the design, construction and maintenance of athletic fields and courts; athletic equipment maintenance; and efficient operations of competition events.

MSAA 540 Marketing in Athletics [3]

This course will focus on the development of decision-making skills for both effective and efficient marketing in Interscholastic and College Athletics. Emphasis will be placed on the importance of marketing in strategic planning and the critical process components in the development of effective marketing strategies to procure Ticket Sales, Concession Sales, Corporate Sponsorships and Donations. Topics will include market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation.

MSAA 550 High School Student-Athlete Development [3]

This course will provide students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of athletes. Particular focus will be placed on assuring this development is integrated into the mission, vision and goals of each program within the Athletic Department. Additional focus will be a case study approach used to foster development of these three areas within high school athletes and to overcome the external factors that can impede this development, including bullying and alcohol and drug use.

MSAA 553 High School Athletics Fundraising [3]

This course will focus on the increasing need for both public and private high school athletic departments to engage in fundraising to subsidize the funding received from the academic institution in order to sustain operations and have the ability to grow. Particular focus will be placed on alternative revenue sources that can be procured including donations, merchandise sales, ticket and concessions sales, corporate sponsorships, and profit-sharing sales campaigns with outside organizations. Additional focus will be placed on the operational steps for a successful fundraising campaign and the integration of the personal sales process into that campaign.

MSAA 554 High School Athletics Finance [3]

This course will provide students with the foundation to procure and manage a budget for an Athletic Department that allows the department and each of its programs to continue to grow and meet their respective vision and goals. Particular emphasis will be placed on income statement and balance sheet production and their use for decision-making by the department, forecasting revenue and expenses based on organizational need and student participation, and incorporating software to assure the accounting process is accurate and efficient.

MSAA 556 High School Athletics State and Federal Regulation Compliance [3]

This course will provide students with a foundation of the organizational structure of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), and applicable State Athletic Associations. Particular emphasis will be placed on the procedure of the NFHS and State Athletic Associations in enacting regulations, investigating violations of those rules by member institutions, and appealing decisions by applicable governing bodies. Students will learn how to navigate through the Rules Manuals for applicable governing bodies by applying the rules to issues that arise within a high school Athletic Department in a wide variety of areas including behavior in competition, game scheduling, practice commencement, and eligibility of transfer- students.

MSAA 560 College Student-Athlete Development [3]

This course will provide students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of college athletes. Particular focus will be placed on assuring this development is integrated into the mission, vision and goals of each program within the Athletic Department. Additional focus will be a case study approach used to foster development of these three areas within college athletes and to overcome the external factors that can impede this development, including alcohol and drug use, depression and anxiety, and lack of support from family and friends.

MSAA 562 College Athletics Fundraising [3]

This course will focus on the increasing need for college Athletic Departments to engage in fundraising to subsidize the funding received from the academic institution in order to sustain operations and have the ability to grow. Particular focus will be placed on alternative revenue sources that can be procured including donations, merchandise sales, concession and ticket sales, and corporate sponsorships. Additional focus will be placed on the operational steps for a successful fundraising campaign and the integration of the personal sales process into that campaign.

MSAA 564 College Athletics Finance [3]

This course will provide students with the foundation to manage a budget for a college Athletic Department that allows the department and each of its programs to continue to grow and meet their respective vision and goals. Particular emphasis will be placed on income statement and balance sheet production and their use for decision-making by the department, forecasting revenue and expenses based on organizational need and student participation, and navigating through the Financial Aid process necessary to achieve a balance with Academic and Athletic- based scholarship limits

MSAA 566 NCAA and NAIA Regulation Compliance [3]

This course will provide students with a foundation of the organizational structure and operations of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA). Particular emphasis will be placed on the procedure for enacting regulations amongst the three governing bodies and investigating violations of those rules by member institutions. Students will learn how to navigate through the Rules Manuals for each governing body by applying the rules to issues that arise within a college Athletic Department in a wide variety of areas including recruiting, financial benefits to student-athletes and academic eligibility.

MSAA 599 Athletics Practicum [3]

This course will be completed in the student's final term of the program. The student will be responsible for identifying an institution that will allow the student to work directly with the Athletic Department and apply the skills learned throughout the Master of Science in Athletics Administration program. The student must accumulate 80 documented hours within the chosen Athletic Department and submit a research paper of no less than 20 pages to the instructor assigned for the course for which the student conducts an internal assessment of the Athletic Department, an external assessment of the department, and develops recommendations for the Athletic Department based on observations and evidence-based research. Upon procurement of the practicum site, the student and the instructor will develop particular goals for the paper and for the experience.

PHARMACY

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

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

PHAR 531 Clinical Toxicology [2]

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

PHAR 541 Patient Safety for the Inter-professional Health Care Team [2]

This course provides an introduction to concepts and topics related to medication safety with a health system focus. Students are introduced to medication safety terminology and the culture of safety, error reporting systems and disclosure, principles of human error and human factors engineering, and the ability to apply quality improvement initiatives within a health system. Students will apply the didactic knowledge learned in the course through interdisciplinary team activities that include: medication use evaluations, root cause analysis, failure mode effect analysis, simulation labs, and high risk medication educations.

PHAR 547 Pharmacy and the Underserved [2]

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

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

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

PHAR 557 Diabetes Experience [2]

This course is designed to enhance and expand student's knowledge base, empathy, and ability to effectively work with people with diabetes through hands on learning and personal experience with the cornerstones of Diabetes Management. The class approach will have each student participate in the management of diabetes as a patient. Student activities will include: attending education classes on the basics of diabetes care, self-recording various aspects of their daily lifestyle including food and exercise log, daily intake of "placebo" medications, blood glucose monitoring, and injection of placebo insulin (injections are 2 weeks of the class with the option of wearing a placebo insulin pump). Students will also get a firsthand experience of motivational interview and goal setting to make changes as if they were the person with diabetes. This course matches the CUW Mission and SOP curricular goal to develop student pharmacists in mind and spirit to provide value-based patient centered care for service to the world.

PHAR 563 Journal Club [2]

Medical literature evaluation in clinical settings and practitioner-driven journal clubs will be part of many APPE rotations and practice expectations as a pharmacist. Phar 563 Medical Literature Journal Club is an elective course designed to give students the opportunity to develop their medical literature evaluation skills in a journal club setting. Advanced beyond evaluation of literature in Medical Literature Evaluation I and II, Medical Literature Journal Club puts students in an independent role of lead presenter of journal club articles with their peer P3 students. Also beyond Medical Literature I and II, students serve a role as journal club facilitator for P2 students as part of the P2 students' introductory journal club experiences in Medical Literature Evaluation II. The course will also develop students' skills identifying which articles are most germane to their upcoming practice and warrant evaluation, realizing that the volume of literature in practice exceeds that which can be read and necessitates prioritization. Finally, the course introduces students to grand rounds and other in-service presentations and gives them the chance to retrieve, analyze, and apply the literature during the development and delivery of a grand rounds presentation.

PHAR 571 Geriatric Pharmacy [2]

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

PHAR 573 Advanced Mental Health Pharmacotherapy [2]

This elective course serves to build upon mental health knowledge learned in Pharmacotherapy IV (Phar 550) and to develop an even broader knowledge base of psychiatric and neurologic disease states.

Students will learn to apply psychopharmacologic and therapeutic management strategies to treat these disorders through the use of interactive patient cases and clinical scenarios. Other methods of teaching and learning (videos, literature evaluation, patient counseling, expert panels, etc.) may also be used to illustrate key points and present material.

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

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

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

PHAR 581 IPPE-5 [3]

During the elective semesters of the experiential education curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other health care providers and will apply knowledge obtained in the required curriculum. The course will consist of longitudinal off-campus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.

PHAR 591 Pediatric Pharmacology and Therapeutics [2]

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

PHAR 602 Special Topics – Project [1-3]

Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu

PSYCHOLOGY

PSY 511 Psychological Foundations of Teaching and Learning [3]

A study of selected theories of learning and their implications for the classroom setting. Applications of psychological principles and research to instructional situations with an emphasis on those that involve a Christian setting.

PSY 512 Educational Assessment [3]

A study and critical evaluation of the assessment process. Types of assessment construction, interpretation, use and communication of test data will be discussed.

PSY 514 Psychology of Exceptionality and Multiculturalism [3]

A survey course considering the types, characteristics, problems, and needs of children who deviate from the norm. The areas of exceptionality given special consideration will include the mentally retarded; the gifted and creative; learning disabled; behavior disordered; communication disordered; visual or hearing impaired; physically/health impaired and multicultural.

PSY 515 The Maladjusted Child in the Schools[3]

The course is designed to examine current theories, practices and services related to the education of behavior disordered children.

PSY 521 Advanced Child Development and Psychology [3]

An advanced study of children as they develop from conception through the elementary school years. Emphasis on factors which pattern personality development and learning.

PSY 542 Introduction to Counseling [3]

One aspect of ministry is the art of investment through listening with sincere concern when individuals need assistance in dealing with certain situations which arise in their lives. In the parish setting, this is especially true in regard to youth. This course introduces students to the fundamentals of individual counseling,

emphasis being placed on helping the students assess their ability to empathetically understand, accept, and respect the individual.

PSY/FL 545 Marriage and Family Relationships [3]

A study of the foundation of marriage and family within the framework of Christian theology and praxis. Includes the history of marriage and family, contributions to and development of the field in divorce prevention, remarriage, divorce recovery; current theories and approaches to training in CPREP: The Christian Prevention and Relationship Enhancement Program and/or PREPARE/ENRICH certification or re-certification among others.

PSY/FL 546 Family Dysfunctions: Assessment and Intervention [3]

Covers the etiology and interventions of emotional and behavioral dysfunctions from a family systems perspective and a Christian theological framework. Provides community counselors with assessment and intervention tools designed to help church professionals in topical areas to gambling, chemical, Internet addictions, anger management and other abuses found in family and community networks.

PSY 551 Personality Theory [3]

A study of classical, behavior, and modern theories of personality dynamics. Attention is directed toward understanding human behavior from a variety of psychological perspectives and toward applying insights gained from personality theory to helping relationships.

PSY 552 Psychology of Adolescence [2-3]

A study of physical, social, sexual, cognitive, moral and spiritual development during adolescence with special attention to practical assistance and intervention for young people by counselors, teachers, youth workers and pastors.

PSY/FL 555 Lifespan Development [3]

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

PSY/FL 560 Professional Ethics [3]

This course will examine issues of professional ethics, morality and faith. The course begins with a brief introduction to theological ethics before examining and applying National Council on Family Relations (NCFR) and church body ethical guidelines to case situations. Aspects of professional ethics will be discussed throughout the course. The course moves to practical issues in personal morality, which will be discussed in relation to family and society. Issues such as marriage and commitment, homosexuality, abortion, end of life issues and the development of faith and virtue will also be discussed. Attention will be given to how one's theological commitments transform secular moral problems and their solutions.

SCIENCE

SCI 502 Science for Elementary Teachers: Content and Process [3]

A study of basic content and processes of science for the elementary teacher, including background material for the teacher to understand science content generally found in elementary materials. Special emphasis on how to do "hands-on" science lessons.

SCI 597 Internship in Environmental Education [3]

SOCIOLOGY

SOC 515 Sociology of Education [3]

An analysis of the educational institution of the United States focusing on the structure of learning, the organization of education, and the relation of schooling to sub-communities and other social organizations from the sociological and social psychological perspective.

SOC/THEO 565 Serving and Leading in Community and World [3]

This course provides an in-depth examination of vocation, professional and organizational development and the ways educators, building on their personal beliefs and values, enact authentic service and

leadership in a variety of contexts. Using the framework of evangelical Lutheran Christianity, participants explore, analyze and clarify, and apply vocation to their community and to the world.

SPECIAL EDUCATION

SPED 517 Advanced Assessment Techniques for Diverse Learners [3]

Emphasizes formative and diagnostic assessment methods used to improve the academic achievement of students with disabilities. The course readings will broaden knowledge of assessment in intelligence, language, and bilingual assessment.

Administrative Personnel/Graduate Faculty

ADMINISTRATIVE PERSONNEL

President.....	Brian Friedrich
Provost.....	Tim Preuss
Dean, College of Arts and Sciences.....	Brent Royuk
Dean, College of Education, Health & Human Science.....	Lorinda Sankey
Dean, College of Business.....	Jonathon Moberly
University Registrar.....	Edwin Siffring
Undergraduate Associate Registrar.....	Brad Woodruff
Assistant Registrar for Graduate.....	Julie Trost

PROGRAM DIRECTORS AND COORDINATORS

Anna Boriack.....	Curriculum and Instruction
Shannon Leinen.....	Business Administration
Joanne Garrison.....	ELL/TESOL/Special Education
Annette Oliver.....	Early Childhood Education
Ken Sankey.....	Education Administration
Angela Walston.....	Human Services
Kathleen Wheeler.....	Reading/Literacy
Tirizia York.....	Health Care Administration
Jessica Brashear.....	School Counseling
Open.....	Public Health

GRADUATE FACULTY

Albright, Brian, D.Sc.....	Professor of Mathematics
Anderson, Vicki, Ph.D.....	Associate Professor of Education
Ashby, Lisa, Ph.D.....	Professor of English
Beck, Curt, Ph.D.....	Associate Professor of Business Administration
Blanco, Charles, Ph.D.....	Professor of Theology
Blanke, Mark, Ed.D.....	Professor of Education
Blersch, Jeffrey, DMA.....	Professor of Music
Bockelman, James, MFA.....	Professor of Art
Boggs, Seth, MFA.....	Assistant Professor of Art
Boriack, Anna, Ph.D.....	Director of Curriculum & Instruction
Bork, Ron, Ed.D.....	Emeriti Professor of Education
Boye, Vicki, Ph.D.....	Professor of HHP
Brady, Sara, Ph.D.....	Assistant Professor of Psychology
Callahan, Connie, Ph.D.....	Assistant Professor of Biology
Coe, David, M.Div.....	Assistant Professor of Theology
Einspahr, Kent, Ph.D.....	Professor of Computer Science
Einspahr, Gregg, Ph.D.....	Professor of Biology
Elwell, Nancy, Ph.....	Professor of Psychology

Friedrich, Brian, D.Min. & Ph.D.President
 Garrison, Joanne, Ph.D. Assistant Professor of Special Education
 Geidel, Amanda, Ph.D. Associate Professor of Education
 Grimpo, Elizabeth, DMA Associate Professor of Music
 Groth, Justin, MFAAssistant Professor of Art
 Haley, Gabriel, Ph.D. Assistant Professor of English
 Helmer, Joel, Ph.D. Professor of Geography
 Herl, Joseph, Ph.D. Professor of Music
 Hermann, Robert, Ph.D. Professor of Physics
 Hink, John, Ph.D. Assistant Professor of History
 Holtorf, Paul, Ph.D. Professor of Theology
 Huntington, Timothy, Ph.D Associate Professor of Biology
 Janousek, Jen, Ph.D. Associate Professor of HHP
 Johnson, Kyle, Ph.D. Assistant Professor of Biology
 Jurchen, Kristin, Ph.D. Associate Professor of Chemistry
 Jurchen, John, Ph.D. Associate Professor of Chemistry
 Lamm, Erica, Ph.D. Assistant Professor of Communication
 Langewisch, Andrew, Ph.D Professor of Business Administration
 Lienen, Shannon, Ph.D. Director of MBA
 Meehl, Mark, Ph.D. Professor of Theology
 Miller, Kathy, Ph.D. Professor of Sociology
 Moberly, Jonathon, JDDean, College of Business
 Moore, Bryan, MFA.Associate Professor of Communication and Theater Arts
 Oliver, Annette, Ed.D. Assistant Professor of Education
 Phillips, C. Matthew, Ph.D. Professor of History
 Preuss, Tim, Ph.D. Provost, Professor of Health & Human Performance
 Preuss, William Ed.D Emeriti Professor of Education
 Reek, Dirk, Ph.D Emeriti Associate Professor of Theology
 Reinke, Edward, Ph.D. Professor of Mathematics
 Robson, Don, MFA. Professor of Art
 Royuk, Brent, Ph.D. Professor of Physics
 Sankey, Ken, MA Director of Education Administration
 Sankey, Lorinda, Ph.D.Dean, College of Education, Health and Human Sciences
 von Kampen, Kurt, Ed.D Professor of Music
 Walston, Angela, MS, CFLE Interim Director of Human Services
 Warren, Thad, Ph.D. Professor of Education
 Wheeler, Kathleen, Ed.D. Director of Literacy
 York, Tirizia, Ph.D. Director of Healthcare Administration
 ZumHofe, Laurie, Ph.D. Associate Professor of English

Concordia University, Nebraska is currently authorized or licensed* to operate from a physical location in the state of Nebraska. Additionally, Concordia is operating in Nebraska under terms and conditions of SARA. Concordia is a participant in the State Authorization Reciprocity Agreement (SARA) initiative. Concordia will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will work to obtain such additional approvals. (Note: Many states do not require specific authorization or licensure for their residents to enroll in online programs.)

Out-of-state online education students residing in a SARA state unable to resolve their complaint with Concordia through the University's complaint process may file a complaint with Nebraska's SARA portal agency, Nebraska's Coordinating Commission for Postsecondary Education (CCPE). More information is available here: <https://ccpe.nebraska.gov/state-authorization-reciprocity-agreements-sara>. Student grade and student conduct violation complaints cannot be reviewed by the CCPE. For a list of current SARA states, please visit: <http://nc-sara.org/sara-states-institutions>.

Out-of-state online education students not residing in a SARA state unable to resolve their complaint with Concordia through the University's complaint process may contact their respective state of residence agency listed below to file a complaint.

We are including this information in our catalog in order to comply with new regulations regarding state authorization.

Contact Information for Online Students by State

ALABAMA

Alabama Commission on Higher Education - Office of Institutional Effectiveness and Planning

P. O. Box 302000
Montgomery, AL 36130-2000
<http://www.ache.state.al.us/>

Alabama Department of Postsecondary Education - Office of Private School Licensing Division

PO BOX 302130
Montgomery, AL 36130
<https://www.accs.cc/index.cfm/school-licensure/complaints/>

Teacher Education: State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

<https://www.alsde.edu/>

ALASKA

Alaska Commission on Postsecondary Education

PO Box 110505
Juneau, AK 99811-0505
http://acpe.alaska.gov/ABOUT_US/Consumer_Protection

Alaska Office of Attorney General Consumer Protection Unit

1031 W. Fourth Avenue, Suite 200

Anchorage, AK 99501

attorney.general@alaska.gov

http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf

ARIZONA

Arizona State Board for Private Postsecondary Education

1400 W. Washington Street, Room 260

Phoenix, AZ 85007

<https://ppse.az.gov/complaint>

ARKANSAS

Educator Preparation Programs: Arkansas students are to understand that enrollment in the educator preparation programs offered by Concordia University, Nebraska (i.e. M.Ed. Curriculum & Instruction, M.Ed. Educational Administration, and M.Ed. Early Childhood, M.Ed. Literacy, M.Ed. TESOL...) requires them to pursue teacher/ administrator licensure in Nebraska and then earn an Arkansas educator or school administrator license/endorsement by reciprocity. They are to understand that the State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area, and that they must check the website for information on Arkansas reciprocity: www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/licensure-by-reciprocity

Arkansas Higher Education Coordinating Board

Arkansas Department of Higher Education

423 Main Street, Suite 400

Little Rock, AR 72201

<http://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/>

Arkansas State Board of Private Career Education

423 Main St,

Little Rock, AR 72201

<http://www.sbpce.arkansas.gov/complaint-process>

CALIFORNIA

California Bureau of Private Postsecondary Education

P.O. Box 980818

W. Sacramento, CA 95798-0818

<http://www.bppe.ca.gov/enforcement/complaint.shtml>

Attorney General's Office, California Department of Justice, Attn: Public Inquiry Unit

P.O. Box 9044255

Sacramento, CA 94244-2550

<http://oag.ca.gov/contact/general-comment-question-or-complaint-form>

COLORADO

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, Colorado 80202

<http://highered.colorado.gov/Academics/Complaints/default.html>

Division of Private Occupational Schools

<http://highered.colorado.gov/DPOS/Students/complaint.html>

CONNECTICUT

Connecticut Office of Higher Education

450 Columbus Boulevard, Suite 150

Hartford, CT 06103

860-947-1800

<http://www.ctohe.org/StudentComplaints.shtml>

Connecticut Department of Consumer Protection

450 Columbus Boulevard, Suite 901

Hartford, CT 06103

dcp.tradepractices@ct.gov

http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf

Consumer Complaint Hotline: (800) 842-2649

DELAWARE

Delaware Department of Education

Teacher and Administrator Quality

John W. Collette Resource Center

35 Commerce Way

Dover, DE 19904

302-857-3388

Delaware Attorney General Consumer Protection Wilmington

Carvel State Office Bldg.

820 N. French Street

Wilmington, DE 19801

consumer.protection@state.de.us

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education, Education Licensure Commission

810 First Street, NE, 9th Floor

Washington, DC 20002

<https://osse.dc.gov/service/higher-education-licensure-commission-helc-public-complaints>

FLORIDA

Commission for Independent Education-Department of Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Commissioner@fldoe.org

<http://www.fldoe.org/policy/cie/file-a-complaint.stml>

GEORGIA***Georgia Nonpublic Postsecondary Education Commission***

2082 E Exchange Pl. #220

Tucker, GA 30084-5305

<https://gnpec.org/gnpec-authorized-school-complainant-form/>**HAWAII*****Hawaii Postsecondary Education Authorization Program***hpeap@dcca.hawaii.gov<http://cca.hawaii.gov/hpeap/student-complaint-process>***Hawaii State Board of Education***

P.O. Box 2360

Honolulu, Hawaii 96804

Hawaii Department of Commerce and Consumer Affairs Consumer Protection

Leiopapa A Kamehameha Building

235 South Beretania Street, Suite 801

Honolulu, Hawaii 96813

ocp@dcca.hawaii.govhttp://hawaii.gov/dcca/ocp/consumer_complaint**IDAHO*****Idaho State Board of Education***

Attn: State Coordinator for Private Colleges and Proprietary Schools

650 West State Street, 3rd Floor

P.O. Box 83720

Boise, ID 83720-0037

<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>**ILLINOIS*****Illinois Board of Higher Education***

1 North Old State Capitol Plaza

Suite 333

Springfield, IL 62701

info@ibhe.org<http://complaints.ibhe.org/>

Institutional Complaint Hotline: (217) 557-7359

Illinois State Board of Education

100 N. 1st Street

Springfield, Illinois 62777

<http://webprod1.isbe.net/contactisbe/> (email)***Illinois Attorney General Consumer Fraud Bureau***

500 South Second Street

Springfield, IL 62701

<http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf>

Consumer Fraud Hotline: (800) 243-0618

INDIANA

This institution is authorized by:

The Indiana Board for Proprietary Education

101 W. Ohio St., Suite300
Indianapolis, IN 46204

Indiana Commission for Higher Education

101 W. Ohio Street, Suite300
Indianapolis, IN 46204
<http://www.in.gov/che/2744.htm>
complaints@che.in.gov

Indiana Department of Workforce Development

<http://www.in.gov/dwd/2731.htm>

IOWA

Iowa Student Aid Commission

430 E. Grand Ave.
3rd Floor
Des Moines, IA 50309
<https://www.iowacollegeaid.gov/content/constituent-request-review>

KANSAS

Kansas Board of Regents

1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

KENTUCKY

Kentucky Council on Postsecondary Education

1024 Capital Center Dr., #320
Frankfort, KY 40601-7512
http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Commission on Proprietary Education

300 Sower Boulevard, 4th Floor
Frankfort, KY 40601
kcpe@ky.gov
<http://www.kcpe.ky.gov/>

Office of the Attorney General

700 Capitol Avenue
Capitol Suite 118
Frankfort, Kentucky 40601-3449

LOUISIANA

Louisiana Board of Regents

P.O. Box 3677
Baton Rouge, LA 70821-3677 <http://www.regents.la.gov/subhome/students>
<http://www.regents.la.gov/page/proprietary-schools>

Louisiana Attorney General Office, Consumer Protection Section

PO Box 94005

Baton Rouge, LA 70804
ConsumerInfo@ag.louisiana.gov
1-800-351-4889
225-326-6465
<http://www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15>

MAINE

***Maine Department of Education
Office of Higher Education***

23 State House Station
Augusta, ME 04333
Mr. Angel Loredo, Higher Education Specialist; Angel.Loredo@maine.gov

Maine Attorney General, Consumer Protection Division

6 State House Station
Augusta, ME 04333
http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission

6 N. Liberty Street
Baltimore, MD 21201
(410) 767-3300
http://mhec.maryland.gov/institutions_training/Pages/acadaff/acadaffairsdepartments.aspx

Maryland Attorney General, Consumer Protection Division

200 St. Paul Place
Baltimore, MD 21202
consumer@oag.state.md.us
<https://web.oag.state.md.us/editor/customer/onlineformhelpers/formviewer.aspx?filename=MUGeneral.htm>
(410) 528-8662/ (888)743-0023 – toll free

MASSACHUSETTS

Massachusetts Division of Professional Licensure Office of Private Occupational School Education

<http://www.mass.gov/ocabr/government/oca-agencies/dpl-lp/schools/students/information-for-students.html>

Massachusetts Department of Higher Education

One Ashburton Place
Room 1401
Boston, MA 02108
<http://www.mass.edu/forstufam/complaints/complaints.asp>

MICHIGAN

Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities & Commercial Licensing Bureau

PO Box 30018
Lansing, MI 48909
http://www.michigan.gov/lara/0,4601,7-154-61343_35395_35396---.00.html

MINNESOTA

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
<http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

Minnesota Attorney General's Office

445 Minnesota Street, Suite 1400
St. Paul, MN 55101

MISSISSIPPI

Mississippi Commission on College Accreditation

3825 Ridgewood Road
Jackson, MS 39211
<http://www.mississippi.edu/mcca/>

Mississippi Commission of Proprietary Schools and College Registration

3825 Ridgewood Road
Jackson, MS 39211
<http://www.sbcjc.cc.ms.us/program/psDefault.aspx>

Consumer Protection Division Office of the Attorney General, State of Mississippi

PO Box 22947
Jackson, MS 39225-2947
<http://www.ago.state.ms.us/index.php/contact> (email)
<http://www.ago.state.ms.us/forms/complaint-form/>

MISSOURI

Missouri Department of Higher Education

205 Jefferson Street, P.O. Box 1469
Jefferson City, MO 65102-1469
info@dhe.mo.gov
<http://dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf>

MONTANA

Montana Board of Regents, Montana University System

2500 Broadway Street
PO Box 203201
Helena, MT 59620-3201
<http://www.mus.edu/MUS-statement-of-complaint-process.asp>

Montana Office of Consumer Protection

P.O. Box 200151
Helena, MT 59620-0151
contactocp@mt.gov

NEBRASKA

Nebraska Coordinating Commission for Postsecondary Education

P.O. Box 95005 Lincoln,
NE 68509-5005

<https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Nebraska Department of Education Investigations Office

301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

Nebraska Department of Education, Private Postsecondary Career Schools

<https://www.education.ne.gov/PPCS/PPCS%20Forms.html>

Nebraska Attorney General, Consumer Protection Division

2115 State Capitol
Lincoln, NE 68509
Consumer Protection Hotline: (800) 727-6432

NEVADA

Nevada Commission on Postsecondary Education

8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123

<http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>

NEW HAMPSHIRE

New Hampshire Department of Education, Division of Higher Education, Higher Education Commission

101 Pleasant Street
Concord, NH 03301

<http://www.education.nh.gov/highered/compliance-allegation.htm>

NEW JERSEY

Office of the Secretary of Higher Education

PO Box 542
Trenton, NJ 08625

<http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

New Jersey Department of Labor and Workforce Development, Center for Occupational Employment Information

1 John Fitch Plaza, P.O. Box 110
Trenton, NJ 08625-0110

<http://lwd.state.nj.us/labor/lwdhome/coei/teu.html>

New Jersey Division of Consumer Affairs

124 Halsey Street
Newark, New Jersey 07102

<http://www.nj.gov/oag/ca/complaint/ocp.pdf>

NEW MEXICO

New Mexico Higher Education Department

2044 Galisteo Street, Suite 4

Santa Fe, NM 87505

<http://www.hed.state.nm.us/institutions/complaints.aspx>

NEW YORK

New York Office of College and University Evaluation, New York State Education Department

89 Washington Avenue

Room 960 EBA

Albany, NY 12234

ocueinfo@nysed.gov

<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

New York Bureau of Proprietary School Supervision New York State Education Department

116 West 32nd Street, 5th Floor

New York, New York 10001

212-643-4760

<http://www.acces.nysed.gov/bpss/student-rights>

New York State Department of State Division of Consumer Protection Consumer Assistance Unit

99 Washington Avenue

Albany, New York 12231-0001

<https://www.dos.ny.gov/consumerprotection/form/complaintform.asp>

NORTH CAROLINA

North Carolina Community College System, Office of Proprietary Schools

200 West Jones St.

Mailing Address:

5001 Mail Service Center

Raleigh, North Carolina 27699-5001

<http://www.nccommunitycolleges.edu/proprietary-schools>

North Carolina Consumer Protection Attorney General's Office

Mail Service Center 9001

Raleigh, NC 27699-9001

<http://www.ncdoj.gov/getdoc/fdbee1c7-c2a9-4f67-91b2-bb50beea1c0a/2-2-12-File-a-Complaint.aspx>

North Carolina Post-Secondary Education Complaints

University of North Carolina General Administration Licensure Division

910 Raleigh Road

Chapel Hill, NC 27515

919-962-4550

studentcomplaint@northcarolina.edu

<https://www.northcarolina.edu/complaints>

NORTH DAKOTA

North Dakota Department of Career and Technical Education

State Capitol - 15th Floor

600 E. Boulevard Ave. Dept. 270

Bismarck, ND 58505-0610

cte@nd.gov

<http://www.nd.gov/cte/private-post-inst/>

North Dakota University System

<http://www.ndus.edu/system/state-authorization/>

North Dakota Consumer Protection Division Office of Attorney General

Gateway Professional Center
1050 E Interstate Ave. Suite 200
Bismarck, ND 58503-5574

OHIO

Ohio State Board of Career Colleges and Schools

30 East Broad Street, Suite 2481
Columbus, OH 43215
<http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Ohio Board of Regents

25 South Front Street
Columbus, OH 43215
<https://www.ohiohighered.org/students/complaints>

Ohio Attorney General Consumer Protection Section

30 E. Broad St., 14th floor
Columbus, OH 43215

OKLAHOMA

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200
Oklahoma City, OK 73104
www.okhighered.org/current-college-students/complaints.shtml

Oklahoma State Board of Private Vocational Schools

3700 N.W. Classen Boulevard, Suite 250
Oklahoma City, OK 73118

Oklahoma Board of Career and Technology Education

<http://www.okcareertech.org/about/state-agency/policies/policies-and-disclaimers/comments-or-complaints-policy>

Oklahoma Office of the Attorney General Consumer Protection Unit

313 NE 21st Street
Oklahoma City, OK 73105
<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

OREGON

**Oregon Higher Education Coordinating Commission
Office of Degree Authorization**

255 Capitol St NE
Salem, OR 97310
<http://oregonstudentaid.gov/oda.aspx>

Oregon Department of Education Private Career Schools Office

255 Capitol Street NE
Salem, OR 97310-0203
<http://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary.aspx>

Oregon Attorney General Financial Fraud/Consumer Protection Section
<https://www.doj.state.or.us/consumer-protection/>

PENNSYLVANIA

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126

[http://www.education.pa.gov/Postsecondary-](http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1)

[Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1](http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1)

Office of Attorney General Bureau of Consumer Protection

16th Floor, Strawberry Square

Harrisburg, PA 17120

PUERTO RICO

Puerto Rico Council on Higher Education

PO Box 19900

San Juan, PR

00910-1900

Puerto Rico Department of Justice

PO Box 9020192

San Juan, PR

00902-0192

RHODE ISLAND

Rhode Island Board of Governors for Higher Education

Shepard Building

80 Washington Street

Providence, RI 02903

<http://www.ribghe.org/students.htm>

Rhode Island Department of Attorney General

Consumer Protection Unit

150 South Main Street

Providence, RI 02903

<http://www.riag.ri.gov/ConsumerProtection/About.php>

Rhode Island Office of the Postsecondary Commissioner

560 Jefferson Boulevard

Suite 100

Warwick, Rhode Island 02886

SOUTH CAROLINA

South Carolina Commission on Higher Education

1122 Lady Street, Suite 300

Columbia, SC 29201

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/ConsumerInformation.aspx>

SOUTH DAKOTA

South Dakota Secretary of State

State Capitol

500 East Capitol Avenue Ste 204
Pierre, SD 57501-5070
sdsos@state.sd.us

South Dakota Board of Regents
306 E. Capitol Ave, Suite 200
Pierre, SD 57501

South Dakota Office of Attorney General Division of Consumer Protection
1302 E Hwy 14, Suite 3
Pierre, SD 57501-8053
<http://consumer.sd.gov/complaintform.aspx>

TENNESSEE

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
<http://tn.gov/thec/article/postsecondary-links>

TEXAS

Texas Workforce Commission
Career Schools and Colleges - Room 226-T
101 East 15th Street
Austin, Texas 78778-0001
<http://www.twc.state.tx.us/svcs/propschools/problem-school.html>

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, Texas 78752
<http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9>

Office of the Attorney General Consumer Protection Division
PO Box 12548
Austin, TX 78711-2548
<https://www.oag.state.tx.us/consumer/complaintform.pdf>

UTAH

Concordia University has met the requirements of Utah Code Ann. 13-34a-203 to be a registered postsecondary school required under 34C.F.R 600.9 to be legally authorized by the State of Utah.

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
consumerprotection@utah.gov
<http://consumerprotection.utah.gov/complaints/index.html>

VERMONT

Vermont Agency of Education
219 North Main Street, Suite 402
Barre, VT 05641
AOE.EdInfo@vermont.gov
<http://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

Vermont Attorney General's Office

109 State Street
Montpelier, VT 05609-1001

VIRGINIA

**State Council of Higher Education for Virginia,
Private & Out-of-State Postsecondary Education**

101 N. 14TH St., 10th Floor
James Monroe Building
Richmond, VA 23219
communications@schev.edu
<http://schev.edu/index/students-and-parents/resources/student-complaints>

WASHINGTON

Washington Student Achievement Council

917 Lakeridge Way SW
Olympia, WA 98502_
info@wsac.wa.gov
<http://wsac.wa.gov/protecting-education-consumers>
<http://www.wsac.wa.gov/student-complaints>

Washington Workforce Training and Education Coordinating Board

128 10th Avenue SW, PO Box 43105
Olympia, WA 98504-3105_
workforce@wtb.wa.gov
http://www.wtb.wa.gov/PCS_Complaints.asp (instructions)
<http://www.wtb.wa.gov/Documents/ComplaintForm.doc>

Washington State Office of the Attorney General

1125 Washington Street SE, PO Box 40100
Olympia, WA 98504
<https://fortress.wa.gov/atg/formhandler/ago/ContactForm.aspx?subject=Consumer%20Protection>
(email)
<https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx> (complaint form)

WEST VIRGINIA

West Virginia Higher Education Policy Commission

1018 Kanawha Blvd E., Ste 700
Charleston, WV 25301
<http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf>

Community and Technical College System of West Virginia

1018 Kanawha Blvd. E., Ste. 700
Charleston, WV 25301
<http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf>

West Virginia Office of the Attorney General Consumer Protection Division

PO Box 1789
Charleston, WV 25326
https://www.wvhepc.org/resources/Complaint_Process.pdf

WISCONSIN***Wisconsin Educational Approval Board***

431 Charmany Drive, Suite 102

Madison, WI 53719

eabmail@eab.wisconsin.gov

<http://eab.state.wi.us/resources/complaint.asp>

WYOMING***Wyoming Department of Education***

2300 Capitol Avenue

Hathaway Building, 2nd Floor

Cheyenne, WY 82002-0050

<http://edu.wyoming.gov/beyond-the-classroom/school-programs/private-school-licensing/>

Attorney General's Office

Kendrick Building

2320 Capitol Avenue

Cheyenne, WY 82002

** This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorney Generals Offices will accept complaints regardless of whether an institution is required to be licensed in that state.*