



CONCORDIA UNIVERSITY, NEBRASKA
GRADUATE & DEGREE COMPLETION CATALOG • 2012-13

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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CATALOG 2012-2013

COLLEGE OF GRADUATE STUDIES

Concordia University, Nebraska

ABOUT CONCORDIA UNIVERSITY

Concordia University opened its doors on Nov. 18, 1894, with one professor, a dozen male students and a three-year high school curriculum. Concordia has since grown into a fully accredited, coeducational university, which has granted degrees to more than 20,000 students. Concordia, Nebraska is one of 10 institutions operating under the auspices of The Lutheran Church—Missouri Synod's Concordia University System.

MISSION STATEMENT

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.

STATEMENT OF GOALS AND COMMITMENTS

The Graduate College of Concordia University, Nebraska demonstrates its commitment to its institutional mission through degree programs in professional education and the liberal arts. In addition, Concordia's faculty, staff and students are committed to service to the church and community and to scholarly activity and research. The goals of the Graduate College 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. Concordia also offers graduate and/or degree completion classes in Omaha, Columbus, and Grand Island.

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.

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.

2012-13 Graduate Academic Calendar

Fall term 2012

September 3 - December 21

First module: Sept. 3 – Oct. 26

Second module: Oct. 29 – Dec. 21

No classes Dec. 24 – Jan. 4

Spring term 2013

January 7 – April 26

First module: Jan. 7 – March 19

Second module: March 4 – April 26

No classes April 29 – May 3

Commencement May 4

Summer term 2013

May 6 - August 23

First module: May 6 – June 28

Second module: July 1 – August 23

No classes Aug. 26 - 30

General Academic Information

STATEMENT OF NON-DISCRIMINATION

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

ADMISSION TO THE GRADUATE COLLEGE

Students interested in enrolling in the Concordia University, Nebraska Graduate College are encouraged to contact the Graduate Admission Office for information on admission. Students may apply on line at the Concordia website, www.cune.edu/graduate.

Non-Degree Seeking Graduate Students

A student may be admitted as a non-degree-seeking student by completing the application and paying the appropriate fees.

Degree Seeking Graduate Students

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

1. **Application for admission form** to the College of Graduate Studies (including application fee for new applicants)
2. **Official Transcript** of credits showing bachelor's degree from a regionally accredited college or university and at least a 3.0 cumulative 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)**
4. Following admission to the graduate college, **degree-seeking graduate students must apply for regular admission to their specific degree program**. See the catalog pages that refer to your desired program for additional admission requirements that may apply to your particular program.

The classifications for degree-seeking students are as follows:

A. Regular Status

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

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

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). Contact Concordia's Dean of Education for assistance.

Students enrolled in the Master of Parish Education, Master of Science in Family Life, Master of Arts in Gerontology or Master of Business Administration programs must meet the following requirements:

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

In addition to these general admission requirements, each program may have other requirements. See the relevant program later in the catalog for details.

B. Provisionally-Admitted Status

Students who do not meet the regular admission standards may be admitted on a provisional basis. Students who are provisionally-admitted may enroll for a maximum of nine hours of graduate work. Upon successful completion of these nine hours and having achieved at least a 3.0 grade point average in these courses, the graduate college will move the student's status from provisional to regular status. If the student does not achieve a 3.0 grade point average upon

completion of these nine hours, the student may be dismissed from the graduate program. Students have the right to pursue an appeal. Contact the director of the relevant graduate program or the associate provost for details.

THE ADMISSION PROCESS

When an applicant's file is complete, the file is forwarded to the registrar, the program director and dean to consider admission. They can make one of three decisions:

1. Accept the applicant unconditionally to the program.
2. Accept the applicant provisionally with certain stipulations or conditions that must be met either prior to or during attendance. If there are conditions to be met prior to admission, the student must provide documentation of having met those requirements to the Graduate Advisor.
3. Deny the student's admission.

A letter is sent to the applicant giving the decision.

INTERNATIONAL STUDENT ADMISSION

Becoming an international graduate student at Concordia:

An international student is one who is a citizen of a country other than the United States of America and who requires an F-1 visa status to engage in academic studies in the United States.

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

Official transcript evaluation and submission

An evaluation report and transcripts to verify credentials and provide U.S. equivalencies with a clear, consistent analysis of academic degrees and transcripts. Please apply to www.wes.org and send official copies of your international transcripts to World Education Services.

English language proficiency as measured by the TOEFL (Test of English as a Foreign Language) or other comparable instrument. A score on the TOEFL iBT test of 79 or above is required for admission. Information on taking the TOEFL test is available at US Embassy or Consulate offices or online at www.ets.org/toefl. The student should request the TOEFL test scores be mailed to Concordia University, Nebraska - code number 6116.

Proof of financial support that will meet the total educational and living expenses for the first-year period of study at Concordia.

International students 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 (international student may not enroll in online graduate programs). For more information on F-1 international student requirement see http://travel.state.gov/visa/temp/types/types_1270.html

INTERNAL TRANSFER TO ANOTHER PROGRAM

If a student wishes to transfer from one program to another (e.g. from Family Life to Gerontology), he or she must submit a Change-of-Program Form. 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 in the Graduate College. It should also be noted that courses that transferred in for one program may not necessarily transfer in for another program.

ACADEMIC POLICIES

ACADEMIC CREDIT HOUR REQUIREMENTS

One hour of graduate academic credit represents approximately 3-4 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 receipt of the acceptance letter, the student should contact his or her advisor to discuss registering for classes and the overall program. The education programs are offered in a cohort sequence in a combination of online and face-to-face formats; it is important to determine site and start dates. Ordinarily, the 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 submit a [Class Add Form](#) (link to portal) and contact his or her Program Director to see if the student can get into the class.

Student-Initiated Drops:

A student may drop his or her registration from a course any time prior to the Friday of the second week of class. The [Student Drop Form](#) (link to portal form) must be received by the registrar prior to 5:00pm on the Drop Date.

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 is a non-participant/non-attendee in the first two weeks of class may be considered a "no show" and may be administratively dropped from the class. 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. Students will be notified by mail of an administrative drop.

Withdrawals:

After the two-week drop period, a student may withdraw from a class any time up to the withdrawal date using the [Student Withdrawal Form](#) (link to portal), and 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 a course after the drop date and does not complete the withdrawal process, the final grade will be based on the amount of work completed as compared to the work expected for the entire course. The student may have an "F" recorded on their 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.

Withdrawal Deadline:

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

STUDENT COURSE LOAD

There are three terms per year in the Graduate College: 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.

PROVISIONALLY ADMITTED STUDENT CREDIT LOAD

Ordinarily a student who has been accepted provisionally for academic reasons

may take three courses before being unconditionally admitted (or denied admission) to the Graduate School.

Other conditions may apply to specific individuals. Failure to meet the conditions stated as conditions for admission will result in the student's immediate dismissal.

NON-DEGREE-SEEKING STUDENT CREDIT LOAD

Students may enroll as non-degree-seeking students if they are seeking endorsements or other non-degree areas of study. In order to register for classes, a student must complete an application for non-degree-seeking status.

INACTIVE STUDENTS

Students who have not registered for a course within the preceding twelve months will be considered inactive. To reactivate their enrollment, they must fill out an application to re-enroll and submit this application to Graduate Admissions, along with transcripts of any new coursework taken at other institutions.

Students, who have been admitted to Concordia's Graduate College but who have not taken a course within one year of acceptance, will automatically be withdrawn from the university. To re-enter they will need to reapply and complete the entire admission process.

PROVISIONAL STUDENTS

Regular status students whose cumulative grade-point average (GPA) falls below 3.0 will be designated as provisional students. These students will have 9 credits to bring their cumulative GPA to 3.0. If that GPA is not achieved within those nine credits, the student will be dismissed from the University.

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

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 admission. 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.

Students will be expected to document the course content either through a copy of the catalog description of the course or a course syllabus. The student's program director will review the request for transfer credit and make recommendations to the dean of their college. In making this recommendation,

the student's program director may consider how recent the courses are, the fit of the courses to the student's program, and appropriate scholarship demonstrating that the student has remained current in the area in which transfer credit is sought. As well, the program director may consider other factors such as the general skill and knowledge level of the student and the student's capacity to think critically and write coherently.

Undergraduate courses will not transfer for graduate courses and will not count toward a master's degree.

In order for a course to transfer to Concordia the number of graduate credits of the course taken at another university must be equal to or greater than the number of credits of a 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.

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 Program Director, 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.

GRADUATE 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 4.000 points per credit
A-	equals 3.667 points per credit
B+	equals 3.333 points per credit
B	equals 3.000 points per credit
B-	equals 2.667 points per credit
C+	equals 2.333 points per credit
C	equals 2.000 points per credit
C-	equals 1.667 points per credit
D+	equals 1.333 points per credit

- D equals 1.000 points per credit
- D- equals 0.667 points per credit
- F equals 0.000 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 0.000 points, incomplete, not computed in gpa.

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 appropriate Dean.

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 APPEALS

Students have the right to pursue an appeal during the time of their program. The following lines of appeal have been designed to assure students that they have been treated in keeping with the purpose and the policies of Concordia University.

All appeals must be submitted in writing and addressed to the designated administrative officer within five business days after the student has been notified of the decision. The written appeal should state the basis on which the appeal is

being made and should contain specific information.

Appeals must be submitted in writing and should be directed to one of the following administrators (in the order listed) within five business days following a student's notification of a decision a student wishes to dispute:

- Relating to course work, grades, or cheating: course instructor, program director, Dean of the program in which they are enrolled and Associate Provost
- Student academic records: Registrar, Associate Provost
- Financial matters: Student Financial Services, Chief Financial Officer
- Program requirements: Program Director, Dean of the program in which they are enrolled, Associate Provost

The decisions of the Associate Provost and the Chief Financial Officer may be appealed to the University President, whose decision is final.

All final appeals to the President must be submitted within five business days after the student has been notified of the decision. (Policy G-2.400)

LENGTH OF COURSES

Courses will be assigned to a term with specific meeting dates and times. This information is available on the *connectCUNE* portal and on the student's Banner account.

ATTENDANCE

Students are expected to attend/participate in all classes and are directly responsible to their instructors for their absences. Students who fail to attend risk being tagged as a non-participant and may be withdrawn from their class. Instructors should review their attendance policies with students and include them in their course guides. When emergencies, illness or other events occur that keep a student from attending class, the student is expected to make up any work, turn in assignments on the date due regardless of whether she or he is present, and be prepared for the next class. Personal absences may or may not be excused at the discretion of the instructor.

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 of a classmate, paraphrasing someone else's idea without attributing, quoting without using quotation marks and citing the source, taking information from the internet with out 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, 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. In other words, 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 department or program chair and to the provost's office. Each will review the case. If either the chair or the

provost's office determines that additional sanctions are appropriate, the university may enforce penalties independent of or in addition to the professor

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.

BACHELOR'S TO MASTER'S PROGRAM

Departments may establish accelerated Bachelor's 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 3.75. 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.

POLICY ON DUAL DEGREE PROGRAMS (GRADUATE)

1. Dual degree students will be required to complete a minimum of 48 hours of coursework with no more than 18 hours of shared courses between the two programs. For example, a dual program may require 15 hours exclusive to each program and 18 hours of electives common to both programs or 18 hours exclusive to each program and 12 hours of electives common to both programs.
2. Both degrees will be awarded simultaneously.
3. Dual degree students must be admitted to and complete the requirements for degrees in both programs.

4. Dual degree students must maintain the academic and ethical standards required of both programs. Students in good standing in one program, but not the other, may be allowed to continue in the program in which they are in good standing.
5. Students who do not complete the dual degree program requirements (i.e., who withdraw for any reason from one of the two programs) will be required to meet the full requirements of the remaining program in which they are enrolled.

GRADUATION REQUIREMENTS

1. Credit in 500-level courses taken within this institution will be accepted only for courses in which a grade of C or higher is earned. A cumulative grade-point average of 3.0 (B) in work considered for the degree is required.
2. Work for all outstanding courses must be submitted 45 calendar days prior to graduation to allow the graduate office to do a student file audit.
3. The candidate must complete a capstone experience. The student's advisor is responsible for integrating this into the student's academic program and assessing this experience.
4. Applications for graduation must be submitted by the deadlines posted by the Registrar.
5. 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 Dean of the program in which they are enrolled, upon recommendation of the student's advisor, may approve exceptions to the seven-year limit. A student must send a request in writing to the Dean of the program in which they are enrolled and to his/her advisor, explaining the reason why an extension should be granted and the proposed date of completion.
6. Formal conferral of all graduate degrees and diplomas to qualified candidates will be made at the annual May commencement ceremony. **All requirements must be completed in order to participate in commencement exercises.** Students will need to contact the Concordia University Bookstore for the cap and gown for commencement exercises.
7. Students may receive only one Master degree in a program from Concordia University, Nebraska. Students may receive multiple master's degrees if they are from different programs (such as an M.Ed in literacy and an M.S. in Family Life). 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.

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 of working with human populations.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Annual Notification

The Family Educational Rights and Privacy Act (FERPA) afford 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 is 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 wants changed, and specify why 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 whom has 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), a Federal law, 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
The most recent educational agency or institution attended documents.

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 synodical 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, a written appeal may be addressed to the Commissioned Ministers Appeal Committee through the office of the Provost. This document is to include the student's name, reason for appeal, and other pertinent information. Details on the Commissioned Ministers Appeal Committee and the process of appeal are available in print from the office of the Dean of the College of Education (TLEC 214A).

Any student who is not satisfied with the decision of the appeals committee 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

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 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

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	Office of Financial Aid
Accounts	Business Office
Admission and Status in Academic Program	Program Director
Health Records	Director of the 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, 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 and 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.

Student Services

STUDENT HANDBOOK

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

RELIGIOUS ACTIVITIES

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 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 credit hours per term. The 2012-2013 terms will be defined by these dates:

Fall	September 3-December 21
Spring	January 7-April 26
Summer	May 6-August 23

A course is assigned to the term in which it begins. For example, a course beginning on any date between September 3 and December 31 would be listed as a fall course.

2. To graduate a student must be in good standing and have a grade cumulative 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

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

ACADEMIC RESOURCE CENTER/ADA

Students in need of academic skill development or who have disability issues can receive assistance through the Academic Resource Center at 402 643-7377.

LIBRARY

The university's library has extensive physical and electronic resources available through its own facilities and a consortium agreement with libraries across the state of Nebraska. Concordia students can access this through the library's pages at www.cune.edu.

AMERICANS WITH DISABILITY 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

Please inform Security or the ADA & Academic Guidance Coordinator of your circumstances upon arrival to campus and request a meeting to discuss any special emergency response accommodations needed.

A student with a disability who wants to receive accommodations should, as a first step, contact the Concordia's ADA & Academic Guidance Coordinator and identify him/herself as having a disability, indicating what accommodations he/she is seeking. The student will then be asked to provide proper and sufficient documentation of the disability.

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.

The Student Life office 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. All prospective employees may obtain a copy from Human Resources in Weller 102 by contacting the Human Resource Director or contact Bev Schluckebier at the Lincoln campus.

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 coaches, resident assistants and resident coordinators), and local law enforcement agencies.

COPYRIGHT GUIDELINES

Copying for Classroom Use

The reproduction or phonorecording of copyrighted works for classroom or teaching laboratory purposes, such as criticism, comment, teaching, scholarship,

or research, is permitted, if all of the following minimum fair use standards for permissible copying are observed:

1. Multiple copies prepared for class distribution do not exceed one copy per student in the particular course.
2. The copying meets the tests of brevity described in the following guidelines:
 - (a) With respect to poetry, "brevity" is deemed to mean a complete poem if less than 250 words and if printed on not more than two pages or, if from a longer poem, an excerpt of not more than 250 words.
 - (b) With respect to prose, "brevity" is deemed to mean either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. These limits are not violated by the completion of an unfinished line of a poem or of an unfinished prose paragraph.
 - (c) With respect to illustrations, "brevity" is deemed to mean one chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
 - (d) With respect to "special" works (i.e., certain works that combine language with illustrations, sometimes intended for children, and that fall short of 2,500 words in their entirety), "brevity" is deemed to mean an excerpt comprising not more than two of the published pages and containing not more than 10% of the words found in the text itself.
3. The copying meets the tests of spontaneity as described in the following guidelines:
 - (a) The copying is at the instance and inspiration of the individual who orders the reproductions or phonorecords to be prepared and distributed.
 - (b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission from the owner of the copyright.
4. The copying meets the cumulative effect tests described in the following guidelines:
 - (a) The copied material will be used in only one course offered in the college in which the instructor ordering the copies holds an academic appointment.
 - (b) Not more than one short poem, article, story, essay or two excerpts may be copied from works by the same author, nor more than three from the same collective work or periodical volume, during the same quarter or semester.
 - (c) Not more than nine instances of such multiple copying shall be ordered for any one course during the same quarter or semester.
 - (d) The limitations stated in (b) and (c) do not apply to current new periodicals and newspapers and current news sections of other periodicals.

“Off-the-Air” Videotaping Guidelines

The guidelines referenced above are as follows:

1. The guidelines were developed to apply only to off-air recording by non-profit institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention, all off-air recordings must be erased or destroyed immediately. (Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.)
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated only once when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. School days are school session days – not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions – within the forty-five (45) calendar day retention period.
4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
5. A limited number of copies may be produced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purposes without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.”

For videotapes that a college or seminary desires to keep and/or show for longer than the period specified in the guidelines, the college or seminary has several options. These options are: (1) obtain the permission of the copyright holder for each individual program, (2) enter into a licensing agreement with the copyright holder or an agent of the copyright holder for the videotaping and retaining of more than one program (of course, only applicable to certain programs and copyright holders), or (3) if available, purchase a copy of the videotaped program. One or more of these solutions may be available for any programs already videotaped, so you may want to investigate all of the possibilities before erasing videotapes. However, when making inquiries about programs already taped, we advise the college or seminary to proceed cautiously.

If the videotape only will be shown by an instructor or pupils in a classroom in the course of face-to-face teaching activities, the right to show the program publicly need not be obtained. However, if the videotape will be shown under circumstances other than those listed, the right to show the videotape “publicly” also must be obtained, by purchase or permission.

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

All tuition and fees for the entire term must be paid in full or have an acceptable payment plan in place by the first day of the term. Cash and check payments are accepted at the Student Financial Services Office or can be mailed to:

Concordia University, Nebraska
Student Financial Services Office
800 North Columbia Avenue, Weller 106
Seward, NE 68434

Credit and Debit cards are accepted only through online payment at www.cune.edu/gradsfs (a convenience fee will be applied; Visa is not accepted). Checking and Savings online payments are also offered and do not include any convenience fee.

REFUND POLICIES

Policy for Return of Federal Title IV Funds

For current information on the return of Title IV funds, please view this website:

<http://www.cune.edu/a-to-z/offices/graduate-and-dcp-student-financial-services/policy-for-the-return-of-financial-aid-received-through-title-iv/>.

Refund Policy

GRADUATE REFUND POLICY

Adds:

A currently registered student may add a class during the first week of the module prior to 5:00pm on Friday. If online registration is closed, the student will need to submit a [Class Add Form](#) (link to portal) and contact his or her Program Director to see if the student can get into the class.

Student-Initiated Drops:

A student may drop his or her registration from a course any time prior to the Friday of the second week of class. The [Student Drop Form](#) (link to portal form) must be received by the Registrar prior to 5:00 pm on the Drop Date.

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 is a non-participant/non-attender in the first two weeks of class will be considered a "no show" and may be administratively dropped from the class. 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. Students will be notified by mail of an administrative drop.

Withdrawals:

After the two-week drop period, a student may withdraw from a class any time up to the withdrawal date using the [Student Withdrawal Form](#) (link to portal), and 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 a course after the drop date and does not complete the withdrawal process, the final grade will be based on the amount of work completed as compared to the work expected for the entire course. The student may have an "F" recorded on their 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.

Withdrawal Deadline:

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

Tuition Refund Policy: The refund schedule is dependent on the day and time the Registrar's Office receives the Student Withdrawal Form. Any form received after 5:00pm on Friday will be marked as received the following week.

8 week classes								W/D Deadline
Week:	1	2	3	4	5	6	7	8
Refund:	100%		50%	25%	0%			

- 100% anytime before class begins through the Friday of the second week of class
- 50% after the second week of class through the Friday of the third week of class
- 25% after the third week of class through the Friday of the fourth week of class
- 0% after the fourth week of class

16 week classes																W/D Deadline
Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Refund:	100%		50%			25%			0%							

- 100% anytime before class begins through the Friday of the second week of class
- 50% after the second week of class through the Friday of the fifth week of class
- 25% after the fourth week of class through the Friday of the eighth week of class
- 0% after the eighth week of class

5 week classes		W/D Deadline			
Week:	1	2	3	4	5
Refund:	100%		0%		

- 100% anytime before class begins through the Friday of the second week of class
- 0% after the second week of class

If a medical or emergency situation arises at any time during the course which prevents the student from completing his or her coursework, a consideration for an exception to the above refund policy may be granted with proper documentation provided within two weeks of the withdrawal notification. Approval by the Program Director, the Associate Provost, and the university's Chief Financial Officer is required.

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 Degree Completion Students, and complete their degree within seven years.

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

Please note: A student who drops a class before or within the two week drop period will not have the class count toward the number of attempted hours or his/her GPA. A student who withdraws from a class will have the class count toward the number of hours attempted but will not count in his/her GPA.

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, click on Financial Services Packet.

Degree Completion Program

The degree completion program is an accelerated degree program designed to meet the needs of adult learners. The program allows students to continue to work full time while attending class one night a week for approximately 22 months. The curriculum is designed specifically for adult learners who are motivated and committed to their education. Students who complete the program earn a Bachelor's degree. The degree consists of the general education requirements, the program core requirements and the major listed below. All Bachelor of Arts degrees require a total of 128.0 credit hours.

Refer to Undergraduate Catalog for course descriptions.

PROGRAM OPTIONS

B.A. MAJOR IN BUSINESS ADMINISTRATION

- | | |
|--|----------|
| 1. General Education | 45 hours |
| Refer to undergraduate catalog for listing of general education requirements | |
| 2. Business Core | 45 hours |
| Econ 104 Macroeconomics | 3 |
| Econ 103 Microeconomics | 3 |
| Bus 120 Financial Accounting | 3 |
| Bus 123 Managerial Accounting | 3 |
| Math 122 Introduction to Statistics | 3 |
| Bus 260 Marketing | 3 |
| Bus 280 Business Communication | 3 |
| Bus 299 Business Law | 3 |
| Bus 330 Finance | 3 |
| Bus 342 Operations Management | 3 |
| Bus 350 Human Resources Management | 3 |
| Bus 370 Information Systems | 3 |
| Bus 401 Business Ethics | 3 |
| Bus 444 Organizational Behavior | 3 |
| Bus 445 Administrative Policy | 3 |
| 3. Business Internship | 3 hours |
| Bus-399 Internship | 3 |

B.A. MAJOR IN GERONTOLOGY AND AGING STUDIES

- | | |
|--|----------|
| 1. General Education | 45 hours |
| Refer to undergraduate catalog for listing of general education requirements | |
| 2. Gerontology Core | 36 hours |
| Common requirements | 18 hours |

Gero 205 Adult Development and Aging	3
Gero 401 Aspects of Health and Aging	3
Gero 402/Soc 333 Social Gerontology	3
Gero 403 Mental Health and Aging	3
Gero 404 Faith/Spiritual Development and Later Life	3
Math 122 Statistics (prior to taking upper level courses)	3
Aging Elective(s) 9 hours	
Psy-221 Lifespan Development	3
Gero 400 Issues in Gerontology (recommended if not taken in the core)	3
Gero 411 History and Literature of Aging	3
Gero 412 Life Review, Autobiography and Creative Non-Fiction	3
Gero 413 Aging and Communication	3
Gero 414 Policies, Programs and Services	3
Gero 415 Retirement and Life Span Financial Issues	3
HHP 488 Health Promotion Programming	3
Gero 417 Aging and the Brain	3
Gero 418 Nutrition and the Older Adult	3
Gero 419 Death, Dying and Trauma	3
Gero 420 Long-Term Care Administration	3
Gero 421 Events and Activities Management	3
Gero 422 Intergenerational Programming and Activities	3
Gero 423 Geriatric Counseling	3
Gero 425 Complementary Therapies	3
Gero 426 Parish Nursing	3
Gero 427 Theories and Applications in Nursing Informatics	3
Gero 430 Issues of Aging & Longevity for Health Professionals & Caregivers	3
Gero 498 Special Topics in Aging	3
Professional/Content Elective(s)	6 hours
Additional aging electives from above OR select from lifespan related courses in an area of professional interest including but not exclusive to:	
Bio 371 Biology of the Brain	3
Bio 444 Nutrition	3
HHP 465 Human Diseases	3
HHP 484 Community Health	3
HHP 486 Critical Issues in Health	3
Psy 445 Abnormal Psychology	3
Soc-221 Social Problems	3
Soc-331 The Family	3
SW 201 Intro to Social Work	3
Theo 385 Parish Visitation and Evangelism	3
Theo 482 Nurturing the Faith	3
Theo 483/583 Sexuality and the Family	3
Theo 487 Planning Adult Education in the Congregation	3
Theo 485 Family Life Ministry	3
Application Project	3 hours

Gero 499 Practicum (156 hours over the last year of the program)	3
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All minors listed in the undergraduate catalog are available for Degree Completion students pursuing a Bachelor of Arts degree.

UNDERGRAD GERONTOLOGY CERTIFICATE REQUIREMENTS

Common requirements	12 hours
Gero 400 Issues in Gerontology and Aging Studies	
OR Gero/CTA 205 Adult Development and Aging	3
Gero 401 Aspects of Health and Aging	3
Gero 402 Social Gerontology (Social, Community and Interpersonal Issues in Aging)	3
OR Soc 333 Social Gerontology	3
Gero 403 Mental Health and Aging	3
Aging Elective(s)	3 hours
Gero 400 Issues in Gerontology and Aging Studies	3
Gero 404 Faith/Spiritual Development and Later Life	3
Gero 411 History and Literature of Aging	3
Gero 412 Life Review, Autobiography and Creative Non-Fiction	3
Gero 413 Aging and Communication	3
Gero 414 Aging Policy, Programs and Services	3
Gero 415 Retirement and Life Span Financial Issues	3
HHP 488 Health Promotion Programming	3
Gero 417 Aging and the Brain	3
Gero 418 Nutrition and the Older Adult	3
Gero 419 Death, Dying and Trauma	3
Gero 420 Long-term Care Administration	3
Gero 421 Events and Activities Management	3
Gero 422 Intergenerational Programming and Activities	3
Gero 423 Geriatric Counseling	3
Gero 425 Complementary Therapies	3
Gero 426 Parish Nursing	3
Gero 427 Theories & Applications in Nursing Informatics	3
Gero 430 Issues of Aging & Longevity for Health Professionals & Caregivers	
Gero 498 Special Topics in Aging	3
HHP 488 Health Promotion Programming	3
Soc 533 Aging and the Family*	

Professional/Content Elective(s)	3 hours
Additional Aging Elective from above OR relevant elective in major field	

Application Project	3 hours
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 Gero 499 Practicum (156 clock hours over the last year of the program)

 OR Major/minor based internship/practicum completed with older adults

(Students must complete a practicum equivalent project as part of the internship)

**Undergraduate Credit Only

*Included in either the Family Life Ministry or Religious Education Programs

Professional Studies Major for the Degree Completion Program

36 credit hours

Program Objective: To offer adult learners an understanding of organizations, human behavior and themselves and to provide adult learners the skills needed to excel in a professional environment and a variety of work settings.

Core Courses: 24 credit hours

ECON 104	Macroeconomics*
MATH 122	Statistics*
HHP/PSY 290	Health Psychology*
CTA 309	Small Group Theory for Teams and Leadership
CTA 333	Intercultural Communication*
BUS 342	Organizational Behavior
BUS 405	Professional Ethics
400 level	Senior Capstone Course
	BUS 445, Administrative Policy (Business Administration Emphasis)

The starred courses would also fulfill general education requirements that are commonly not transferred in to Concordia.

Emphasis Area: 12 hours

- Business Administration
 - BUS 120 Financial Accounting
 - BUS 260 Marketing
 - BUS 330 Finance
 - One choice from the B.A. in Business Administration that is not already in the Professional Studies Core
- Behavioral Science
 - PSY 101 Introduction to Psychology
 - PSY 221 Lifespan Development
 - SOC 345 Social Problems (Prerequisite: SOC 101 or PSY 101)
 - SOC 101 Introduction to Sociology
- Communication (select 12 hours)
 - BUS 280 Business Communication
 - BUS 261 Marketing
 - BUS 351 Human Resources Management
 - CTA 203 Communication Theory
 - CTA 306 Interpersonal Communication
 - CTA 413 Aging and Communication
 - GERO 422 Intergenerational Programming and Activities

- Family Life
 - FL 221 Lifespan Development or Gero 205 Adult Development and Aging and 9 hours of family life electives chosen from:
 - on-line
 - FL 446 Family Dysfunctions: Assessment and Intervention
 - FL 443 Theory and Dynamics of Family Relations
 - FL 447 Family Law and Public Policy
 - FL 440 Family Resource Management
 - (hybrid)
 - FL 428 Parent Education
 - FL 444 Lifespan Family Education
 - FL 445 Foundations of Christian Marriage and Family
 - FL 433 Aging and the Family
 - FL 483 Sexuality and the Family
 - FL 485 Family Life Ministry
- Gerontology:
 - PSY 221 or GERO 205 and 9 hours of upper level gerontology electives
- Self-Directed Study (The student selects area of study and courses and provides a rationale for their selections; 9 hours must be 300 or 400 level classes; the SDS must be pre-approved by the student's advisor, the program director, and the dean; the SDS must be filed with the registrar's office)

RN to BSN Program

Concordia University Nursing Program empowers nurses with the skills and proficiencies to serve with compassion and lead with conviction in their professions. The Concordia University Nursing Program values lifelong learning, ethical practice, and Christian faith development.

Program Goals

The Concordia University Nursing Program will...

1. Prepare students for service and leadership in global, community, congregational, and public health settings through advocacy, innovation, quality care, and management accountability.
2. Provide tools that empower baccalaureate nurses to engage in practice consistent with a holistic model of quality human care, accounting for the biological, psychological, social, and spiritual elements of human development.

3. Equip students with the knowledge and support to develop professional and personal values which facilitate ethical, moral, faith-based, and legal practice as a baccalaureate nurse.
4. Offer a Christian faith-based worldview throughout the curriculum.

Admission

- Application for Admission
- Payment of admission fee
- Official Transcripts from previously attended colleges and universities
- Unencumbered, current Registered Nurse License
- Minimum of 2.0 G.P.A. in previous college course work and 12 semester credit hours completed (or provisional admission with permission of program director)
- Two letters of Recommendation from persons in leadership positions either at previous schools or the student's workplace
- Written Essay
- Current CPR card, health insurance, up-to-date immunization records

Retention Criteria

Once students have been admitted to the nursing program they will be permitted to complete the program if the following are met:

1. A cumulative grade point average of 2.50 is maintained in the nursing courses.
2. Background Check and Drug Screening: to be completed after admission and prior to practicum with the provision that stated clearly to the students upon admission.
3. No student who has been convicted of a felony or misdemeanor involving abuse, neglect, or injury to another person or sexual misconduct in any state may apply for practicum experience. A consequence in these actions will result in termination in the nursing program.

RN to BSN Major (32 hrs)

Required Courses

- BIO/NUR 400 Pathophysiology (3)*
- Math 122 Introduction to Statistics (3)
- NUR 410: Professional Roles, Issues, and Nursing Theories (3)*
- NUR 415: Introduction to Nursing Research and Evidence-Based Practice (3)*
- NUR/HHP 484: Health Assessment and Promotion for Community Nursing: Theory and Practice (5)

- NUR 485: Diverse and Vulnerable Population-Based Health (3)*
- NUR 486: Nursing Management and Servant Leadership (3)*
- NUR/Gero 499: Practicum(3)

Nursing Electives (6 credits; select two classes from the following list)

- Nur/Bio 207 : Genetics (3)
- Nur/Gero 420: Long-Term Care Administration (3)
- Nur/Gero 425: Wellness Care and Complementary Therapies (3)
- Nur/Gero 426: Parish Nursing (3)
- Nur/Gero 427: Theories and Applications in Nursing Informatics (3)
- Nur/Gero 430: Issues of Aging and Longevity (formerly Geriatric Nursing) (3)

All students are required to complete a minimum of 128 credit hours in order to graduate. They must fulfill Concordia's general education requirements and the requirements of their major.

Master of Arts Gerontology and Aging Studies

PURPOSE

The goal of the Concordia University gerontology and aging studies master's or certificate program is to educate students about lifespan development, later life and their own place in an aging society. The program is designed to prepare students for service and careers in the aging services network (health, medicine, business, volunteer and professional ministries and care-giving services.) No state teacher certification or professional designation is offered with the certificate.

OBJECTIVES

Students who complete the Master of Arts degree or certificate in gerontology and aging studies program will be able to:

- 1) Understand and discuss lifespan development and individual aging.
- 2) Enter into service to and professions working with mature adults.
- 3) Interact with an aging society and church realizing the implications that our aging institutions have for ministry, services and policies.
- 4) Conduct training, research, programming, service and curricular development in the field of aging.

PROGRAM OPTIONS

Degree options include:

Master of Arts
 Dual Degree options including MBA and MFL
 Graduate Certificate
 Bachelor of Arts – traditional undergraduate and Degree
 Completion
 Undergraduate Certificate

Courses are offered in a variety of formats. In the core, all except one course are offered online. One on-campus course experience is required.

Students are required to complete one of the following: GERO/CTA 205 Adult Development and Aging (does not count toward graduate credit) OR GERO 500 Issues in Gerontology and Aging Studies.

For graduate or post-baccalaureate students, any course in the gerontology program previously completed at the undergraduate level may be replaced with different, appropriate post-baccalaureate or graduate course requirements in gerontology upon approval of the program director. Undergraduate courses will not count toward a master's degree.

Each student is required to complete a practicum and a practicum project in which they will assess the need for an aging service or program and propose, implement and prepare for the long-term maintenance of this aging program or service.

MASTER'S DEGREE COURSE REQUIREMENTS

33 HOURS

Common requirements

15 HOURS

Gero 500 Issues in Gerontology and Aging Studies	3
Gero 501 Aspects of Health and Aging	3
Gero 502 Social Gerontology (Social, Community and Interpersonal Issues in Aging)	3
Gero 503 Mental Health and Aging	3
Gero 504 Faith/Spiritual Development and Later Life	3

Aging Elective(s)

12 HOURS

Educ 545 Lifespan Family Education*	3
Gero 511 History and Literature of Aging	3
Gero 512 Life Review, Autobiography and Creative Non-Fiction	3
Gero 513 Aging and Communication	3
Gero 514 Policy, Programs and Services	3
Gero 515 Retirement and Life Span Financial Issues	3
Gero 517 Aging and the Brain	3
Gero 518 Nutrition and the Older Adult	3
Gero 519 Death, Dying and Trauma	3

Gero 520 Long-term Care Administration	3
Gero 521 Events and Activities Management	3
Gero 522 Intergenerational Programming and Activities	3
Gero 523 Geriatric Counseling	3
Gero 525 Complementary Therapies	3
Gero 526 Parish Nursing	3
Gero 527 Theories & Applications in Nursing Informatics	3
Gero 530 Issues of Aging & Longevity for Health Professionals & Caregiver	
Gero 598 Special Topics in Aging	3
HHP 588 Health Promotion Programming	3
Psy 555 Lifespan Development*	3
Psy 570 Professional Ethics*	3
Soc 533 Aging and the Family*	3
Up to 9 hours in lifespan studies, public policy, business administration or health care from other master level programs with Program Director permission.	

Application Project	6 HOURS
Gero 599 Gerontology Practicum (registered for twice with same requirements)	

Master's degree students in Gerontology must take at least 12 hours of courses in addition to their practicum which are exclusively graduate level courses.

GRADUATE CERTIFICATE COURSE REQUIREMENTS	21 HOURS
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Common requirements	12 HOURS
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Gero 500 Issues in Gerontology and Aging Studies	3
(OR with permission, students who have previously completed an MA in Family Life may substitute PSY- 555 Life Span Development*)	
Gero 501 Aspects of Health and Aging - online	3
Gero 502 Social Gerontology -online	3
Gero 503 Mental Health and Aging -online	3

Aging Elective(s)	3 HOURS
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Soc 533 Aging and the Family	3
Gero 500 Issues in Gerontology and Aging Studies	3
Gero 504 Faith Development and Later Life -online	3
Gero/Eng/Hist 511 History and Literature of Aging -online	3
Gero/Eng 512 Life Review, Autobiography and Creative Non-Fiction – online	3
Gero/Cta 513 Aging and Communication – online	3
Gero 514 Policy, Programs and Services – online	3
Gero /Bus 515 Retirement and Life Span Financial Issues – online	3

Gero /Bio 517 Aging and the Brain	3
Gero /Bio 518 Nutrition and the Older Adult -online	3
Gero 519 Death, Dying and Trauma	3
Gero 520 Long-term Care Administration	3
Gero 521 Events and Activities Management	3
Gero 522 Intergenerational Programming and Activities	3
Gero 523 Geriatric Counseling	3
Gero 525 Complementary Therapies	3
Gero 526 Parish Nursing	3
Gero 527 Theories & Applications in Nursing Informatics	3
Gero 530 Issues of Aging & Longevity for Health Professionals & Caregivers	
Gero 598 Special Topics in Aging -online	3
HHP 588 Health Promotion Programming	3

Professional/Content Elective(s) 3 HOURS

Additional Aging Elective from above OR relevant elective in major field

Application Project 3 HOURS

GERO 599 Practicum (156 clock hours over the last year of the program)
OR Major/minor based internship/practicum completed with older adults
(Students must complete a practicum equivalent project as part of the internship)

Gero 597 - Thesis Option (1-6 credit hours taken concurrently or in subsequent terms for a total of 6 hours)

Gero 597 Thesis Option (1-6 credits) is the research alternative for the master's degree in gerontology. Successful completion of a 6-credit (minimum) optional thesis may substitute for up to six hours of practicum for students interested in continuing their graduate education beyond the masters. Registration for one or more Gero 597 credit(s) begins structured progress toward completion of the final project.

Before a student registers for one or more credits of Gero 597, he/she should begin thinking about the process that leads to successful completion of this project. Possible thesis topics should be determined by the student and discussed with an advisor or pre-determined thesis supervisor. The typical process for thesis completion is presented below:

Process

The student will complete an initial literature review of one or more potential thesis topics to identify and focus a direction for the research and formulate that into a proposal.

1. The student, in consultation with an advisor, will select the thesis topic and identify a thesis supervisor (must be a member of the Graduate Faculty).

2. The student will complete an extensive literature review related to the selected topic. The bulk of the material from the literature review will eventually be written in a research review format as an initial draft of the Thesis Chapter 2 - Review of Literature.

3. Following the initial literature review, and in consultation with the thesis supervisor, the student will identify a specific research question to pursue.

4. The student will write a formal thesis proposal. This proposal must include the following:

a. Chapter One Introduction will be composed to establish a summary of existing research related to the question, a statement of the problem, and the purpose of the study. This Introduction must be based upon the Literature Review.

b. Chapter Two Literature Review and Research Question(s)

c. Chapter Three Methodology will outline and describe an appropriate research design to study the topic of choice. The student must include a tentative design for statistical analysis of data if appropriate.

In addition, the proposal will include a cover document with:

d. A proposed time-line for the study.

e. A statement concerning any costs associated with the study, and how such costs will be covered, should be included in the Proposal. The student should discuss potential costs with the thesis supervisor prior to writing the proposal.

The Proposal document should follow the reference citation format of the anticipated publication target journal or standard APA style.

Drafts of the thesis proposal will be submitted to the thesis supervisor for review and editing. This may involve several exchanges of drafts and re-writes. When the supervisor and the student find the proposal acceptable, a second reviewer will be identified to serve as a member of the final committee along with thesis supervisor and the Associate Provost or his/her designee.

The formal written Thesis Proposal will be distributed to members of the committee for approval. If required, a committee member may request a meeting of the committee prior to approval of the proposal.

5. Once the Thesis Proposal is approved by the committee, the student may proceed with the project under supervision and advisement of the thesis

supervisor. If human subjects are involved, appropriate approval to conduct the project must be obtained from the Concordia University Institutional Review Board (IRB) prior to any collection of data. Approvals can take up to four weeks and data collection may not begin until approval is obtained.

6. During the data collection phase of the thesis project, the student will interact mainly with the thesis supervisor who will decide if any full Committee meetings are necessary prior to the final thesis submission. The final submission will include results and conclusions appropriate to the methodology selected for the project.

7. The student should submit drafts of the final thesis to the thesis supervisor for comments. These drafts should be submitted in electronic format.

8. Upon completion of the project and acceptance of a final written draft of the thesis project by the thesis supervisor, the project will be distributed to the committee at least three weeks prior to the proposed completion date for approval. The committee may ask the student to present the paper either in a public forum or in a committee meeting prior to approval.

Master of Business Administration

Concordia University, Nebraska has partnered with Concordia University Wisconsin to create a Master of Business Administration program for working professionals to develop and strengthen the skills and knowledge needed for ethical service and leadership in today's business environment.

BENEFITS

Professionals who complete the MBA:

- Develop effective leadership and decision-making skills;
- Become proficient in working with financial documents;
- Understand how to navigate the ethical issues of today's business environment;
- Gain expertise in their chosen specialty area;
- Learn about strategic business management.

PROGRAM OPTIONS

The MBA degree requires 36 semester hours of credit comprised of 12 courses. No thesis is required for this degree. Students ordinarily take one course at a time to accommodate their professional and personal schedules.

All MBA students take seven core courses: Business Ethics, Issues in Human Resource Management, Accounting, Corporate Finance, Managerial Economics, Leadership and Organizational Behavior, and Strategic Management. Students choose one of 13 emphasis areas to develop an area of expertise.

The MBA program offers the following emphasis areas:

- Aging Studies
- Corporate Communications
- Environmental Studies
- Finance
- Health Care Administration

- Human Resource Management
- International Business
- Management
- Management Information Systems
- Marketing
- Nonprofit Management
- Public Administration
- Risk Management

PROGRAM DELIVERY

Courses are offered in face-to-face, videoconferencing, or online format from Concordia University, Nebraska or Concordia University Wisconsin.

COURSES OFFERED

MBA PREREQUISITES

The prerequisite courses are undergraduate courses necessary to adequately prepare a student for the MBA. Students who have completed any of these courses more than five years ago may wish to refresh their knowledge by repeating or auditing the class. Please consult with the MBA Program's Associate Director for information about waivers. As a general guideline the prerequisite courses consist of:

REQUIRED

- Introduction to Statistics (required prior to program entry)
- Economics (Macro or Micro) (required prior to program entry)
- Marketing (required within the first year of the MBA program)

RECOMMENDED

- Principles of Accounting
- Business Finance

MBA CORE

In keeping with the purpose of an MBA, our curriculum is designed to provide the student with the broad spectrum of business knowledge. To this end, the core

courses provide advanced instruction in many areas of business. The utilization of an emphasis allows the student, at the same time, to develop an area of expertise.

The MBA core courses consist of the following 21 credits:

MGMT 500	Business Ethics
MBA 610	Issues in Human Resource Management
ACCT 520	Accounting: Financial Analysis for Decision Making
FIN 533	Corporate Finance (Prerequisite: ACCT 520)
ECON 510	Managerial Economics
MGMT 543	Leadership and Organizational Behavior
MGMT 590	Strategic Management (Capstone taken in the last nine hours of the program)

MBA EMPHASIS AREAS

The student will select an emphasis and take 15 credit hours of courses prescribed within the emphasis. In addition to emphasis courses you have to take seven core courses.

AGING STUDIES (Choose five of the following)

GERO 500	Issues in Gerontology and Aging Studies
GERO 501	Health Aspects of Aging
GERO 503	Mental Health and Aging
GERO/CTA 513	Aging and Communication
GERO 514	Policy, Programs & Services
GERO/BUS 515	Retirement and Lifespan Financial Issues
	Or any other master's level aging studies course with approval of program director

CORPORATE COMMUNICATIONS (Choose five of the following)

MMC 506/806	Group Dynamics and Leadership
MMC 520/820	Managerial Communication: Practices and Principles
MMC 525/825	Effective Business Writing and the Marketplace
MMC 540/840	Public Speaking: Professional Reports and Presentations
MMC 547/847	Advanced Interpersonal Communications and Interviewing

ENVIRONMENTAL STUDIES (Choose five of the following)

CHEM 561/861	Environmental Chemistry/Toxicology
BIO 567	Ecology of the Tropics
MBA 557	Sustainable Business Practices
BIO 510/810	Ecology
MBA 571/871	Environmental Law

MBA 545/845	Internship
BIO 556/856	Readings in Environmental Science

FINANCE (Choose five of the following)

MIB 540/840	International Finance
MBA 556/856	Real Estate Management
MBA 558/858	Real Estate Investment
MBA 570/870	Legal Aspects of Business
MBA 576/876	Fraud Management
MBA 621/921	Financial Institution Management
MBA 622/922	Risk Management and Insurance
MBA 625/925	Securities Analysis
MBA 626/926	Portfolio Mathematics

HEALTH CARE ADMINISTRATION (Choose five of the following)

MPA 535/930	Budgeting in Public Agencies or
MPA 568/868	Public Personnel Administration
MBA 620/920	Economics and Public Policy of Health Care
MBA 622/922	Risk Management
MBA 623/923	Statutory Accounting
MBA 624/924	Health, Life and Social Insurance
MBA 545/845	Internship
MBA 685/985	Special Topics in Health Care
	Or any other master's level public policy or health course with approval of the program director

HUMAN RESOURCE MANAGEMENT (Choose five of the following)

MPA 568/868	Public Personnel Administration
MBA 576/876	Fraud Management
MBA 600/900	Compensation and Benefits
MBA 605/905	Alternative Dispute Resolution
MBA 615/915	Labor and Employment Law
MBA 622/922	Risk Management and Insurance

INTERNATIONAL BUSINESS (Choose five of the following)

MIB 530/830	Global Production and Operations
MIB 540/840	International Finance
MIB 545/845	International Economics
MIB 555/855	International Marketing
MIB 560/860	International Business
MIB 570/870	International Study Abroad

MANAGEMENT (Choose five of the following)

MBA 527/827	Project Management
MBA 530/830	Global Production and Operations
MBA 550/850	Strategic Marketing
MBA 554/854	Advertising Management
MBA 555/855	Small Business Management
MIB 560/860	International Business
MBA 565/865	Supply Chain Management
MBA 570/870	Legal Aspects of Business
MBA 576/876	Fraud Management
MBA 622/922	Risk Management and Insurance
	One elective from another emphasis

MANAGEMENT INFORMATION SYSTEMS (Choose five of the following)

MBA 520/820	Management Information Systems
MBA 522/822	Business Data Communication
MBA 524/824	Systems Analysis and Design
MBA 526/826	Decision Support Systems
MBA 527/827	Project Management
MBA 528/828	Information Systems Management
MBA 529/829	Database Management

MARKETING (Choose five of the following)

MBA 511/811	Social Marketing Strategies
MBA 550/850	Strategic Marketing
MBA 552/852	Direct Marketing
MBA 553/853	Sales Management
MBA 554/854	Advertising Management
MIB 555/855	International Marketing
MBA 570/870	Legal Aspects in Business

NONPROFIT MANAGEMENT (Take MGMT 560 and MGMT 562 and choose three optional courses in this emphasis.)**Required Courses**

MGMT 560	Nonprofit Management
MGMT 562	Organizational Resource Development

Optional Courses (choose three)

MBA 550/850	Strategic Marketing
MBA 570/870	Legal Aspects of Business Administration
MMC 540/840	Public Speaking: Professional Reports and Presentations
MPA 540/840	Public Program Evaluation

	Or any other master's level public policy course with approval of the program director.
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PUBLIC ADMINISTRATION (Choose five of the following)

MLS 530/830	Administrative Law and Process
MBA 527/827	Project Management
MPA 535/835	Budgeting in Public Agencies
MPA 540/840	Public Program Evaluation or
MBA 545/845	Internship
MPA 568/868	Public Personnel Administration
MPA 569/869	Intergovernmental Relations
	Or any other master's level public policy course with approval of the program director.

RISK MANAGEMENT (Choose five of the following)

MBA 570/870	Legal Aspects of Business
MBA 576/876	Fraud Management
MBA 622/922	Risk Management and Insurance
MBA 623/923	Statutory Accounting
MBA 624/924	Health, Life, Business Social Insurance
MBA 625/925	Securities Analysis

PORTFOLIO

In order to successfully complete the MBA program, students may be asked to submit an electronic portfolio including a resume, letter of recommendation, professional development plan, and sample of coursework from each course the student took within the program.

Master of Human Services

Concordia University, Nebraska has a long history of training students for ministry to the church and world and we are committed to providing ethical, committed servants well into the future. As an institution, we understand the value of professionals eager to minister to the spiritual, psychological and physical needs of others and to give hope to those with special needs and concerns. The Master of Human Services Program offers both online and hybrid Master's degree programs designed to provide students with the skills required to work in secular and sacred human care organizations. Graduates work with social programs, special advocates, health care professionals, church based human services, emergency and crisis management, educational institutions, business organizations and other entities, providing information, access to services and education required to cope with a changing and sometimes stressful world.

Learning Outcomes:

1. Articulate the role, scope and delivery options in human services for a variety of populations.
2. Understand the bio-psycho-social and spiritual aspects of lifespan development as they impact human services.
3. Identify where their skills and abilities fit into the spectrum of human services.
4. Understand policies, procedures and governing systems in the human services.
5. Complete research and application projects critical to their participation in the human services industry.

Human Services Master's Degree (36 hrs)

Core Courses (24 hours)

Goal 1: Establish foundational knowledge of the field and the concerns fundamental to the Human Services.

Course 1: HS 500	History and Foundations of Human Service Systems	3
Course 2: HS 550	Issues in Human Service Administration	3
Course 7: HS/Gero514	Policy, Programs and Services	3

Goal 2: Develop a cultural and developmental foundation in the social, biological, spiritual and psychological needs of those served by Human Services Professionals.

Course 3: HS/CTA 533	Intercultural Communication in Health and Human Sciences	3
Course 4: FL/Psy 555	Lifespan Development	3

Goal Three: Develop an understanding of their personal and professional responsibilities as Human Services Professionals and apply that learning in a professional context.

Course 5: MNGT543	Leadership and Organizational Behavior	3
Course 6: FL/Psy 560	Professional Ethics	3
Capstone: HS 599	Practicum in Human Services/Gero/Family Life	3

Specializations (12 hours in one area taken after core courses)

Goal: Develop content expertise in a specific application area in Human Service.

Gerontology

GERO	502	Social Gerontology
GERO	503	Mental Health and Aging
GERO	520	Long-Term Care Administration
FL	533	Aging and the Family

Community and Public Health

MPH	500	Fundamentals of Public Health g.)
MPH	515	Principles of Health Behavior
MPH	584	Community Health
MPH	585	Programming and Evaluation in Public Health

Human Services Leadership and Management

GERO	520	Long Term Care Administration
MPH	500	Fundamentals of Public Health
MPH	525	Health Policy and Management
MPH	588	Marketing Public Health
MNGT	562	Organizational Resource Management

Generalist Program

A selection of electives from above for broad-based human services professionals

Master of Education Degree Program

The Master of Education Degree program is designed to provide advanced education for elementary and secondary school administrators, early childhood educators, literacy educators, curriculum and instruction and special education. 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.

MISSION IN TEACHER EDUCATION

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

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

Curriculum and Instruction (Master of Education)

Special Education

Early Childhood Education (Master of Education and/or Endorsement)

ELL/ESL (endorsement only)

Literacy Education – Reading and ELL/ESL (Master of Education and/or Endorsement)

Reading Specialist

Reading Specialist with ELL endorsement

Secondary Graduate Teacher Certification (endorsement only)

School Administration (Master of Education and/or Endorsement)

Elementary Education

Secondary Education

Elementary/Secondary School Administration

Special Education Coursework in the graduate level initial endorsement program

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

CORE OBJECTIVES

Graduate students who complete 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.

Curriculum and Instruction

The Master of Education in Curriculum and Instruction degree is a 36-hour, non-thesis program. The program consists of:

- a common core of credits intended to increase graduate students' skill levels and knowledge base (12 credits)
- 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 student's interest area meeting the goals and objectives of their own professional development plans (3 credits)

** The program also offers the Nebraska Curriculum Specialist endorsement which will require a semester practicum (additional 3 credits) in addition to the 36 program credits. The Curriculum Specialist endorsement is not a requirement of the Master's program, however, those choosing to pursue the endorsement must declare their intent upon entering the program.

Note: All courses are eight weeks long.

The Curriculum and Instruction Master's program is an innovative, inquiry-based program with a focus on professional development. 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 students' performance, and to accept greater responsibility in their roles as 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

Objectives of the Curriculum and Instruction Master's program:

1. Integrate theory with reflective practice.
2. Evaluate and improve processes of curriculum development
3. Assist teachers in remaining current with regard to educational issues, individualized instruction, assessment and the elements of best practice.
4. Engage teachers in collaborative learning with colleagues who offer similar, as well as diverse, backgrounds, experiences, and views.
5. Facilitate the development of teachers 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

Required Core Courses

ED 501	Contemporary Thought in Education
PSY 511	Psychological Foundations to Teaching and Learning
SOC 565	Serving and Leading in the Church and World
ED 595	Educational Research Design

Required Professional Development Courses

EDUC 506	Integrating Technology into the Classroom
EDUC 514	Analyzing and Applying Assessment Data
EDUC 531	Differentiating Instruction to Increase Student Achievement
EDUC 532	Enhancing Learning Through Linguistic and Cultural Diversity
EDUC 534	Empowering Teachers as Leaders
ED 551	Elementary and Secondary Curriculum Design and Evaluation
EDUC 552	Processes in Elementary and Secondary School Administration
EDUC 537	Portfolio Review
EDUC 540	Curriculum and Instruction Capstone
EDUC 590	Curriculum and Instruction Practicum **

** Required only if pursuing Curriculum Specialist certification

COURSE SUBSTITUTIONS/TRANSFERS

Official transcripts from all previously attended institutions will be reviewed to determine if a student has completed courses that could be substituted for required core courses.

The following guidelines will be used to determine if an equivalent course could transfer and substitute for a required course in the Curriculum and Instruction program.

- If the course content is equivalent to the Concordia course and is 0-4 years old, it will be accepted as a transfer course that substitutes for a required course.
- If the course content is equivalent to the Concordia course, and is 5-7 years old, it will be accepted as a transfer course that substitutes for a required course AFTER the student has established knowledge of current course content. In most cases, the student will be required to audit the Concordia course for which the transfer course will substitute.
- Courses over seven years old are not eligible for transfer.

Exceptions to these guidelines may be made as determined by the program director.

GRADUATION REQUIREMENTS

In order to graduate the student must:

1. Successfully complete all required courses
2. Submit a graduation application
3. Successfully submit a professional portfolio

Graduate Level Special Education Endorsement-Mild to Moderate

Concordia's Special Education Endorsement provides:

- A foundation of knowledge about learners with special needs, along with the ability to identify and advocate for children and youth with exceptionalities.
- Current teaching practices for improving the learning, behavior and functioning of students with special needs.
- Skills to assess, evaluate and develop effective individualized education plans specifically for learners with exceptionalities and disabilities.
- Instructors in the program who have advanced degrees and years of experience in special education.

This is a program open to teachers interested in adding a mild/moderate special education endorsement to their current teaching certificate. The endorsement program is 30 credit hours:

EDUC 593 Psychology of Exceptionality and Multiculturalism [3]
EDUC 559 Instructional Methods for Students with Learning Disabilities [3]
EDUC 576 Behavior Disorders – Behavior Management [3]
EDUC 591 Educating Students with Intellectual and Developmental Disabilities [3]
EDUC 592 Assessment and Evaluation of Diverse Learners [3]
EDUC 558 Current Issues in Special Education and the Law [3]
EDUC 539 Instructional Methods for Students with Diverse Needs [3]
EDUC 546 Curriculum and Direct Instruction: Reading [3]
EDUC 547 Curriculum and Direct Instruction: Math [3]
EDUC 596 Special Education Practicum [3]

A Masters Degree in Curriculum and Instruction with an emphasis in Special Education can be attained with an additional 12 credit hours:

SOC 565 Serving and Leading in Community and World [3]
EDUC 594 Educational Research Evaluation and Design [3]
EDUC 551 Curriculum Design and Evaluation [3]
SPED 517 Advanced Assessment Techniques for Diverse Learners [3]

EDUCATIONAL ADMINISTRATION

PURPOSE

This program is designed to satisfy the needs of those who wish to serve and be certified as school principals. The sequence prescribed fulfills the educational requirement for certification in Nebraska as an elementary or secondary principal. 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.

OBJECTIVES

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

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

COURSE REQUIREMENTS

Core Requirements 12 Hours

EDUC 501	Contemporary Thought in Education	3
EDUC 594	Research Evaluation & Design	3
PSY 511	Psychological Foundations of Teaching and Learning	3
SOC/THEO 565	Serving and Leading in Community and World	3

Administration Requirements 24 Hours

EDUC 551	Curriculum Design	3
EDUC 552	Processes in Elementary and Secondary School Administration	3
EDUC 553	Administration of School Relations and Finance	3
EDUC 554	Supervision of Elem and Sec School Instruction	3
EDUC 557	School Law	3
EDUC 581a/b	Practicum in Elementary and/or Secondary School Administration and Supervision, pt. 1	3
EDUC 582a/b	Practicum in Elementary and/or Secondary School Administration and Supervision, pt. 2	3
EDUC 595	Research Design	3
Total Hours:		36

Dual Certification - Additional Requirement

If an individual is seeking certification at a level other than the level at which they hold their teacher certification, an additional 9 hours must be completed if the students undergraduate program did not include preparation in that area. The additional hours must address the level (elementary or secondary) that is being added. The additional 9 credits must be approved by the program director. Practicum hours in EDUC 581 & 582 must be split between the elementary & secondary levels.

Certification Endorsement Requirements

In the State of Nebraska, an endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine additional credit hours. See additional requirements above.

Course requirements for an endorsement without a Master's degree are the same as for a Master's degree. However, instead of EDUC 595 students may take a graduate level, grade-appropriate course in Education, Psychology or related subject area as approved by the program director.

LITERACY/READING/ESL

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.

****Students 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 educational department should be obtained prior to beginning the program.**

PROGRAM OPTIONS

Four program options are available

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 a three-credit hour semester internship.

Reading Specialist Endorsement – This 30-hour program will result in a reading specialist endorsement. It includes a six-credit hour semester practicum required for certification.

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 six-credit hour semester practicum required for certification.

Master of Education – Literacy Emphasis with Reading Specialist and ESL Endorsements

This 45-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 three-credit hour ESL internship and a six-credit hour reading practicum required for certification.

The table below outlines the required courses and substitution restrictions of both programs.

Course #	Course Name	M. Ed.- Literacy Emphasis with Reading Specialist Endorsement & ESL/ELL	M.Ed.- Literacy Emphasis with Reading Specialist Endorsement (36 hours)	Reading Specialist Endorsement (30 hours) Can substitute up to 9 hours (6-	ESL/ELL Endorsement (15 hours) Can Substitute up to 6 hours (3-hour
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EDUC 501	Contemporary Thought in Education (3)	3	3	3	
PSY 511	Psychological Foundations Teaching & Learning (3)	3	3	3	
EDUC 595	Research Design (3)	3	3		
THEO/SOC 565	Serving and Leading in Community and World (3)	3	3		
EDUC519	Literacy Assessment and Intervention	3	3	3	
EDUC520	Word Study: Decoding, Comprehension & Fluency	3	3	3	
EDUC 565	The Young Child, Language and Literacy (3)		3	3	
EDUC 566	Reading in the Middle and Secondary School (3)	3	3	3	
EDUC 568	Practicum in Reading Instruction and Assessment (6)	6	6	6	
EDUC 524	ESL/ELL Foreign Language Instruction (3)	3			3
EDUC 525	ESL/ELL Foreign Language Curriculum and Assessment (3)	3			3
EDUC 526	Language and Culture (3)	3			3
ENG 530	Linguistics for Educators (3)	3			3
EDUC 527	ESL/ELL Internship (3)	3			3
ENG 521	Teaching Writing PK-12 (3)		3	3	
ENG 535	Survey of Cont Lit from PK-12 (3)		3	3	

COURSE INFORMATION

Courses for the Master of Education, ELL Endorsement and Reading Specialist Endorsement Total Program: 45 hours

Required Literacy Courses:

EDUC 519	Literacy Assessment and Intervention	3
EDUC 520	Word Study: Decoding, Comprehension & Fluency	3
EDUC 566	Reading in the Middle and Secondary School	3

EDUC 501	Contemporary Thought in Education	3
EDUC 594	Research Evaluation & Design	3
PSY 511	Psychological Foundations of Teaching and Learning	3
SOC 565	Serving and Leading in Community and World	3
EDUC 568	Practicum in Reading Instruction and Assessment	6
Core Courses for the ELL/ESL Endorsement:		
EDUC 524	ESL/ELL Foreign Language Instruction	3
EDUC 525	ESL/ELL Foreign Language Curriculum and Assessment	3
EDUC 526	Language and Culture	3
ENG 530	Linguistics for Educators	3
EDUC 527	Practicum in ELL	3

**Courses for the Master of Education
Reading Specialist Endorsement
Total Program: 36 hours**

Required Literacy Courses:

EDUC 519	Literacy Assessment and Intervention	3
EDUC 520	Word Study: Decoding, Comprehension & Fluency	3
EDUC 565	The Young Child, Language and Literacy	3
EDUC 566	Reading in the Middle and Secondary School	3
EDUC 501	Contemporary Thought in Education	3
EDUC 594	Research Evaluation & Design	3
PSY 511	Psychological Foundations of Teaching and Learning	3
SOC 565	Serving and Leading in Community and World	3
EDUC 568	Practicum in Reading Instruction and Assessment	6

ENG 521	Teaching Writing PK-12	3
EDUC 535	Survey Contemporary Lit from PK-12	3

Courses for the Reading Specialist Endorsement
Total Program: 30 hours

Required Literacy Courses:

EDUC519	Literacy Assessment and Intervention	3
EDUC520	Word Study: Decoding, Comprehension & Fluency	3
EDUC 565	The Young Child, Language and Literacy	3
EDUC 566	Reading in the Middle and Secondary School	3
EDUC 501	Contemporary Thought in Education	3
PSY 511	Psychological Foundations of Teaching and Learning	3
EDUC 568	Practicum in Reading Instruction and Assessment	6
ENG 521	Teaching Writing PK-12	3
EDUC 535	Survey Contemporary Lit from PK-12	3

Courses for the ESL/ELL Endorsement
Total Program: 15 hours

Core Courses for the ELL/ESL Endorsement:

EDUC 524	ESL/ELL Foreign Language Instruction	3
EDUC 525	ESL/ELL Foreign Language Curriculum and Assessment	3
EDUC 526	Language and Culture	3
ENG 530	Linguistics for Educators	3
EDUC 527	ELL Internship	3

EARLY CHILDHOOD

PURPOSE

The Master of Education, Early Childhood Emphasis is designed for educators interested in early childhood education (birth through grade 3). The program includes eligibility for an early childhood endorsement (30 hours) or advanced study for those individuals who already have an early childhood endorsement and desire a master's degree (36 hours).

The 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). In addition the program design conforms to the guidelines prescribed by the National Association for the Education of Young Children.

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

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 primarily online with two, one-week, on-campus residency sessions occurring in June. Students will finish the program in two years.

OBJECTIVES

Graduate students who complete the emphasis in early childhood education 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.

COURSE REQUIREMENTS

Early Childhood Endorsement

EDUC 578	Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3) (Includes clinical experience)	3
EDUC 580	Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3-5) (Includes clinical experience)	3
EDUC 583	Primary Education: Development, Methods, Curriculum, & Assessment (Ages 6-8) (Includes clinical experience)	3
EDUC 565	The Young Child, Language and Literacy	3
EDUC 501	Contemporary Thought in Education (Core Course)	3
PSY 511	Psychological Foundations of Teaching and Learning (Core Course)	3
EDUC 526	Language and Culture	3
EDUC 574	Early Childhood Program Organization and Management	3
EDUC 573	Early Childhood Practicum	6

Total: 30 hours (required by the State of Nebraska)

Add the following to earn a Master of Education, Early Childhood Emphasis:

EDUC 594	Research Evaluation & Design	3
SOC 565	Serving and Leading in Community and World	3

Special Education Coursework

EDUC 539	Instructional Methods for Students with Diverse Needs	3
EDUC 546	Curriculum and Direct Instruction: Reading	3
EDUC 547	Curriculum and Direct Instruction: Math	3
EDUC 558	Current Issues in Special Education and the Law	3
EDUC 559	Instructional Methods for Students with Learning Disabilities	3
EDUC 576	Behavior Disorders – Behavior Management	3
EDUC 591	Educating Students with Intellectual and Developmental Disabilities	3
EDUC 592	Assessment and Evaluation of Diverse Learners	3
EDUC 593	Psychology of Exceptionality and Multiculturalism	3

Master of Parish Education Degree Program

PURPOSE

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

OBJECTIVES

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

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

PROGRAM OPTIONS

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

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

COURSE REQUIREMENTS

Core Requirements

9 Hours

PSY 555	Life Span Development	3
EDUC 594	Research Evaluation & Design	3
SOC/THEO 565	Serving and Leading in Community and World	3

Parish Education Requirements 18 Hours

EDUC 583	Primary Education: Dev., Methods, Curriculum & Assessment	3
EDUC 586	Parish Education: Planning and Evaluation	3
	OR	
EDUC 585	Parish Education Program Administration	3
THEO 550	Understanding and Teaching the Bible	3
THEO 582	Nurturing Faith through Family, School and Congregation	3
THEO 545	Theology and Practice of Confirmation Ministry	3
THEO 585	Family Life Ministry	3

Supporting Courses

Option I	EDUC 598 Thesis	6
	One Supporting Course	3
Option II	EDUC 599 Independent Study	3
	and Two Supporting Courses	6
Option III	Three Courses from Supporting Courses Pool	9

Total: 36 Hours

Supporting Courses Pool

PSY 521	Advanced Child Development and Psychology	3
PSY 512	Educational Assessment	3
PSY 552	Adolescent Psychology	3
PSY 542	Introduction to Counseling	3
PSY 551	Personality Theory	3
PSY 545	Foundations of Christian Marriage and Family Counseling	3
THEO 560	Factors in Congregational Growth	3

THEO 583	Sexuality and the Family	3
THEO 587	Planning Adult Education in Congregations	3
THEO 589	Ministry in a Changing World	3
THEO 563	Studies in the Lutheran Confessions	3
Courses which can be taken by directed self-study:		
EDUC 583	Primary Education: Dev., Methods, Curriculum & Assessment	3
THEO 550	Understanding and Teaching the Bible	3
THEO 582	Nurturing Faith through Family, School and Congregations	3
THEO 587	Planning Adult Education	3

Master of Science in Family Life Degree Program

Master of Science in Family Life degree program

and

Master of Science in Family Life with a Gerontology Concentration

PURPOSE

The Family Life Program strengthens lifespan family education for church workers and other professionals through advanced study of the changing nature of present-day families and those for decades to come.

OBJECTIVES

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

- Frame lifespan family education on the basis of theological perspectives
- Apply a family science knowledge base and systems approach to issues and prevention through lifespan family education
- Generate lifespan family education applications for children, adolescents and adults in the study of:

Human growth and development
Internal dynamics of family
Family resource management
Ethics
Family law and public policy

Human sexuality
Parent education and guidance
Families in society
Interpersonal relationships
Family life education

- Develop competencies of selection, assessment and applications in lifespan family education
- Expand personal-professional competencies in the areas of critical thinking, reflection and applications
- Acquire skills in the processes of communication, decision-making and problem solving in the professional and personal domains of family and aging education
- Build interaction skills, a caring capacity and spiritual nurturance for personal-professional intervention and prevention areas of family and aging education
- Apply a Christian, multi-cultural, family strengths world view to all ages and stages of human development

- Apply a Christian family strengths model as opposed to a world view of pathology and deteriorating family structure

PROGRAM OPTIONS

The Family Life program offers an intensive 36 credit hour experience which can be completed within three years. One-week and required courses are offered each June and repeated in January with required pre- and post-study readings and projects. Six courses are face to face and six courses are online. Up to nine hours of equivalent graduate work taken at other accredited colleges or universities may be transferred.

All Family Life courses offered in the one-week workshop and intensive formats will require readings and/or projects prior to and after the on-campus portion and must be completed by the date established by the Graduate Studies Office.

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

The Family Life program with a concentration in Gerontology is an intensive 45 hour experience which can be completed in 3 years. One of the required Gerontology courses is held face to face, the other four courses are online. This masters program educates students about lifespan development, later life and their own place in an aging society. The program is designed to prepare students for ministry, service and careers in the aging services network (health, medicine, business, volunteer and professional ministries and care-giving services.)

COURSE REQUIREMENTS – Master’s degree in Family Life (36 hours)

FL 555 Lifespan Development (online)	3
FL 585 Family Life Ministry	3
FL 560 Professional Ethics (online)	3
FL 543 Theory and Dynamics of Family Relations	3
FL 547 Family Law and Public Policy (online)	3
FL 545 Foundations of Christian Marriage and Family Intervention	3
FL 546 Family Dysfunctions: Assessment and Intervention (online)	3
FL 544 Lifespan Family Education (online)	3

FL 540 Family Resource Management: A Christian Framework (online)	3
FL 533 Aging and the Family	3
FL 583 Sexuality and the Family	3
FL 528 Parent Education	3
Elective Course	
FL 597 Internship for National Council on Family Relations	3
<i>FL 597 must be elected by students desiring certification by the National Council on Family Relations.</i>	

**COURSE REQUIREMENTS – Master’s degree in Family Life –
Gerontology Concentration (45 hours)**

FL 555 Lifespan Development (online)	3
FL 585 Family Life Ministry	3
FL 560 Professional Ethics (online)	3
FL 543 Theory and Dynamics of Family Relations	3
FL 547 Family Law and Public Policy (online)	3
FL 545 Foundations of Christian Marriage and Family Intervention	3
FL 546 Family Dysfunctions: Assessment and Intervention (online)	3
FL 544 Lifespan Family Education (online)	3
FL 540 Family Resource Management: A Christian Framework (online)	3
FL 533 Aging and the Family	3
FL 583 Sexuality and the Family	3
GERO 504 Faith Development in Later Life (online)	3
Electives in Gerontology (online or face-to-face)	6

Elective Course

EDUC 597 Independent Study 3
Practicum in Family Life (completed in an intergenerational setting)

EDUC 597 must be elected by students desiring certification by the National Council on Family Relations.

Master of Public Health Program

PURPOSE

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.

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 MPH program is a 39 credit hour program that offers study in the following specialization areas:

- Community Health Education
- Health Policy and Administration

MPH PREREQUISITES

These prerequisites are necessary to adequately prepare a student for the MPH. Please consult with the MPH Program Director for information about waivers. 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
- Interview with the program director or appropriate designee

The MPH Core Courses: 21 credit hours

MPH 500	Fundamentals of Public Health	3 credit hours
MPH 505	Biostatistics	3 credit hours
MPH 510	Applied Epidemiology	3 credit hours
MPH 515	Principles of Health Behavior	3 credit hours
MPH 520	Concepts of Environmental Health	3 credit hours
MPH 525	Health Policy and Management	3 credit hours
MPH 530	Methods of Research in Public Health	3 credit hours

Community Health Education Specialization: 12 credit hours

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.

12 credit hours from these courses:

MPH 584/HHP484	Community Health*	3 credit hours
MPH 585	Programming and Evaluation in Public Health*	3 credit hours
PSY 560	Professional Ethics	3 credit hours
MPH 588	Marketing Public Health	3 credit hours
MPH 583/HHP483	Global Health**	3 credit hours

*These courses are required for Community Health Education Concentration students.

**This course is a face-to-face course and includes an international week long health mission trip. In odd years it is offered during the spring semester with the mission trip over spring break; in even years it is offered as a May term course with the trip at the end of May or beginning of June.

Health Policy and Administration Specialization: 12 credit hours or any other graduate level business course with approval of the program director.

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.

12 credit hours from these courses:

MGMT 543	Leadership and Organizational Behavior	3 credit hours
HS/GERO 514	Policy, Programs, and Services	3 credit hours
MGMT 562	Organizational Resource Development	3 credit hours
MBA 610	Issues in Human Resource Management	3 credit hours

Capstone Experience: 6 credit hours

6 credit hours from these courses:

MPH 599	Public Health Field Practicum	3 credit hours
MPH 598	Applied Research in Public Health	3 credit hours

Total MPH Credit Hours	39 credit hours
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DCE Specialist Diploma Program

ADMISSION

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

PURPOSE

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

GENERAL REQUIREMENTS

A. Admission to the Program

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

B. Course Requirements

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

**For course descriptions see undergraduate and graduate catalogs.*

NOTE: Undergraduate courses will not count toward a graduate degree.

Secondary Education Graduate Teacher Certification Program

PURPOSE

The Secondary Education Graduate Teacher Certification Program was designed for working adults who already have a Bachelors or Masters Degree in an endorsable content area and are:

- seeking to change careers
- working in the education field but are not certified
- recent college graduates who would like to continue their education in the teaching profession.

The program has the approval of the Nebraska Department of Education and meets Title 92 Rule 20 and 24 requirements. The program is fully accredited by 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 an online 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. There are ten required courses in the program, and each course takes five weeks to complete.

This Master's in Education program combines a Master's Degree and certification in an online, accelerated format. The certification portion of the program can be completed in 24 months, including student teaching.

Graduate students who complete the certification portion of the program and meet all program benchmarks including:

- passing PPST scores
- passing PRAXIS II scores in their content area(s)
- 100 hours of field experience
- successful semester of student teaching
- E-Portfolio

will be eligible for an endorsement recommendation to the Nebraska Department of Education by the CUNE School of Education.

CERTIFICATION COURSE REQUIREMENTS

EDUC 500 Foundations and Philosophy of Education

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. (3 Credits)

EDUC 503 Educational Psychology

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. (3 Credits)

EDUC 504 Principles of Middle School Pedagogy

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. (3 Credits)

EDUC 505 Principles of High School Pedagogy

Examines 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. (3 Credits)

EDUC 506 Integrating Technology in the Classroom

Integrating Technology in the Classroom is an introductory computer course for educators. Students will finish the course with a solid understanding of educational technology, including how to use computers, how to access and evaluate information on the World Wide Web, how to integrate computers and educational technology into the classroom, understanding today's digital generation, becoming familiar with the National Technology Standards for students and teachers, and learning how to effectively use Web pages, blogs, and wikis in their personal and professional lives. (3 Credits)

EDUC 507 Reading and Writing Across the Curriculum

Will show students 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. (3 Credits)

EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society will increase student knowledge and awareness related to issues of multiculturalism and exceptionality. The course will also provide students 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. Students 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. (3 Credits)

EDUC 510 Educational Assessments: Tests and Measures

Provides an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis is placed on incorporating effective student assessment into the planning and delivery of instruction, understanding and implementing standardized achievement tests, and utilizing teacher-made and commercial assessment tools. (3 Credits)

EDUC 511 Introduction to Special Learner Populations and the Law

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. (3 Credits)

EDUC 512 Professional Ethics and the Law

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. (3 Credits)

EDUC 562 Content Methods Course (2 Credits)

EDUC 541/542 One full semester of student teaching (10 Credits)

COMPLETION OF MASTERS DEGREE

To complete the Masters in Education degree requires three additional graduate level EDUC courses including EDUC 594 (required), and any two of the following EDUC 501, EDUC 531, EDUC 533, EDUC 534, EDUC 566, EDUC 557.

Students will have five years to complete the Master's requirements upon

completion of certification. Students will not be eligible for the Curriculum Supervisor endorsement without a minimum of three consecutive years of teaching experience.

In the C&I Program, the endorsement is Curriculum Supervisor, not Specialist.

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. Undergraduate Degree Completion Program (DCP) course descriptions are available in the undergraduate catalog.

ACCOUNTING

ACCT 520 ACCOUNTING: FINANCIAL ANALYSIS FOR DECISION MAKING [3]

The study of 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.

ART

ART 526 Collage Mixed Media [3]

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

ART 541 Jewelry and Metalsmithing [3]

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

ART 543 Ceramics for the Classroom Teacher [3]

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

ART 545 Visual Communication Design [3]

Visual Communication Design is to effectively train participants to utilize good principles of visual communication in any manner of presentation they

design/plan, and to also have a working knowledge of technology and tools to execute presentation designs.

ART 498/598 Post-Baccalaureate Practicum in Art [9]

This is a studio course in which the student, under the supervision of an instructor, concentrates on the development of a portfolio in preparation for graduate study in studio art. This course is available to a limited number of students who have earned an undergraduate degree with a major in art.

Prerequisites: Baccalaureate degree with a major in art, successful portfolio review of at least 20 works, a proposed plan of study, and permission of the Department of Art.

BIOLOGY

BIO 501 Modern Biology for the Elementary Teacher [3]

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

Prerequisite: one year of teaching experience.

BIO/ENG 524 Nebraska Story [3]

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

BIO 444/544 Nutrition [3]

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

BIO 510/810 ECOLOGY [3]

This course studies the interactions between organisms and their environment. Ecology surveys biotic and abiotic factors in the environment, ecosystems types, population ecology, community structure, aquatic ecology, and succession

BIO 556/856 READINGS IN ENVIRONMENTAL SCIENCE [3]

This course covers a wide range of issues and problems such as air and water pollution, energy resources, possible climate change, acid rain, the greenhouse effect, wastes, and land/resource management

BIO 567 ECOLOGY OF THE TROPICS [3]

This course is a field study of tropical organisms and ecosystems. This is a travel course that requires travel to the Caribbean. The influence of humans, culture, ecotourism, geology, and geography will be addressed.

CHEMISTRY

CHEM 561/861 ENVIRONMENTAL CHEMISTRY/TOXICOLOGY [3]

This course is a study of how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as anthropogenic. Specific areas of concentration include the atmosphere, hydrosphere, energy, toxicology, and disposal of dangerous wastes. Prerequisite: 1 year of chemistry or permission of the instructor

COMPUTER SCIENCE

CS 432/532 Educational Computing [3]

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

CS 548 Discrete Structures for Secondary Teachers [3]

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

ECONOMICS

ECON 510 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.

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]

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

EDUC 502 History of American Public and Private Education [3]

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

EDUC 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 students with a practical understanding of educational technology, computer use and applications, integration of technology in classroom curriculum, and use of the World Wide Web as an information repository and learning tool. This hands-on course will provide teachers with

opportunities to use and explore existing hardware, software and Internet resources in order to incorporate them into the design process. Each teacher 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 Curriculum [3]

Will show students 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 student knowledge and awareness related to issues of multiculturalism and exceptionality. The course will also provide students 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. Students 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. Students will review professional literature and practice. They will design and implement a project that will enhance literacy instruction in their classroom or school.

EDUC 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 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 416/516 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 - 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 and appropriate intervention.

EDUC 520 - 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 student will research current theory, instructional practice and assessment related to each of the word study components within specific literacy developmental stages.

EDUC 425a/524 English as a Second Language/Foreign Language Instruction, Curriculum, and Assessment [3]

The purpose of this course is to introduce students to the theory and practice of second/foreign language teaching and learning, curriculum selection, evaluation, and development as well as assessment and evaluation of second/foreign language learners. Clinical hours are required.

EDUC 425b/525 English as a Second Language/Foreign Language Instruction, Curriculum, and Assessment [3]

The purpose of this course is to introduce students to the theory and practice of second/foreign language teaching and learning, curriculum selection, evaluation, and development as well as assessment and evaluation of second/foreign language learners. Clinical hours are required. Prerequisite: EDUC 524.

EDUC 426/526 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, their influence on each other as well as their effect on community, identity, beliefs, and values.

EDUC 427/527 ELL Practicum [1]

Students are assigned to teach under the supervision of a classroom teacher and a university supervisor in settings that require application of skills and principles developed in the ELL curriculum. Prerequisites: EDUC 524, EDUC 525, EDUC 526; ENG 530 (May be taken concurrently with EDUC 526; ENG 530).

EDUC 428/528/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 430/530 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 Differentiating Instruction to Increase Student Achievement [3]

This course will review theory-based differentiated models of instruction that will provide practitioners with a strong background in a variety of instructional modalities. In this course students 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 student showing evidence of competency in the standards within his or her field of study. Depending upon the program, students complete either two or three portfolios, which are submitted electronically at set points during the student'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]

See EDUC 535

EDUC 538 Internship in Reading [3]

The internship in Reading is for the student 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 [3]

Emphasizes diverse instructional strategies to meet the needs of all learners.

EDUC 540 Curriculum and Instruction Capstone [3]

The capstone course is an opportunity for students 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 student's personal interest area(s) as they relate to improvement in two of the INTASC teaching standards.

EDUC 545/FL-544 Lifespan Family Education [3]

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

EDUC 546 Curriculum and Direct Instruction: Reading [3]

Overview of relevant and current research skills and techniques for effective reading instruction.

EDUC 547 Curriculum and Direct Instruction: Math [3]

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 Curriculum History and Philosophy [3]

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

EDUC 551 Curriculum Design 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 administrative organization and the role of the principal in leadership and management responsibilities in the elementary, middle or secondary school.

EDUC 553 Administration of School Relations and Finance [3]

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

EDUC 554 The Supervision of Instruction in the Schools [3]

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

EDUC 557 School Law [3]

A survey of the principles and practices of school law and their effect on the administrator and classroom teacher. Topics will include education as a state

function, separation of church and state, discipline and corporal punishment, tort liability, contracts, and educator protection against lawsuits.

EDUC 558 Current Issues in Special Education and the Law [3]

Explores the history and development of special education laws, the requirements of these laws, and how to write Individualized Education Plans.

EDUC 559 Instructional Methods for Students with Learning Disabilities [3]

Overview of effective curriculum and methods used for teaching students with learning disabilities.

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 student, 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 student studies and evaluates research and topics in reading in light of sound. Students 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 573 Practicum in Early Childhood Education [6]

In this capstone course in the Early Childhood master's program, the student studies and evaluates developmentally appropriate program practices to be implemented in her/his own program over the course of a semester.

EDUC 574 Early Childhood Program Organization and Management [3]

This course focuses on organizing, planning, managing, and evaluating programs for young children. Daycare and preprimary programs are examined in light of current developmentally appropriate practice. (Also listed as EDUC 452)

EDUC 576 Behavior Disorders – Behavior Management [3]

Explores fundamental concepts about emotional and behavior disorders of students and how to manage their behavior.

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

Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from birth to age three; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children from birth to age three.

EDUC 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.

EDUC 581a Practicum in Elementary School Administration and Supervision, Part 1 [3]

Observation and practice of specified administrative and supervisory skills. This course requires 75-125 hours of clinical experience.

EDUC 581b Practicum in Secondary School Administration and Supervision, Part 1 [3]

Observation and practice of specified administrative and supervisory skills. This course requires 75-125 hours of clinical experience.

EDUC 582a Practicum in Elementary School Administration and Supervision, Part 2 [3]

Observation and practice of specified administrative and supervisory skills. A continuation of EDUC 581, pt. 1. This course requires 125-175 hours of clinical experience. A total of 250 hours of clinical experience is required for certification in Nebraska.

EDUC 582b Practicum in Secondary School Administration and Supervision, Part 2 [3]

Observation and practice of specified administrative and supervisory skills. A continuation of EDUC 581, pt. 1. This course requires 125-175 hours of clinical experience. A total of 250 hours of clinical experience is required for certification

in Nebraska.

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 467/584 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 485/585 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 student to assist a Board of Education to plan a comprehensive Christian education effort for a congregation. Through this experience the student will (1) broaden his/her understanding of the role, nature, types and methods of planning and evaluation; and (2) improve his/her ability to use planning and evaluation on both a congregational and board level.

EDUC 590 C & I Practicum [3]

The Curriculum and Instruction Practicum is an in-the-field experience (150 hours) under the guide of a mentor for a semester which must be completed for the Curriculum Specialist endorsement.

EDUC 591 Educating Students with Intellectual and Developmental Disabilities [3]

Overview of various approaches to working with students who have cognitive impairments, autism, or other moderate disabilities.

EDUC 592 Assessment and Evaluation of Diverse Learners [3]

Determine how to select, administer, score and interpret standardized, norm referenced, and progress monitoring assessments for exceptional learners.

EDUC 593 Psychology of Exceptionality and Multiculturalism [3]

Emphasizes awareness, knowledge and empathy for exceptional and culturally diverse children.

EDUC 594 Educational Research Evaluation & Design [3]

The evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional growth. Development of skills in qualitative and quantitative research methods. The project in EDUC 594 may be completed in EDUC 599 or EDUC 540.

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 student may register for three hours a term. The thesis must be completed at least 45 days before the day of graduation.

EDUC 599 Independent Study [3]

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

EDUC 599 Independent Study - NCFR Certification [3]

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

ENGLISH**ENG 521 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.

ENG/BIO 524 Nebraska Story [3]

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

ENG 530 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.

ENG 531 English Language and Linguistics [3]

The study of language as a symbolic system for communication in varied socio-economic environments, in dialects, and in varied usages. The study of the

development of the English language and its structures and patterns. Language analysis with differing theories of grammar.

ENG 466/566 Teaching Shakespeare/ Great Books in Grades 7-12 [3]

A study of six to eight plays, including histories, comedies, and tragedies. Special attention devoted to adapting the material for teaching in elementary and secondary schools.

ENG 535 Survey of Contemporary Literature from Pre-Kindergarten to Grade 12[3]

A survey of contemporary literature for readers from pre-kindergarten level through grade 12. Students 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.

Family Life

FL 528/EDUC 528/428 Parent Education [3]

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

FL 544/EDUC 545 Lifespan Family Education [3]

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

FL 545/PSY 545 Foundations of Christian Marriage and Family [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.

FL/PSY 546 Family Dysfunctions: Assessment and Intervention [3]

Covers the etiology and interventions of emotional and behavioral dysfunctions from a family systems perspective and a Christian theological framework. Provides community counselors with assessment intervention tools designed to help church professionals in topical areas to gambling, chemical, Internet addictions, anger management and other abuses found in family and community networks.

FL 547/SOC 546 Family Law and Public Policy [3]

Basic foundations and knowledge base of family law are studied. Students review their family state laws regarding legal rights of marriage-dissolution, children, family support, child custody, protection, public policies and implications

for the church and school. This self-study course includes meetings, conferences with community attorneys, law enforcement agencies and courtroom observations.

FL 555/PSY 555 Lifespan Development [3]

A study of the development of changes of the person through the individual and family life cycle. Each stage of the cycle will consider physical development, including body changes and motor skills; cognitive development, including thought and language; psycho-social development, including emotions, personality and relationships with other people; spiritual development, including spiritual formation and implications for family life ministry.

FL 560/PSY 560 Professional Ethics

This course will examine issues of personal morality and faith. 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. The course will address issues such as marriage and commitment, homosexuality, abortion, end of life issues and the development of faith and virtue. Attention will be given to how one's theological commitments transform secular moral problems and their solutions.

FL 533/SOC 533 Aging and the Family [3]

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

FL 543/SOC 545 Theory and Dynamics of Family Relations [3]

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

FL 545/SOC 545 Theology, Theory and Dynamics of Family Relations [3]

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

FL 546/SOC 546 Family Law and Public Policy [3]

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

FL 583/THEO 583 Sexuality and the Family [3]

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

FL 585/THEO 585 Family Life Ministry [3]

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

FL 540 Family Resource Management [3]

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

Optional Course for the Master of Science Degree in Family Life:

EDUC 597 Practicum/ NCFR Certification [3] – required course for NCFR certification as a CFLE. Complete 125 hour practicum.

FINANCE

FIN 533 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. Prerequisite: ACCT 520

GEOGRAPHY

GEOG 401/501 Geography Workshop for Teachers [3]

A geography workshop to assist teachers and others in producing lesson plans/projects for the classroom. Can be used to fulfill "Educate America Act: Goals 2000" to help put geography back into the curriculum.

GERONTOLOGY

GERO 500 Issues in Gerontology & Aging Studies [3]

This course provides students with an overview of the field of gerontology, issues and research in aging as well as an introduction to careers in aging. Course

includes basics of reading and using gerontological research. The course is offered as an elective in select programs and as part of the gerontology and aging studies programs.

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.

GERO 502 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. Aging is a multi-faceted process that covers multiple academic disciplines. 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.

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 Development & 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/ENG/HIST 511 History and Literature of Aging [3]

This course explores historical, social and literary depictions/understandings of aging in Western and non-Western cultures with an eye toward a richer understanding of what it means to age in the world today.

GERO/ENG 512 Life Review, Autobiography and Creative Non-Fiction [3]

This course explores the theoretical concept and value of life review while researching and developing techniques in the writing of autobiography and creative non-fiction.

GERO/CTA 513 Aging and Communication [3]

This course examines lifespan communication issues including: aging and media, marketing to older adults, lifespan language and communication development, caregiver/receiver communication and intergenerational relationship development.

GERO 514 Policy, Programs & Services [3]

This course surveys contemporary policies, programs and services for an aging population.

GERO/BUS 515 Retirement & Lifespan Financial Issues [3]

This course explores the impacts of an aging society on financial planning and retirement. Students will study in-depth issues in lifespan financial planning.

GERO/HHP 516 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/BIO 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]

This course surveys issues and best practices related to Long-Term Care Administration.

GERO 521 Events and Activities Management [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 522 Intergenerational Programming and Activities[3]

This course is an overview of issues and options in planning programs and activities for intergenerational groups.

GERO 523 Geriatric Counseling (3)

This course is an introduction to the treatment modalities and approaches to counseling older adults.

GERO 425 Complementary Therapies (3)

Course Description: Applied theory and practice to support the use of complementary and alternative therapies with conventional therapies. Integrate advocating health education and promote complementary and alternative techniques for reducing pain such as focused breathing and relaxation, massage, guided imagery, music, humor, and distraction, as well as medication therapy used for reducing pain (conventional therapy).

GERO 426 Parish Nursing (3)

Course Description: Designed to understand the Parish nurse's role in the health care, community, and congregational settings. Emphasis is placed on spiritual care, integration of faith and health, health education, professional counsel, volunteer training and advocacy.

GERO 427 Theories and Applications in Nursing Informatics (3)

Course Description: Theory and application of health information technology, includes training in the use of healthcare technology and an introduction to trends and future trends in health informatics.

GERO 430 Issues of Aging and Longevity for Health Professionals & Caregivers (3)

Course Description: Develops the student's knowledge of normal aging and nursing skills critical to the care of older adults. Includes issues related to the aging client in the community and the challenges of healthcare issues confronted by aging clients. Emphasis is on caring for the older adult and providing health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, spiritual care and client advocate. Incorporate safe practicum experiences with effective decision making within community or

healthcare setting. Prerequisite: Lifespan Development or related course/demonstrated proficiency.

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 597 Thesis [3-6]

Research thesis option by arrangement.

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 program director before enrolling.

HEALTH AND HUMAN PERFORMANCE

HHP 463/563 Psycho-Social Aspects of Coaching [3]

A study of the psychological aspects of improving athletic performance of individuals and groups. The interrelatedness of sport and society also will be investigated. (Also listed as HHP 463)

HHP 465/565 Human Diseases [3]

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

HHP 471/571 Adapted Physical Education [3]

The theories, principles, and practices of working with atypical children in physical education programs. Actual laboratory situations will be provided in working with this type of student.

HHP 481/581 School Health Comprehensive Programs [3]

A survey of the comprehensive school health program.

HHP 484/584 Community Health [3]

A survey of community health education and promotion including an examination of the nature, extent and contributing factors of major community health issues and problems. The purpose, function, organization and administration of health services at the local, state and federal levels also will be examined.

Prerequisites: HHP 181

HHP 486/586 Critical Issues in Health [2]

Social, medical, and/or legal aspects of current critical issues in health.

Prerequisite: HHP 181.

HHP 488/588 Health Promotion Programming [3]

This course is designed to provide an overview of the skills and knowledge necessary to provide leadership in the designing, implementation and evaluation of public, community and worksite health promotion programs. Prerequisites: HHP 181

HHP 491/591 Management of Physical Education and Sports [3]

Designed to make the student aware of the responsibilities and knowledge required in the administration of physical education and athletic programs.

HHP 492/592 Recreational and Intramural Programming [3]

The theories, principles and practices of structuring intramural and recreational programs for churches, schools, and various age groups and administrative and leadership roles.

HHP 493/593 Curriculum Development in Health and Physical Education [3]

The theories, principles, and practices of curriculum development with emphasis on preparation of specific health and physical education curriculums.

HHP 494/594 Measurement and Evaluation in Health and Human Performance [3]

Study of techniques used in measurement and evaluation by health and physical educators. Included will be test constructions, survey of available materials, and practical experiences in test administration and computer applications.

Prerequisite: college level math class, CS 101 or equivalent and upper level standing.

HHP 495/595 Legal Aspects of Exercise and Sport [3]

Legal concepts and principles related to the administration, teaching and coaching of exercise and sport. Issues regarding personnel, facilities, equipment, transportation, medical aspects, liability and gender will be examined.

Prerequisite: Upper level standing or consent of instructor.

HISTORY**HIST 421/521 Latin America [3]**

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

HIST 451/551 Russia, the Soviet Union, and After [3]

A survey of Russian and Soviet history from the foundations of Russian society to the present with special emphasis on the political, social, economic, religious, educational and cultural development of modern Russia.

HIST 455/555 East Asian Civilizations [3]

Survey of traditional and contemporary social, political, and intellectual patterns of China and Japan. Asia and the West, the challenge of modernization, and the overturning of traditional social order in the twentieth century.

HUMAN SERVICES**HS 500 History and Foundations of Human Service Systems [3]**

This course introduces the history, philosophy, values, concepts, theories, directions, problems, and broad scope of human service systems.

HS/GERO 514 Policy, Programs, and Services [3]

This course surveys contemporary policies, programs and services for an aging population.

HS/CTA 533: Intercultural Communication for Health and Human Services [3]

This course examines cultural practices that influence the exchange of meaning between individuals and groups of differing cultural/racial backgrounds. The course is designed to provide human services professionals with an 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.

HS 550 Issues in Human Service Administration [3]

This course introduces basic theories, practices and issues of relevance to working in human service agencies and develops skills to work effectively in an organizational setting. As a result of this course, the student should be more effective in observing, and political dynamics of service delivery groups and organizations.

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 500 BUSINESS ETHICS [3]**

This course studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims and formulating sound well-grounded policies. Societal development and changes in ethical norms will also be covered.

MGMT 502 SPECIAL TOPICS IN BUSINESS ADMINISTRATION [3]

This course examines special issues in business administration. Topics are specific to the needs of students in the topic area and expertise of the instructor.

MGMT 543 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. A special emphasis on leadership is provided.

MGMT 560 NONPROFIT MANAGEMENT [3]

Concepts in management theory and practice will be applied to the nonprofit organization.

MGMT 562 ORGANIZATIONAL RESOURCE DEVELOPMENT [3]

This course is designed to teach students how to acquire and manage resources for an organization. Students will learn about resource stewardship and what motivates individuals and corporations to support an organization or one of its projects. Specific topics include fundraising, grant writing, and budgeting.

MGMT 590 STRATEGIC MANAGEMENT [3]

This course is a culminating MBA degree course. The course allows students to model the role of top manager, incorporating management and business theory

with practical application. Students in the course must be within 9 credit hours of completing their degree. Learning outcome(s): (1) Ethics (2) Communication skills (3) Analysis and problem solving, (4) Cultural understanding (5) Numeracy

MASTER OF BUSINESS ADMINISTRATION

MBA 510 APPLIED STATISTICAL METHODS [3]

This course studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-related fields is emphasized along with the use of computer analysis.

MBA 511/811 Social Marketing Strategies [3]

The course will explore multiple angles of the social media market including the strategy, the platforms, the opportunities and risks through a mix of thinking, acting and assessing. “How-to” textbooks don’t exist and are not necessary. Together, we will develop a strategic framework to assess business opportunities. Students will learn by doing, experimenting and collaborating with other students. Guest speakers will augment the learning experience.

MBA 515/815 STATISTICAL RESEARCH [3]

This course is designed to prepare graduate students to write scholarly research papers in their field of study. The four-unit course is designed for students who have limited or no background in research principles, statistics, and research methodology. The final project in the course is a 10-to-12-page research paper written by the student on a topic approved by the student’s graduate department.

MBA 520/820 MANAGEMENT INFORMATION SYSTEMS [3]

This course concerns managing the use of technology, emphasizing computer systems, and providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook along with projects that allow students to extend their learning and apply it to practical applications

MBA 522/822 BUSINESS DATA COMMUNICATIONS [3]

This course presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed.

MBA 524/824 SYSTEMS ANALYSIS AND DESIGN [3]

This course presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites.

MBA 526/826 DECISION SUPPORT SYSTEMS [3]

This course covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems.

MBA 527/827 PROJECT MANAGEMENT [3]

This course presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life-cycle. Software tools for project design and management are also presented and used.

MBA 528/828 INFORMATION SYSTEMS MANAGEMENT [3]

This course deals with the management of information technology (IT) as it is being practiced in organizations today. Topics covered include leadership issues as they apply to information systems (IS) management, the managing of the technologies currently in use, and managing systems development and implementation. The important topic of management of the systems that support people in performing information-handling activities to ascertain goals, pursue objectives, and solve problems is also covered. Extensive use is made of specific review questions.

MBA 529/829 DATABASE MANAGEMENT [3]

This course provides the basis for a practical approach to database creation and administration. The course presents the various steps required to created data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. Prerequisite: a basic knowledge of Microsoft Access.

MBA 545/845 INTERNSHIP [3]

The internship experience is meant to give students a real world perspective in a business related area, while working toward completion of the MBA degree. Curricular emphasis is placed on student use of learned skills and exposure to hands-on business techniques. Students are required to complete a minimum of 120 hours of clock time at their internship site. All sites are to be approved by the MBA program director or associate program director. International students cannot substitute this class for a class given in a regular term. International students must have their I-20s signed by the school's designated school official before they begin this experience. This course is a 3-credit class.

MBA 550/850 STRATEGIC MARKETING [3]

This course studies the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation.

MBA 552/852 DIRECT MARKETING [3]

This course introduces the concepts, strategies, and applications involved in direct marketing, including direct mail, lead generation, circulation, relationship-loyalty programs, store-traffic building, fund raising, pre-selling, and research. Topics include launching direct marketing programs, planning and market segmentation, promotion, media selection, list management, creative process, production, pricing, customer service, and response/performance measurement. The course includes examination of all major direct marketing media: direct mail, broadcast (including the Internet and other technologies), print advertising, catalogs, telemarketing, inserts and videos. The measurability and accountability of direct marketing and the relationship to the total marketing mix are stressed. The fundamentals of the new direct marketing methods involving the Internet are also explored and put into practice in this course.

MBA 553/853 SALES MANAGEMENT [3]

This course studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. Prerequisite: MBA 550 Marketing Management.

MBA 554/854 ADVERTISING MANAGEMENT [3]

This course is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science.

MBA 555/855 SMALL BUSINESS MANAGEMENT [3]

This course studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be culmination of the course.

MBA 556/856 Real Estate Management [3]

This course will provide the student with an overview of the essentials for real estate investing including focusing on common forms of ownership, market and financial analysis, taxation issues, and general financing. This analysis will also include a critical look at the different types of investment property, including residential, commercial and industrial properties. The course will also focus on the historical cycle of the real estate market including the recent boom and crash.

MBA 557/857 SUSTAINABLE BUSINESS PRACTICES [3]

This graduate level business course is an introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The importance of building business value while improving environmental and social outcomes over the long run is a running theme throughout the course. The student is introduced to methods of implementing

technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21st century, this overview addresses the essence of the emerging green economy.

MBA 558/858 REAL ESTATE INVESTING [3]

This course will encompass a broad study of real estate finance, investment and development with an emphasis on commercial property investment and development. The course will integrate real estate disciplines including real estate law, valuation theory, ownership structure, market research and analysis and project due diligence issues into the core topic of commercial real estate investment. Case examples using current real estate finance and underwriting and capital market techniques will be included in class discussion. Supplemental readings will be selected from trade publications and actual project files to further enhance the practical value of the course work.

MBA 565/865 SUPPLY CHAIN MANAGEMENT [3]

This course is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment.

MBA 570/870 LEGAL ASPECTS OF BUSINESS ADMINISTRATION [3]

This course entails the study of the contemporary and legal issues facing managers and the development of practical skills for analyzing decision-making from both the legal and ethical standpoints. Issues will be studied from the position of managerial decision-making with an emphasis on the establishment of sound, well grounded policies intended to prevent and resolve disputes.

MBA 571/871 ENVIRONMENTAL LAW [3]

The course description is not available at the time of print.

MBA 576/876 FRAUD MANAGEMENT [3]

This course is designed to provide students with a basis understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud, register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included.

MBA 600/900 COMPENSATION AND BENEFITS [3]

This course studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, carriable, and indirect pay processes; market pricing; total compensation strategies and practices, and “pay” system management issues and processes.

MBA 605/905 ALTERNATIVE DISPUTE RESOLUTION [3]

This course focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact.

Conciliation, meditation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized.

MBA 610/910 ISSUES IN HUMAN RESOURCE MANAGEMENT [3]

This course introduces and examines the major functions and processes of managing human resources. Both theoretical and every day issues will be discussed in lectures and case analyses. However, because human resources management practices may be learned through application, there will be a strong emphasis placed upon providing organizational and managerial examples. Accordingly, you will be asked to evaluate a situation, assess alternative solutions and make recommendations of your managerial solution. You can expect a significant personal learning experience from this course.

MBA 615/915 LABOR AND EMPLOYMENT LAW [3]

This course will study the development and current operation of labor unions, the process and outcomes of collective bargaining and the impact on management and society. Review of state and federal legislation will be emphasized. The course will also focus on current issues in employment law, including discrimination, wrongful termination and employment-at-will.

MBA 620/920 ECONOMICS AND PUBLIC POLICY OF HEALTH CARE [3]

This course involves the economic analysis of current health care issues that lead to policy formation. Students will apply traditional economic concepts, such as demand, supply, production and investment, to analyze the health care sector of the economy and health policies. The course will include study of the influences on demand for health care, supply of health care, trends in managed care and rationale for government intervention including Medicare, Medicaid, and price regulation. International comparison and general considerations to guide health policy as well as ethical implications of policy decisions are included. Issues will be framed within a historical perspective with the intent of teaching students how to conceptualize and deal with future issues. Prerequisite: MBA 500/800.

MBA 621/921 FINANCIAL INSTITUTION MANAGEMENT [3]

This course provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept.

MBA 622/922 RISK MANAGEMENT AND INSURANCE [3]

This course is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924 Health, Life and Social Insurance.

MBA 623 STATUTORY ACCOUNTING [3]

This course deals with the unique accounting system for insurance, pension, and institutional decisions.

MBA 624/924 HEALTH, LIFE AND SOCIAL INSURANCE [3]

This course investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance.

MBA 625/925 SECURITIES ANALYSIS [3]

This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is intended as a requirement in the Finance emphasis area and requires Corporate Finance as a prerequisite. It also intended to be a prerequisite for Portfolio Mathematics.

MBA 626/926 PORTFOLIO MATHEMATICS [3]

This course emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. Prerequisite: MBA 625/925

MBA 630/930 ETHICS AND LEADERSHIP IN HEALTH CARE [3]

This course provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions.

MBA 685/985 SPECIAL TOPICS IN HEALTH CARE [3]

This course offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

MATH

MATH 401/502 Practical Math Labs and Activities for Elementary Teachers [3]

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

MATH 504 Mathematics for the Secondary Teacher [3]

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

MATH 505 Mathematics for Elementary Teachers [3]

An activity approach to teaching and learning concepts in geometry, probability, statistics, logic and calculators.

Special attention is devoted to application on various grade levels.

MATH 415/515 History of Math [3]

Development of math throughout various civilizations. It is designed to create an appreciation for our present mathematical system and an understanding of how our present mathematical system came to be what it is today.

MATH 518 Topics in Mathematics [3]

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

MATH 565 Geometry [3]

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

INTERNATIONAL BUSINESS

MIB 530/830 Global Production and Operations [3]

This course studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/CAM), work flow planning, JIT concepts and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment.

MIB 540/840 International Finance [3]

This course presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds and the investment alternatives for management and investors. The operation of international financing markets will be presented.

MIB 545/845 International Economics [3]

This course presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements.

MIB 555/855 International Marketing [3]

This course involves the study and application of key marketing concepts to the international situations. Topics covered include: standardization vs. segmentation, marketing problem design and administration, and special problems.

MIB 560/860 International Business [3]

This course studies business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as drive toward European unity, GATT, NAFTA, and Pacific Rim developments.

MIB 570/870 International Study Abroad [3]

This course allows students to travel abroad to experience business and cultures other than that available in the United States. Students will be immersed in an environment that will allow improved cultural awareness, communication skills and tactile learning. Special International Student Information: This class is available only to students for opportunities outside the home country of the international student.

LEGAL STUDIES**MLS 530/830 Administrative Law and Process [3]**

This course examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers.

MASS COMMUNICATIONS**MMC 506/806 Group Dynamics and Leadership [3]**

This course applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills

MMC 520/820 Managerial Communications: Practices and Principles [3]

This course examines major approaches to management, focusing on theories of employee motivation, morale, resource management, communication networks, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. Focus is on setting behavioral goals for improving communication skills.

MMC 525/825 Effective Business Writing and the Marketplace [3]

This course surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals is also included.

MMC 540/840 Public Speaking: Professional Reports and Presentations [3]

This course is a five-unit course that addresses the development of proficiency in organizing, researching, structuring, editing and presenting oral presentations, covering a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence, and emotional appeal. For those doing this course at a distance, speeches will be videotaped by the student and analyzed for areas of potential improvement.

MMC 547/847 Advance Interpersonal Communications and Interviewing [3]

This course reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict.

PUBLIC ADMINISTRATION

MPA 535/835 Budgeting in Public Agencies [3]

This course addresses one of the most important and demanding aspects of government-the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies.

MPA 540/840 Public Program Evaluation [3]

This course considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discusses the roles of citizens, bureaucrats and elected officials in program design and implementation. Methods to carry out effective evaluations are presented.

MPA 568/868 Public Personnel Administration [3]

This course examines the issues surrounding the employment and the managing of human resources in the public sector.

MPA 569/869 Intergovernmental Relations [3]

This course covers the interdependencies between various governmental jurisdictions in our federal system. Examines the impact the federal system has on policy implementation and the allocation of government responsibilities

Master of Public Health

MPH 500: Fundamentals of Public Health [3]

This course provides an introduction and overview of the extent and history of public health and the core concepts that represent the foundation of the public health field.

MPH 505 Biostatistics [3]

This course 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.

MPH 510 Applied Epidemiology [3]

This course examines the basic principles of epidemiology and statistical evaluation of the impact of microbial diseases upon the population's health within

community and clinic-based populations. An added emphasis will be made on the epidemiology and prevention of chronic diseases.

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 to better understand behavior change, health risk behavior, and psychological/behavioral factors that affect physical conditions in both individuals and in 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 studies the health care system, population based health care, concept and methods of health management, current issues in health policy and the application of these concepts.

MPH 530: Methods of Research in Public Health [3]

This course focuses on practical issues in the conduct of health research studies. Topics include: an overview of public health research, ethics in research, the relationship between theory and research, formulating research questions, specifying study design and study objectives, defining variables, 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 of findings.

MPH 580/HHP 280: Global Health [3]

This course provides an introduction to important global health issues, including health determinants and key areas of disease burden currently affecting the developing world, and the role that new health technologies can play in solving these problems.

MPH 584/HHP 484: Community Health [3]

This course studies the nature, extent, and causes of basic community health problems including an explanation of the purpose, function, organization, and administration of community health services at the local, state, and national levels.

MPH 585: Programming and Evaluation in Public Health [3]

This course emphasizes design, implementation, and assessment of community-based health interventions and program evaluation.

MPH 588: Marketing Public Health [3]

This course focuses on how to use marketing principles to modify individual behavior, improve social and economic conditions, and reform social policy .

MPH 598: Applied Research in Public Health [3]

This course enables students to apply the principles and methods learned in an academic setting in a research project and paper embodying original research applicable to public health, incorporating a proposition that has been successfully evaluated with appropriate statistical techniques and is potentially publishable or has potential public health impact. A faculty mentor will be assigned to each student. Prerequisites: Completion of core courses and approval of the MPH Program Director.

MPH 599: Public Health Field Practicum [3]

Practicum involves an experience designed to strengthen competence in general public health and concentration area through practical experiences.

Prerequisites: Completion of core courses and field site approval by the MPH Program Director

PSYCHOLOGY

PSY 500 Advanced Human Relations [1]

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

PSY 511 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 412/512 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 414/514 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 415/515 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 442/542 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 Foundations of Christian Marriage and Family [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 451/551 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 421/552 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/FL 533 Aging and the Family [3]

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

SOC 545/FL 543 Theory and Dynamics of Family Relations [3]

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

SOC 546/FL 547 Family Law and Public Policy [3]

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

SOC/THEO 565 Serving and Leading in Community and World [3]

An in-depth examination of *profession*, *vocation*, and *service (ministry)* and the ways in which individuals, building on their personal belief systems might with integrity enact authentic leadership in a variety of contexts. Using the Lutheran movement within the tradition of orthodox Christianity as a point of departure, students will analyze and apply their ultimate values to specific societal problems.

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.

THEOLOGY

THEO 418/518 From Exile to Christ [3]

This course is a historical study of Palestinian Judaism from the post-exilic period to the birth of Christ with extensive reading in the intertestamental documents, noting those theological developments which prepare for the New Testament.

THEO 540 Family Resource Management [3]

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

THEO 545 Theology and Practice of Confirmation Ministry [3]

A study of confirmation ministry which focuses on theological foundations, the faith formation of catechumens, educational models, the design of confirmation ministry and resources.

THEO 450/550 Understanding and Teaching the Bible [3]

This course gives attention to the role of the Bible in faith formation, hermeneutical principles, ways of teaching the Bible, Bible study programs, small group study, and ways of promoting involvement with the Bible in families and congregations. Prerequisites: REL 121; REL 131; and one of the following: THEO 241, 242, 251, or 252.

THEO 460/560 Factors in Congregational Growth [3]

An examination of Biblical and confessional perspectives on congregational growth. Sociological factors will also be considered. Emphasis will be placed on equipping the student to determine appropriate programs of outreach for a parish.

THEO 563 Studies in the Lutheran Confessions [3]

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

THEO/SOC 565 Serving and Leading in Community and World [3]

An in-depth examination of *profession*, *vocation*, and *service (ministry)* and the ways in which individuals, building on their personal belief systems might with integrity enact authentic leadership in a variety of contexts. Using the Lutheran movement within the tradition of orthodox Christianity as a point of departure,

students will analyze and apply their ultimate values to specific societal problems.

THEO 570 Introduction to Christian Counseling [3]

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

THEO 571 The Role of Scripture and Christian Spirituality in Christian Counseling [3]

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

THEO 482/582 Nurturing Faith through Family, School, and Congregation [3]

A study of the formation of faith and virtue based on Biblical, theological, and psychological perspectives serves as the foundation for investigating ways in which the family, congregation and schools of the church can nurture the faith of children, youth and adults.

THEO 483/583 & FL 583 Sexuality and the Family [3]

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

THEO/FL 585 Family Life Ministry [3]

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

THEO 487/587 Planning Adult Education in Congregations [3]

This course gives attention to ways of teaching the faith to early, middle, and late adulthood, adults as learners, and the design of educational programs and curricula.

THEO 489/589 Ministry in a Changing World [3]

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

Administrative Personnel

President.....	Brian Friedrich
Provost.....	Jenny Mueller-Roebke
Dean of the College of Arts and Sciences	Brent Royuk
Dean of the College of Education	Ron Bork
Dean of Graduate Studies and Adult Education.....	Thad Warren
Chair Health and Human Services.....	Thad Warren
Graduate Associate Registrar.....	Sue Jensen
Undergraduate Associate Registrar.....	Brad Woodruff

Program Directors

Mark Blanke	Parish Education/DCE
Alice Epstein.....	Special Education
Molly Fitzke	RN to BSN
Jen Janousek.....	Associate Dir. Public Health
Sue Jensen.....	DCP
Kevin Kohnke	Family Life, Gerontology
Kevin Kohnke	Human Services
David Lawton.....	Public Health
Annette Oliver	Early Childhood
Barbara Perlewitz	Graduate Teacher/C & I
Kristy Plander.....	MBA
Bob Smallfoot	ESL/ELL/Reading/Literacy
Bob Smallfoot	Educational Administration

Graduate Faculty

Albright, Brian, D.Sc.....	Assistant Professor of Mathematics
Ashby, Lisa, Ph.D	Professor of English
Bergman, Marvin, Ed.D.....	Emeriti Professor of Education
Bergman, Shirley, Ph.D	Emeriti Prof of Aging and Family
Blanke, Mark, Ed.D	Professor of Education
Blersch, Jeffrey,DMA	Professor of Music
Bockelman, James, MFA	Associate Professor of Art
Bork, Ron, Ed.D	Associate Professor of Education
Boye, Vicki, Ph.D	Professor of HHP
Creed, Bruce, Ph.D.....	Professor of Communication
Dolak, E. David, Ed.D	Emeriti Professor of Psychology
Dolak, Grace-Ann, Ph.D	Emeriti Professor of Education
Einspahr, Kent, Ph.D	Professor of Computer Science
Einspahr, Kregg, Ph.D	Professor of Biology

Elwell, Nancy, Ph.D Assistant Professor of Education
 Fiala, Robert, Ph.D Emeriti Professor of History
 Friedrich, Brian, D.Min. & Ph.D President
 Goldgrabe, Eunice, D.A. Professor of HHP
 Grimpo, Elizabeth, DMA Assistant Professor of Music
 Grothaus, Larry, Ph.D Professor of History
 Gubanyi, Joseph, Ph.D Associate Professor of Biology
 Helmer, Joel, Ph.D Associate Professor of Geography
 Herl, Joseph, Ph.D Associate Professor of Music
 Hermann, Robert, Ph.D Associate Professor of Physics
 Holtorf, Paul, Ph. D Associate Professor of Theology
 Huntington, Timothy, Ph.D Assistant Professor of Biology
 Janousek, Jen, Ph.D Assistant Professor of HHP
 Jurchen, Kristin, Ph.D Assistant Professor of Chemistry
 Jurchen, John, Ph.D Assistant Professor of Chemistry
 Kinworthy, John, Ph.D Emeriti Professor of Geography
 Kohnke, Kevin, D.Min & Ph.D Director, Family Life Ministry
 Langewisch, Andrew, Ph.D Professor of Business Administration
 Lemke, Mark, Ed.D Emeriti Professor of HHP
 Matthews, Larry, Ph.D Emeriti Professor of Mathematics
 Meehl, Mark, Ph.D Professor of Theology
 Meyer, David, Ph.D Professor of Theology
 Miller, Kathy, Ph.D Associate Professor of Sociology
 Moore, Bryan, MFA Assistant Professor of English and Theater Arts
 Mosemann, Russell, Ph.D Professor of Computer Science
 Moulds, Russell, Ph.D Assistant Professor of Education
 Mueller-Roebke, Jenny, Ph.D Provost, Professor of English
 Nelson, Roberta, Ph.D Emeriti Professor of Education
 Obermueller, Stanley, Ph.D Professor of Business Administration
 Perlewitz, Barb MEd Director of Graduate Teaching Certificate
 Pfabe, Jerrald, Ph.D Professor of History
 Phillips, C. Matthew, Ph.D Assistant Professor of History
 Plander, Kristy, Ph.D Director of MBA
 Preuss, Judy, Ph.D Emeriti Professor of Education
 Preuss, William Ed.D Emeriti Professor of Education
 Reinke, Edward, Ph.D Professor of Mathematics
 Robson, Don, MFA Associate Professor of Art
 Royuk, Brent, Ph.D Associate Professor of Physics
 Smallfoot, Robert, Ph.D Director of Educational Administration
 Snow, John, Ph.D Associate Professor of Math
 Soloway, Lynn, MFA Professor of Art
 Sylwester, Don, Ph.D Professor of Physics
 Thurber, Daniel, Ph.D Professor of English
 Tonjes, Bernard, Ph.D Assistant Professor of Education
 Uffelman, Janell, Ph.D Associate Professor of Education
 Vasconcellos, Paul, PhD Emeriti Professor of Theology

von Kampen, Kurt, Ed.D Associate Professor of Music
Warren, Thad, Ph.D..... Associate Professor Education
Wolfram, William, MFA.....Emeriti Professor of Art

INSERT FALLBROOK/LINCOLN MAP

Concordia University Nebraska is currently authorized or licensed to operate in: Nebraska and Missouri. Concordia University Nebraska 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.*

**Many states do not require specific authorization or licensure for their residents to enroll in online programs.*

We are including this information in our catalog in order to comply with new regulations regarding state authorization.

State Contact Information for Student Complaints

*(*Many states do not require specific authorization or licensure for their residents to enroll in online programs.)*

ALABAMA

Alabama Commission on Higher Education

P. O. Box 302000

Montgomery, AL 36130-2000

<http://www.accs.cc/complaintform.aspx>

ALASKA

Alaska Commission on Postsecondary Education

PO Box 110505

Juneau, AK 99811-0505

customer.service@alaska.gov

Alaska Office of Attorney General Consumer Protection Unit

1031 W. Fourth Avenue, Suite 200

Anchorage, AK 9950

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

http://azppse.state.az.us/student_info/compliance.asp

ARKANSAS

Arkansas Higher Education Coordinating Board Arkansas Department of Higher Education

114 East Capitol Ave

Little Rock, AR 72201

ADHE_Info@adhe.edu

<http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/ICAC%20Rules%20and%20Regulations/APPENDIXJ.pdf>

Arkansas State Board of Private Career Education

501 Woodlane, Suite 312S

Little Rock, AR 72201

sbpce@arkansas.gov

http://www.sbpce.org/complaint_process.html

CALIFORNIA

California Bureau of Private Postsecondary Education

P.O. Box 980818

W. Sacramento, CA 95798-0818

bppe@dca.ca.gov

http://www.bppe.ca.gov/forms_pubs/complaint.pdf

COLORADO

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, Colorado 80202

<http://higher.ed.colorado.gov/Academics/Complaints/default.html>

CONNECTICUT

Connecticut Department of Higher Education

61 Woodland Street

Hartford, CT 06105-2326

info@ctdhe.org

Connecticut Department of Consumer Protection

165 Capitol Avenue, Room 110

Hartford CT 06106

trade.practices@ct.gov

http://www.ct.gov/dcp/lib/dcp/pdf/forms/consumer_statementcpfr-2_rev_8-06_edited1106.pdf

Consumer Complaint Hotline: (800) 842-2649

DELAWARE

Delaware Higher Education Office

Carvel State Office Building, 5th Floor

820 N. French Street

Wilmington, DE 19801-3509

dheo@doe.k12.de.us

Delaware Attorney General Consumer Protection Wilmington:

820 N. French Street, 5th floor

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

http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seof/elementary_and_secondary_education/may_2011/complaint_form_4_11.pdf

FLORIDA

Florida Commission on Independent Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Commissioner@fldoe.org

<http://www.fldoe.org/cie/complaint.asp>

GEORGIA

Georgia Nonpublic Postsecondary Education Commission

2082 E Exchange Pl. #220

Tucker, GA 30084-5334

<http://rules.sos.state.ga.us/docs/392/5/06.pdf>

HAWAII

Hawaii State Board of Education

P.O. Box 2360

Honolulu Hawaii 96804

ocp@dcca.hawaii.gov

http://hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

Idaho State Board of Education

Attn: State Coordinator for Private Colleges and Proprietary Schools

650 West State Street

P.O. Box 83720

Boise, ID 83720-0037

ILLINOIS

Illinois Board of Higher Education

431 East Adams, 2nd Floor

Springfield, Illinois 62701-1404

info@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 62706

http://www.illinoisattorneygeneral.gov/about/email_consumers.jsp

<http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf>

Consumer Fraud Hotline: (800) 243-0618

INDIANA

Indiana Commission on Proprietary Education

Attn: Director of Regulatory Compliance

302 W Washington Street, Room E201

Indianapolis IN 46204

<http://www.in.gov/cpe/files/sf39280-complaint.pdf>

IOWA

Iowa Student Aid Commission

603 E. 12th Street, 5th Floor

Des Moines, IA 50319

info@iowacollegeaid.gov

<http://www.iowacollegeaid.gov/images/docs/file/forms/constituentrequestform.pdf>

KANSAS

Kansas Board of Regents

1000 SW Jackson Street, Suite 520

Topeka, KS 66612-1368

<http://www.kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf>

KENTUCKY

Kentucky Council on Postsecondary Education

1024 Capital Center Dr., #320

Frankfort, KY 40601-7512

Kentucky Board of Proprietary Education

911 Leawood Drive

Frankfort, KY 40601-3319

<http://www.bpe.ky.gov/NR/rdonlyres/1BB8CA02-8F89-43A3-8957-AB01DB805389/0/ComplaintForm.doc>

Office of the Attorney General

Capitol Suite 118
700 Capitol Avenue
Frankfort, Kentucky 40601-3449
consumer.protection@ag.ky.gov
http://www.ag.ky.gov/NR/rdonlyres/19D2FEF3-0666-49B5-A184-38006DA45B2C/0/complaint_gen.pdf

LOUISIANA

Louisiana Board of Regents

P.O. Box 3677
Baton Rouge, LA 70821-3677
<http://regents.louisiana.gov/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf>

MAINE

Maine Department of Education

Complaint Investigator
23 State House Station
Augusta, ME 04333-0023
jonathan.braff@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

839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013
<http://www.mhec.state.md.us/career/pcs/gripe.asp>

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>
Consumer Protection Hotline: (410) 528-8662

MASSACHUSETTS***Massachusetts Board of Higher Education***

One Ashburton Place

Room 1401

Boston, MA 02108

<http://www.mass.edu/forstudents/complaints/complaintprocess.asp>

MICHIGAN***Michigan Department of Labor & Economic Growth Office of Postsecondary Services, Proprietary******School Unit Staff***

201 N. Washington Sq.

Lansing, MI 48913

<http://www.michiganps.net/complaint.aspx>

MINNESOTA***Minnesota Office of Higher Education***

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

<http://www.ohe.state.mn.us/oheContactForm.cfm> (email)

Minnesota Attorney General's Office

1400 Bremer Tower

445 Minnesota Street

St. Paul, MN 55101

<http://www.ag.state.mn.us/ElectronicForms/ComplaintForm.pdf>

MISSISSIPPI***Mississippi Commission on College Accreditation***

3825 Ridgewood Road

Jackson, MS 39211-6453

Mississippi Commission of Proprietary Schools and College Registration

3825 Ridgewood Road

Jackson, MS 39211-6453

Consumer Protection Division Office of the Attorney General, State of Mississippi

P.O. Box 22947

Jackson, Mississippi 39225-2947

<http://www.ago.state.ms.us/index.php/contact> (email)

http://www.ago.state.ms.us/images/uploads/forms/MSAGO_Complaint_Form.pdf

MISSOURI***Missouri Department of Higher Education***

205 Jefferson Street, P.O. Box 1469

Jefferson City, MO 65102-1469

info@dhe.mo.gov

MONTANA***Montana Board of Regents Office of Commissioner of Higher Education,
Montana University System***

2500 Broadway Street

PO Box 203201

Helena, MT 59620-3201

Montana Office of Consumer Protection

2225 11th Avenue, P.O. Box 200151

Helena, MT 59620-0151

contactocp@mt.gov

[http://www.doj.mt.gov/consumer/consumer/
consumercomplaint/complaintform.pdf](http://www.doj.mt.gov/consumer/consumer/consumercomplaint/complaintform.pdf)

NEBRASKA***Nebraska Coordinating Commission for Postsecondary Education***

P.O. Box 95005

Lincoln, NE 68509-5005

Nebraska Department of Education Investigations Office

301 Centennial Mall South, P.O. Box 98987

Lincoln, NE 68509-4987

[http://www.education.ne.gov/PPCS/PDF%20Folders/PDF%20
Documents/PPCS%20Forms/Complaintform.
Pdf](http://www.education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaintform.Pdf)

Nebraska Attorney General, Consumer Protection Division

2115 State Capitol

Lincoln, NE 68509

[http://www.ago.state.ne.us/consumer/emailforms/ consumer_complaint.htm](http://www.ago.state.ne.us/consumer/emailforms/consumer_complaint.htm)

Consumer Protection Hotline: (800) 727-6432

NEVADA***Nevada Commission on Postsecondary Education***

3663 East Sunset Road, Suite 202

Las Vegas, Nevada 89120

<http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>

NEW HAMPSHIRE***New Hampshire Postsecondary Education Commission***

3 Barrell Court #300

Concord, NH 03301-8531

<http://www.nh.gov/postsecondary/complaints>

NEW JERSEY***New Jersey Commission on Higher Education***

PO Box 542

Trenton, NJ 08625

nj_che@che.state.nj.us

New Jersey Department of Labor and Workforce Development

1 John Fitch Plaza, P.O. Box 110

Trenton, NJ 08625-0110

schoolapprovalunit@dol.state.nj.us

http://lwd.dol.state.nj.us/labor/forms_pdfs/edtrain/

[Conflict%20Resolution%20Questionnaire.pdf](#)

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***

2048 Galisteo

Santa Fe, NM 87505

<http://www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3caae612e0dba7/PPS%20Complaint%20Form.pdf>

NEW YORK***New York Office of College and University Evaluation New York State Education Department***

5 North Mezzanine

Albany, NY 12234

ocueinfo@mail.nysed.gov

<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

New York Bureau of Proprietary School Supervision New York State Education Department

99 Washington Avenue, Room 1613 OCP

Albany, New York 12234

***New York State Department of State Division of Consumer Protection
Consumer Assistance Unit***

5 Empire State Plaza - Suite 2101

Albany, New York 12223-1556

<https://www1.consumer.state.ny.us/cpb/CauComplaintForm.html>

NORTH CAROLINA

North Carolina Community College System Office of Proprietary Schools

200 West Jones St.

Raleigh, North Carolina 27603

http://www.nccommunitycolleges.edu/Proprietary_Schools/docs/PDFFiles/StdComplForm.pdf

North Carolina Consumer Protection Attorney General's Office

Mail Service Center 9001

Raleigh, NC 27699-9001

<http://www.ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da5f/Complaint-Form.aspx>

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

North Dakota Consumer Protection Division Office of Attorney General

Gateway Professional Center

1050 E Interstate Ave. Suite 200

Bismarck, ND 58503-5574

<http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf>

OHIO

Ohio State Board of Career Colleges and Schools

35 East Gay Street, Suite 403

Columbus, OH 43215-3138

<http://scr.ohio.gov/LinkClick.aspx?fileticket=%2bwaKHWPR%2FH8%3d&tabid=68>

Ohio Board of Regents

30 East Broad Street, 36th floor

Columbus, OH 43215-3414

Ohio Attorney General Consumer Protection Section

30 E. Broad St., 14th floor

Columbus, OH 43215-3400

<http://www.ohioattorneygeneral.gov/consumercomplaint>

OKLAHOMA

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Oklahoma State Board of Private Vocational Schools

3700 Classen Boulevard, Suite 250
Oklahoma City, OK 731182864

Oklahoma Office of the Attorney General Consumer Protection Unit

Attn: Investigative Analyst
313 NE 21st Street
Oklahoma City, OK 73105
<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

OREGON

Oregon Office of Degree Authorization

1500 Valley River Drive, Suite 100
Eugene, OR 97401

Oregon Department of Education Private Career Schools Office

255 Capitol Street NE
Salem, OR 97310-0203
<http://www.ode.state.or.us/teachlearn/specialty/pcs/forms/complaint-procedures.doc>

Oregon Attorney General Financial Fraud/Consumer Protection Section

1162 Court St. NE
Salem, OR 97301-4096
<http://www.doj.state.or.us/finfraud/pdf/concompform.pdf>

PENNSYLVANIA

Pennsylvania Department of Education

333 Market Street
Harrisburg, PA 17126-0333

Office of Attorney General Bureau of Consumer Protection

14th Floor, Strawberry Square
Harrisburg, PA 17120
http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf

PUERTO RICO***Puerto Rico Council on Higher Education***

PO Box 1900
San Juan, PR
00910-1900

Puerto Rico Department of Justice

PO 9020192
San Juan, PR
00902-0192

RHODE ISLAND***Rhode Island Board of Governors for Higher Education***

Shepard Building
80 Washington Street
Providence, RI 02903

Rhode Island Department of Attorney General

Consumer Protection Unit
150 South Main Street
Providence, RI 02903

<http://www.riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf>

SOUTH CAROLINA***South Carolina Commission on Higher Education***

1333 Main Street, Suite 200
Columbia, SC 29201

http://www.che.sc.gov/AcademicAffairs/License/Complaint_procedures_and_form.pdf

SOUTH DAKOTA***South Dakota Board of Regents***

306 E. Capitol Ave, Suite 200
Pierre, SD 57501-2545

South Dakota Office of Attorney General Division of Consumer Protection

1302 E Hwy 14 Suite 3
Pierre SD 57501-8053

<http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx>

TENNESSEE***Tennessee Higher Education Commission***

404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

<http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf>

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/ps401a.pdf>

Texas Higher Education Coordinating Board

1200 E. Anderson Lane

Austin, Texas 78752

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

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 Department of Education State Board of Education Vermont

Department of Education

120 State Street

Montpelier, VT 05620-2501

Vermont Attorney General's Office

109 State Street

Montpelier, VT 05609-1001

VIRGINIA

State Council of Higher Education for Virginia

101 N. 14TH St.

James Monroe Building

Richmond, VA 23219

communications@schev.edu

<http://www.schev.edu/forms/StudentComplaintInformation.pdf>

WASHINGTON

Washington Higher Education Coordinating Board

917 Lakeridge Way

PO Box 43430

Olympia, WA 98504-3430

dainfo@hecb.wa.gov

<http://www.hecb.wa.gov/authval/daa/ConsumerInformation.asp>

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)

Washington State Office of the Attorney General

1125 Washington Street SE, PO Box 40100

Olympia, WA 98504-0100

<https://fortress.wa.gov/atg/formhandler/ago/ContactForm.aspx?subject=Consumer%20Protection> (email)

(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 25301-2800

Community and Technical College System of West Virginia

1018 Kanawha Blvd. E., Ste. 700

Charleston WV 25301

West Virginia Office of the Attorney General Consumer Protection Division

PO Box 1789

Charleston, WV 25326-1789

<http://www.wvago.gov/pdf/general-consumer-complaint-form.pdf>

WISCONSIN

Wisconsin Educational Approval Board

30 W. Mifflin St., 9th Floor P.O. Box 8696

Madison, WI 53708

eabmail@eab.state.wi.us

<http://eab.state.wi.us/resources/complaint.asp>

WYOMING

Wyoming Department of Education

2300 Capitol Avenue

Hathaway Building, 2nd Floor

Cheyenne, WY 82002-0050

Attorney General's Office

123 Capitol Building
200 W. 24th Street
Cheyenne, WY 82002

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