

Graduate Catalog

2014-15 Academic Catalog



Developing Christian Leaders

Concordia University Texas
11400 Concordia University Drive
Austin, Texas 78726

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Greetings!

Welcome to Concordia University Texas, where teaching and learning holds center court – and student success is the goal of what we do. There are many places for students to go to graduate school and continue their education – what makes Concordia different is that we have a purpose for that learning, a purpose which serves the neighbor and gives glory to God. Being an institution of Lutheran higher education, we believe that everyone has a vocation and calling – and how that vocation is lived out makes a difference in people’s lives. Students in graduate studies at Concordia are challenged to think deeply – to engage fully – to dialogue thoughtfully – and to bring their whole selves to the learning process...and that can make all the difference in the world.

This catalog is part of the tools you will need to successfully navigate the learning process at Concordia. It is the official document of the university which puts forth the requirements needed for graduation and provides the policies and guidelines in which we ensure quality and remain compliant with our regulatory bodies. If you have questions, please be sure to consult your student support coordinator or graduate program director to answer them and help you in your journey toward the completion of your graduate studies.

One of the unique aspects of our University is that we work hard to know our students as individuals – you will find this to be true in our classrooms, in co-curricular activities, and even among our alumni. I hope that you will find this to be a place of care and concern and a place that helps you take your gifts and talents to the next level. May God bless your journey in this place we call Concordia University Texas.

Christ’s Peace,

Dr. Donald Christian

Chief Executive Officer
Concordia University Texas

Academic Calendar

2014 – 2015 Academic Terms

Fall Term 2014: Aug 25 – Dec. 21

Spring Term 2015: Jan. 5 – May 3

Summer Term 2015: May 4– Aug.23

Fall 2014

Master of Business Admin.

See MBA program cohort guide

Master of Education Cohort Delivery

First Session

Week of August 25 – Week of October 13

Second Session

Week of October 20 – Week of December 15

(no classes during Thanksgiving week)

Spring 2015

Master of Business Admin.

See MBA program cohort guide

Master of Education Cohort Delivery

First Session

Week of January 5 – Week of February 23

Second Session

Week of March 2 – Week of April 27 (no classes during Spring Break)

Summer 2015

Master of Business Admin.

See MBA program cohort guide

Master of Education Cohort Delivery

First Session

Week of May 4 – Week of June 22

Second Session

Week of June 29 – Week of July 20

(classes meet 2x/week, Mon/Wed or Tues/Thurs)

Important Dates

Aug. 31 Last Day to Add Graduation Course

Dec. 6 Fall Commencement Service

Dec 22 – Jan 4 Christmas Break

Jan. 16 Last Day to Add Graduation Course

May 2 Spring Commencement Service

May 15 Last Day to Add Graduation Course

Aug. 1 Summer Commencement Service

Academic Graduate Degrees

Master's Degrees

CTX offers advanced coursework designed to develop mastery in a specific discipline, field or area of professional practice. Completion of a designed curriculum and demonstration of the required mastery results in the awarding of a master degree. Mastery in the broad sense can be construed as demonstrated working advanced knowledge of the designated specialized discipline or field, be it as theoretical, experimental and/or applied; high order cognitive skills, such as in analysis, critical evaluation and/or professional applications; and the ability to solve complex problems and think rigorously and independently within the selected discipline or field or at its interface to other areas. As such, acceptable program outcomes may be those generally acceptable for the first graduate degree or for a first professional degree to be designated as a master degree at CTX.

Concordia University offers three graduate degrees: The Master of Business Administration, The Master of Education, and the Master of Science in Nursing [awaiting approval by the Southern Association of Colleges and Schools Commission on Colleges]. Each program has unique characteristics and offers opportunities for advanced study, personal growth, and career enhancement.

College of Business – Master of Business Administration (MBA)

Program Director – Dr. Elise Brazier

Program Description

The Concordia MBA is designed for professionals with a sincere desire to become leaders who will change the world around them. As a MBA graduate student, you will master core business concepts, analytical tools, and leadership skills to build a better future for yourself and your community. Guest speakers, computerized simulations, case studies, learning teams, and a capstone project expose students to real-world business issues that impact the organization and the wider community.

As an MBA student, you will:

- Complete 36 semester hours of coursework consisting of core business concepts, leadership and organizational development
- Analyze case studies, complete practical projects, reflect on your own leadership qualities, and challenge and support your fellow cohort members.
- Attend class one evening per week for 4 hours. The evening will be divided into 2 parts, with the first class meeting from 6-8pm and the second from 8-10pm each week.
- Have space for reflection and integration during scheduled sabbaticals throughout the program.

Admission

Concordia selects students who present the most competitive applications and who we consider most likely to be successful, contributing members of the Concordia community and to graduate.

To reach admission decisions, Concordia evaluates all candidates in a comprehensive way using the following criteria.

- A minimum cumulative grade point average of 2.75 on a 4.0 scale for all undergraduate work completed
- A Bachelor's degree from a regionally accredited institution of higher education or a recognized modern institution of higher learning
- Three to five years of professional work experience is preferred

Applicants who do not meet admissions requirements may be considered for provisional admissions by the MBA Admissions Committee in exceptional cases.

Required Materials

All MBA applicants must submit the following in order to be considered for admission:

1. Application for admission
2. \$50 application fee
3. **Official** transcripts from the colleges or university where the student earned their baccalaureate degree.

Graduate students must arrange to have the transcript sent to Concordia directly from the institution of record. A student-delivered transcript will not be accepted as an official transcript, unless it is received in the original sealed envelope and appropriately stamped by the institution of record as "issued to student in a sealed envelope."

4. Two letters of recommendation
5. A one to two page summary of professional work experience in resume format to include dates in chronological order.
6. When deemed necessary by the committee, additional information including the Ivy assessment, application essay and an interview may be required.

*International Graduate Applicants- Please see The International Admission Requirements and English Proficiency Policy.

Academic Information

Transfer Credit

Transfer credits are not accepted for the MBA program.

Incomplete

For MBA students, completed and signed Incomplete request forms are due in the Registrar's office prior to the beginning of the last class session of the course for which an incomplete is sought. A student may request an Incomplete from the Program Director and/or regional coordinator who must approve the petition before final approval from the Dean of the College of Business. The student has the following term to fulfill the requirements of the course in which the Incomplete was received. If the student fails to complete the course in the following term, the student will receive the grade indicated by the professor on the incomplete form. **Failure to fulfill all requirements of an "Incomplete" where no agreed upon grade was specified should result in a grade of "F."** An Incomplete designation is not allowed for thesis students.

Readmission

A student who voluntarily withdraws for less than three consecutive terms can be re-admitted into the program upon completing the application form; however s/he will be placed in a different cohort. The student must submit a request for re-admission to the MBA Program Director prior to completing the application. The MBA Program Director will determine the appropriate cohort placement.

A student who is administratively withdrawn or who has not been enrolled for three consecutive terms after completing one or more MBA courses must reapply by completing all steps of the application process if s/he wishes to resume study in the MBA program. The admission decision will be based on admission criteria current at the time of reapplication.

Students accepted into the program who delay initial attendance for three or more terms must also reapply to be accepted into the program. The admission decision will be based on admission criteria current at the time of reapplication.

Attendance

Participation is part of the grade in every course and the student must be in class to participate. See specific requirements in each course syllabus.

Census Date

The Census Date for all graduate courses is the first night of each class meeting. As of that date all class schedules are official, a matter of permanent record, and will appear on a student's transcript.

- Courses dropped before the Census Date will not appear on the student's transcript.
- Courses dropped after the Census Date and before the Withdrawal deadline will be recorded on the student's transcript with the grade of "W".
- Certification of attendance for insurance purposes will be done as of Census Date for that semester.

Schedule Changes

Students will be registered for the entire two year cohort program upon payment of their tuition deposit. Due to the cohort structure of the MBA program, students should not drop an individual course. Should a student wish to take one or more semesters off from the program, s/he must formally withdraw.

In the event of an emergency, requests to withdraw from a single course will be handled on a case-by-case basis. If 66% of the course has passed and the student decides to withdraw, grades earned up to that point will be awarded. Only if the withdrawal is received prior to the 66% mark will a "W" be awarded instead of earned grades.

Withdrawal and Refunds

If a student misses two consecutive teaching weeks without contacting the instructor(s), s/he will be administratively withdrawn from the MBA program.

If a student wishes to withdraw from the program and requests that withdrawal prior to the second teaching week of the term, 100% of tuition for that term will be refunded. If withdrawal is requested prior to the third teaching week of the term, 75% of tuition for that term will be refunded. No other tuition refunds are granted.

If 66% of the course has passed and the student decides to withdraw, grades earned up to that point will be awarded. Only if the withdrawal is received prior to the 66% mark will a “W” be awarded instead of earned grades.

Advisors

The Director of the MBA program is available for student advising. If a student has any questions or concerns about the program, they are advised to see the Director.

Enrollment Status

A student in the MBA program is considered to be full time if the student is registered for six (6) academic hours per term (term equals 16 weeks). In the MBA program, courses vary in length and run both concurrently and consecutively. A student is considered to be enrolled part-time if registered in less than six (6) academic hours per term.

Grades

Grades awarded in Concordia University Graduate programs are A, B, C, and F. No grades of D will be awarded or accepted.

Fees

GENERAL ENROLLMENT FEES - MBA

Professional Development Fee (per semester enrolled as MBA student)	\$ 50
Capstone Fee	\$300

MBA Degree Plan and Course Descriptions

Semester 1

MBA 5300 Quantitative Methods and Statistics (3 semester hours)

This is a foundation course in business mathematics and statistics designed to equip managers and leaders with the ability to translate managerial, financial or economics problems into mathematical manipulations; and to be able to interpret descriptive and inferential statistics in a practical business setting. The core concepts include finance, economics, linear equations, nonlinear equations, exponential notation, and measures of central tendency, regression analysis and hypothesis testing. Prerequisites: None required.

MBA 5306 Critical Thinking (3 semester hours)

This course is designed to give new MBA students a common foundation in management concepts, analysis, and technologies. Students will improve their skills in self-awareness, reflection, listening, and making sound judgments. Students will learn how to research and write at the graduate level, prepare and analyze case studies, improve their speaking and presentation skills, along with working in teams. Students will also develop skills necessary to evaluate the assumptions, evidence, and inferences of what one thinks, reads and hears, and to present ideas in a logical, thorough, and persuasive manner.

Semester 2

MBA 5302 Managerial Economics (3 semester hours)

This course covers the economic forces that have a fundamental influence on a business' profitability, growth, and sustainability. It provides the core economic concepts that guide managerial decision-making. Topics include Supply/Demand, Capital Markets, Consumer Theory, Structures of Markets, Trade-offs, Cost-Benefit Analysis, Forecasting and Budgeting.

MBA 5201 Marketing Management (2 semester hours)

This course focuses on the marketing decisions made by businesses and organizations, covering the strategic role of marketing, marketing problems typically encountered in business, and the analytical concepts and techniques used in marketing. Students will understand marketing planning and strategy in the context of organizational plans as well as how to integrate the functional areas of business administration into a realistic approach to solving complex problems at the executive level.

MBA 5103 Leadership Seminar I—Engaging Self (1 semester hour)

Leadership Seminars are designed to provide a space for students to integrate course content, personal commitments, and real world experience to transform themselves as leaders. The Seminars enable students to do this with the support and input of their cohort peers. Each seminar covers an essential aspect or “site” of leadership and consists of relevant assessment and discovery tools, discussion, self-reflection, and integration of course material. Leadership Seminar I focuses on personal transformation and the call of leadership.

Semester 3

MBA 5207 Managerial Accounting (2 semester hours)

This course covers the use of accounting data and processes in managing a business or an organization. In particular, it focuses on the concepts, processes, and models that provide information and control for managers, as well as the ways in which accounting supports and enables marketing and strategy decisions, performance, and operations management.

MBA 5113 Leadership Seminar II—Engaging Others (1 semester hour)

Leadership Seminars are designed to provide a space for students to integrate course content, personal commitments, and real world experience to transform themselves as leaders. The Seminars enable students to do this with the support and input of their cohort peers. Each seminar covers an essential aspect or “site” of leadership and consists of relevant assessment and discovery tools, discussion, self-reflection, and integration of course material. Leadership Seminar II focuses on the aspects of Transformational Leadership, including leading in a collaborative fashion and helping others find their leadership potential.

MBA 5316 Managing Operations and Technology (3 semester hours)

This course covers key operational aspects of a business: tactical decision-making, process design and control, organizational structure, workforce issues, quality control, and planning. Course emphasizes the use of IT social media, and the Internet for business processes and communication.

Semester 4

MBA 5312 Managerial Finance (3 semester hours)

This course focuses on finance concepts and tools necessary for successfully running a business and making effective decisions. Emphasis placed on preparing students with the practical tools necessary for running a business. Topics include Debt/Equity mix, Cash Flow, Opportunity Cost, Risk-Return, Valuation of Assets/Projects.

MBA 5308 Organizational Ethics, Behavior and Change (3 semester hours)

This course covers the ethical interconnection of worldviews, values, and behavior in an organization. The course analyzes the impact of ethical decisions on organizational stakeholders, as well as tools for creating and sustaining an ethical culture in understanding theoretical models and interplay of moral, legal, and social issues in managing one's self, individuals, groups, and organizations in a complex environment where stakeholders often have competing interests. Topics include Leadership, Collaboration/Groups, Change, Culture, Resilience, and Organizational Learning.

Semester 5

MBA 5220 Business, Society and Public Policy (2 semester hours)

This course examines current political, legal, and social forces acting on business and the ways in which business influences these forces. It focuses in particular on legislative and regulatory actions, policy making and implementation, and the interaction of the political-economic systems, public policy, and business. The course also examines the evolving relationship of business, government, and nonprofit organizations in America today, especially the rise of business-public-private-nonprofit collaborations.

MBA 5122 Leadership Seminar III—Engaging Community (1 semester hour)

Leadership Seminars are designed to provide a space for students to integrate course content, personal commitments, and real world experience to transform themselves as leaders. The Seminars enable students to do this with the support and input of their cohort peers. Each seminar covers an essential aspect or “site” of leadership and consists of relevant assessment and discovery tools, discussion, self-reflection, and integration of course material. Leadership Seminar III will help students understand the needs of their local community and explore how they can personally make an impact for the common good within their community.

MBA 5321 Decision Making and Strategy in Complex Situations (3 semester hours)

This course provides systems thinking tools and processes for agile decision-making and flexible strategies to engage complex business situations. It focuses on the ability to continually position a business to adapt to and take advantage of a changing business environment and to develop a sustainable competitive advantage. The course emphasizes working knowledge and understanding of key environmental factors and forces that shape business today. Topics include Industry Analysis, Resource Theory, Operational Strategy, Transaction Cost, Value Chain Analysis, Globalization/Multiculturalism, Sustainability/Green Business, Social and Community Responsibility, the “New Economy”.

Semester 6

MBA 5225 Entrepreneurship and Innovation (2 credit hours)

Principles and techniques of opportunity identification, new venture creation, innovation and sustainability. This course considers entrepreneurial innovation from concept to market. The course emphasizes social innovation and social entrepreneurship, including how principles of each benefit traditional businesses. Designed to support students' venture creation in MBA Capstone.

MBA 5447 Capstone (4 semester hours)

This course allows students to establish a link between their academic knowledge and practical applications by partnering with business and industry in their community. Students will plan, develop, and propose a capstone project with emphasis on management consulting or integrate their learning experiences throughout the program in the creation of a venture or project they might pursue once they have left the program. Designed to build off concepts and techniques taught in the Entrepreneurship and Innovation Course. Additional fee: \$300

College of Education - Master of Education (MED)

Program Director – Dr. Chris Winkler

Built on the Christ-centered mission statement of the Concordia University System and Concordia University Texas, the mission of the Master of Education program is to develop educational practitioners who exemplify leadership in:

- Value-centered education
- Effective management of educational change
- Effective practices in teaching and learning
- Sensitivity to diversity in learners, cultures, and educational systems
- Practical applications of theory, research, and assessment in education

Program Description

Concordia University Texas College of Education offers a Master's Degree in Education (M.Ed.) with five areas of specialization called "sequence." The goal of the program is to prepare educational practitioners who exemplify ethical, values centered leadership in education. Candidates will grow in their ability to serve as change agents in educational reform utilizing "best practices" in teaching and learning. Each candidate will have a solid foundation in the practical application of theory, research, and assessment in education.

The Master of Education degree plan has two parts: a core and a specialization/sequence. The core provides the foundations in theory and research. The specializations are designed to prepare the candidate for his/her professional goals in leadership. Each specialization is delivered in a cohort model either face-to-face or online.

Admission

Applicants for the College of Education graduate programs are selected on the basis of the most competitive applications identifying those individuals we consider most likely to be successful, contributing members of the Concordia community who will persist to graduation. In reaching admission decisions, Concordia admissions staff evaluates all applicants in a comprehensive way

using the following criteria. Upon admission to the graduate program, applicants are referred to as “candidates” to discriminate from the students served in K-12 schools.

Admission Criteria

- A minimum cumulative grade point average of 2.75 on a 4.0 scale for all undergraduate work completed. Applicants with a grade point average between 2.50 and 2.74 may submit a written request to be accepted as a probationary student. If accepted, the probationary applicant must maintain a grade point average of 3.5 for the first 12 hours taken in the Master of Education programs to be eligible to continue in the program.
- A Bachelor’s degree from a regionally accredited institution of higher education or a recognized modern institution of higher learning.
- Admission for applicants who fall below these standards will be determined by the faculty Admissions Committee. Those applicants may be required to submit additional information.
- A minimum of one year of full-time teaching experience as teacher of record.

Required Materials:

All M.Ed. applicants must submit the following in order to be considered for admission.

1. Application for admission
2. \$50 application fee
3. **Official** transcripts from the colleges or universities where the applicant earned their baccalaureate degree and completed other graduate course work. The transcript should be sent to Concordia directly from the institution of record. A student-delivered transcript will be accepted as an official transcript only if received in the original sealed envelope and appropriately stamped by the institution of record as "issued to student in a sealed envelope."
4. When deemed necessary additional information including an interview may be required.
*International Graduate Applicants: Please see The International Admission Requirements and English Proficiency Policy.

Additional Admission Requirements for Educational Administration Sequence

Applicants must meet the following prerequisites to enroll in the Educational Administration Sequence.

- Documentation of one full year teaching experience as teacher of record in an accredited public or private school before entering the educational administration sequence.
- A valid state educator credential
- A letter of support from their supervisor endorsing the applicant’s participation in this program and verifying the opportunity to act as administrators during their course of study, especially when they will be away from their regular assignments.

Academic Information

Attendance

Because of the accelerated format of the M.Ed. program, (i.e. three credits in 8 weeks), it is required that candidates attend all class sessions and be present for the entire class session. There are no excused absences. However, if **emergency circumstances** dictate missing a session, candidates will notify the instructor to determine how to make up the work missed in the class session. **If, for whatever reason, a candidate misses more than four (4) hours of**

cumulative absences, including late arrivals and early departures, he/she will be administratively withdrawn from the course, and will have to repeat it at a later date. In the event of extreme extenuating circumstances, the candidate may choose to petition the Dean of the College of Education to stay in the class.

Full participation in the interaction between instructor and class is so important to the teaching and learning process. To affirm attendance and full participation, instructors will record late arrivals and early departures, both of which are counted as absences. . If candidates know that such absences are inevitable (i.e. proposed surgery, long-planned vacations, conference attendance, etc.), it is better to drop the course and take it at a later time. If a candidate develops absence patterns (i.e. missing one session in two classes of one term), he/she will be asked to meet with the Regional Coordinator to justify his/her continued participation in the program.

First Class Meeting Policy: Candidates who miss the first class meeting of any graduate course will be administratively dropped from the course. In the event of extenuating circumstances, the candidate may petition the Dean of the College of Education to be re-instated in the course. Candidates who know in advance of the first night of class that they will miss the first night of class may petition the Dean of the College of Education to not be dropped from the class. If the petition is received and approved prior to the first night of class, the student will not be dropped from the class. The Student Petition Form is available from the Student Support Coordinator in your region.

Schedule Changes

Students in the graduate cohort programs are not encouraged to drop courses. If dropping/changing schedules is absolutely necessary, see an advisor for instructions.

Refunds

Any time before the first class session	100%
After the first class session but before the 2 nd class session	75%
After the second session	0%

Census Date

The Census Date for all graduate courses is the first night of each class meeting. As of that date all class schedules are official, a matter of permanent record, and will appear on a candidate's transcript.

- Courses dropped before the Census Date will not appear on the candidate's transcript.
- Courses dropped after the Census Date and before the Withdrawal deadline will be recorded on the student's transcript with the grade of "W".
- Certification of attendance for insurance purposes will be done as of Census Date for that semester.

Transfer credit

The acceptability of courses presented for transfer credit from other colleges/universities is determined by faculty in the Graduate Division of the College of Education. Courses from colleges or universities not listed on the initial application for admission may not be accepted for credit.

Applicants will be permitted, upon approval, to transfer up to six (6) credit hours of graduate credit from regionally accredited institutions of higher learning, but only if proposed coursework equates to and is approved for substitution for required or elective coursework in the Master's program with an earned grade of 'B' or better. All decisions on equivalent substitutions must be recommended by the director of the program and chair of the graduate division and approved by the dean of the College of Education and Registrar.

For individuals with an earned Master's degree: Upon admission to Concordia University Texas, College of Education staff will review any prior graduate credit to determine the coursework the student will be required to complete in order to be certified as a graduate candidate ready for state testing in the areas of Principal, Superintendent, or Reading certification.

Age of Graduation Requirements

No requirements, including transferred credit, completed more than five years before the Master's degree is to be awarded may be credited toward that degree. Exceptions must be approved by the advisor, program director, division chair, and dean, and are granted only when some significant emergency, such as long-term illness, interrupts the student's work. In such cases, the student may be required to validate out-of-date work by written examination. Study is on a part-time or full-time basis.

Enrollment Status

A candidate in the Master's program is considered as being enrolled full time if registered for six (6) academic hours per term (term equals 16 weeks). In the Master's program, courses are eight (8) weeks in length and run consecutively. A candidate is considered to be enrolled part-time if registered in less than six (6) academic hours per term.

Enrollment in Multiple Sequences

Due to the academic rigor of the graduate programs, candidates enrolled in a sequence must complete that sequence before enrolling in a second sequence.

Enrollment in Multiple Delivery Options

Candidates may take required or elective courses through an alternate Concordia University Texas delivery option with approval of the Dean.

Grades

Grades awarded in Concordia University Graduate programs are A, B, C, and F. No grades of D will be awarded or accepted.

Incomplete

For students in the MED programs, completed and signed Incomplete request forms are due in the Registrar's office prior to the beginning of the last class session of the course for which an incomplete is sought. The student has the following eight week session to fulfill the requirements of the course in which the Incomplete was received. If more time is required, the student may request one extension (via petition to the Dean). If granted, the student would have

one additional eight week session to fulfill the requirements of the incomplete course. If a student is granted an Incomplete in a Summer I course, the student will have a full eight weeks to fulfill the requirements of the course in which the Incomplete was received starting with the first day of the Summer II term. If the student fails to complete the course in the second eight week session, the student will receive the grade indicated by the professor on the incomplete form.

Failure to fulfill all requirements of an “Incomplete” where no agreed upon grade was specified should requirements not be completed will result in a grade of “F.” An Incomplete designation is not allowed for thesis students.

Advisors

Regional Coordinators and Student Support Coordinators located in the centers are available for academic advising. Program directors, the chair of the Graduate Division, and Dean may also be of service in advising.

Academic Standard

Candidates admitted to the Graduate Program at Concordia University must maintain a GPA of 3.0 in order to stay in good standing as a graduate student. Candidates falling below the 3.0 requirement must bring their GPA back up to 3.0 within the next six graduate hours earned or they will be academically ineligible to continue in the M.Ed. program. Grades awarded in the MED program are A, B, C, and F. No grades of D will be awarded or accepted.

Portfolio Presentation/Terminal Activity

Candidates about to graduate from the M.Ed. Program will be required to present a portfolio which demonstrates competence in each of the program proficiencies. These presentations will take place in the last term of the candidate’s studies and will serve as the exit interview for final approval leading to the student’s graduation from the program.

MED Specialization Descriptions

Advanced Literacy

Advanced Literacy will prepare candidates for various roles in reading instruction and remediation. Candidates will understand the development of reading and writing skills as a foundation for the diagnosis and remediation of reading difficulties. Candidates are prepared to complete the Reading Specialist licensure exam in the State of Texas.

Candidates in this sequence conduct a field-based practicum (LTC 5336), which focuses on the diagnostic teaching and learning process within the context of a Case Study. Under supervision and guidance, candidates utilize best practice strategies for assessment, diagnosis, instruction and evaluation of literacy strengths and weaknesses of the tutee. This course is the capstone requirement for the Advanced Literacy Instruction sequence.

Curriculum and Instruction

Candidates choosing the curriculum and instruction sequence will be empowered to build upon their professional experiences and background knowledge to enhance teaching and learning through a variety of instructional models, technological applications, and assessment practices designed for use in the typical classroom setting.

In the capstone requirement for this specialization, candidates will complete a proposal for a thesis in MED 5305 Classroom Teacher as Researcher. In the following course, CAI 5329 Thesis Proposal and Defense, candidates will complete and defend the thesis proposal. Upon completion of MED 5305 and CAI 5329, candidates will begin CAI 5326 Master's Thesis. Thus, candidates are prepared for the thesis and complete their studies all within the term for which they have enrolled. Candidates who do not complete CAI 5326 Master's Thesis in the given term will be issued an 'NC' (no credit) as their grade for that term. If that should happen, the student will need to re-enroll and pay for CAI 5326 again in order to receive credit for the course. Incomplete designations are not issued to CAI 5326.

Curriculum and Instruction with Teacher Certification

This specialization is designed for individuals with an undergraduate degree who wish to obtain the Master of Education degree while preparing for initial certification in a teaching field. The specialization combines advanced course work in the theory of learning and instructional strategies and assessment with field experiences to prepare teacher candidates for professional teaching careers. Graduates gain the knowledge and skills needed to create student-centered environments for teaching and learning that meet the diverse needs of students in the classroom. This program includes field work and a full-time 14 week student-teaching experience. Upon successful completion, graduates will be recommended for the appropriate State of Texas certification exam.

Candidates in this sequence complete a full-time 15 week student teaching experience in a public or private school. During the student teaching experience, candidates complete an action research report developed in CAI 5330 for the capstone requirements.

Early Childhood Administration

The early childhood sequence will prepare specialists in early childhood education. This program will further develop the candidate's knowledge and understanding of young children and families. It will provide opportunities to study and challenge past and present theories of early childhood development. A strong emphasis will be placed on developing curriculum through play. The candidates will be prepared to serve as leaders in constructing, administering, and advocating for early childhood programs.

Candidates will be given two options in the capstone course ECE 5346 Research Seminar in Early Childhood Education. They may choose to either participate in a case study of an early childhood program or be involved in a study of ECE programs in a modern country.

Educational Administration

The educational administration sequence will provide opportunities develop appropriate administrative skills and procedures vital to a successful educational setting in public or private schools. Candidates will develop a high level of leadership skills and gain knowledge about theories that drive the educational process. Candidates who successfully complete the educational administration sequence will meet the State of Texas course requirements and will be eligible to take the TExES test to be certified as a Principal (068 Principal).

In lieu of a thesis, candidates complete a 16 week practicum under the mentorship of a Texas certified administrator at a local school or district administration office. During the practicum, each candidate will complete a minimum of 160 hours acting as a school administrator by completing activities that relate to the program competencies and Principal Standards found in

TAC 241.15. In the practicum, the candidate will also complete a mini-project that is the basis of chapters four and five of the report they began in their research course. A portfolio of the practicum experiences and the five chapter mini-project are presented at the end of EDAD 5354.

Differentiated Instruction

The differentiated instruction sequence prepares candidates to become Master Teachers in a typical classroom setting. The candidate is able to identify specific ways for each individual student to learn as quickly as possible. Utilizing student interest and strengths, the candidates utilize a range of instructional strategies to address student needs. An action research project is the capstone for this specialization. The candidate proposes and completes a research study that meets his/her professional goals as demonstrated through a five chapter report.

Sports Administration

The Sports Administration Sequence is designed for individuals interested in taking ethical leadership roles in various areas of athletics including athletic departments in public/private K-16 schools, the fitness industry, league sports and others. Candidates will be prepared to manage organizational change and finances; plan and manage facilities and events; implement regulatory statutes governing interscholastic, intercollegiate and professional athletics. Candidates complete an action research project that will allow them to focus on a particular area of interest to their professional goals.

The capstone for Sports Administration is an action research project in SPAD 5330 Action Research. As a component of reflective practice and professional learning grounded on an ethical commitment to improving practice and actualizing educational values, this project allows candidates to practice the skills and knowledge learned in MED 5305 Introduction to Research. Candidates will be required to identify an issue in sports administration, search the literature for possible solutions, suggest a possible method for data collection, and complete a comprehensive report.

Degree Plans

Core Courses - 12 ac. hrs. (All non-teacher certification students);

16 ac. hrs. (All teacher certification students)

MED 5303 Curriculum Design and Practice (not required for Sports Administration)

MED 5305 The Classroom Teacher as Researcher

MED 5309 Differentiated Instruction and Learning Theory (not required for Sports Administration)

MED 5308 Ethics and Leadership in Education

MED 5101 Field Work (Teacher Cert. students only)

MED 5307 Educational Internship (Teacher cert. students only)

Curriculum and Instruction - 18 ac. hrs.

CAI 5321 Models of Teaching

CAI 5322 Legal Foundations of Education

CAI 5323 Evaluation and Assessment in Education

CAI 5326 Master's Thesis in Curriculum and Instruction

CAI 5328 Historical and Philosophical Foundations of Education

CAI 5329 Thesis Proposal and Defense

Advanced Literacy Instruction - 18 ac. hrs.

LTC 5330 Language Acquisition and Emergent Literacy
LTC 5331 Reading and Writing across Curriculum: All Level
LTC 5333 Literature and Literacy
LTC 5336 Literacy Improvement Remediation-Practicum
LTC 5338 Reading and Literacy Programs
LTC 5339 Evaluation and Diagnosis of Literacy Needs

Early Childhood Administration - 18 credit hours

LTC 5330 Language Acquisition and Emergent Literacy
ECE 5340 Infant and Toddler Programs
ECE 5342 Curriculum through Play
ECE 5344 Admin of Early Childhood Programs I
ECE 5345 Admin of Early Childhood Programs II
ECE 5346 Research Seminar in ECE

Differentiated Instruction – 18 ac. hrs

DIFN 5311 Intro to the Exceptional Learner
DIFN 5312 Language and Intercultural Communication Issues
DIFN 5313 Teaching and Assessment Strategies
DIFN 5314 Consultation and Collaboration for Exceptional Learners
DIFN 5315 Intro to Gifted and Talented Learners
CAI 5330 Action Research

Curriculum and Instruction with Teacher Certification – 21 credit hours

CAI 5321 Models of Teaching
CAI 5322 Legal Foundations of Education
CAI 5323 Evaluation and Assessment in Education
CAI 5328 History and Philosophical Foundations of Education
CAI 5330 Action Research
LTC 5331 Reading and Writing Across the Curriculum
LTC 5329 Foundations of Literacy

Educational Administration Sequence A - 18 academic hours

CAI 5323 Evaluation and Assessment in Education
CAI 5322 Legal Foundations of Education
EDAD 5351 Principal as Diversity Leader
EDAD 5352 Principal as Resource Leader
EDAD 5353 Principal as Professional Development and Continuing Education Leader.
EDAD 5354 Principal as Compliance Officer (Practicum)

Sports Administration – 24 academic hours

MED 53XX Organizational Behavior in Sports
MED 53XX Law in Sports Administration
SPAD 5301 Critical Issues/Events in Sports
SPAD 5302 Human Resources

- SPAD 5303 Finance
- SPAD 5304 Facilities/Event Planning
- SPAD 5305 Media/Marketing
- SPAD 5330 Action Research

Educational Administration Sequence B Principal Certification Only – 24 academic hours

Candidates with an earned master’s degree who seek Principal Certification will have their transcripts analyzed by the program director to verify the total number of courses needed to complete the Principal Certificate program. Students with no transfer credit and who do not qualify for a course waiver will take the following eight courses:

- MED 5305 Classroom Teacher as Researcher
- MED 5308 Ethics and Leadership in Education
- CAI 5322 Legal Foundations of Teacher and School
- CAI 5323 Evaluation and Assessment in Education
- EDAD 5351 Principal as Diversity Leader
- EDAD 5352 Principal as Resource Leader
- EDAD 5353 Principal as Professional Development Leader
- EDAD 5354 Principal as Compliance Officer

Superintendent Certification Program (SCP)

Candidates with an earned master’s degree who seek certification as a Texas public school superintendent (TExES #64) will complete a 16 semester hour course of study. The SCP is a comprehensive study of the many facets of the superintendency, including proper leadership roles, management of conflict, and school finance. Cohorts will be formed in January with the five courses of the program taken in sequence through December. The Practicum, however, runs the entire twelve months of the program. The course of study includes:

- Spring SUPT 5300 Issues in the Superintendency
- Spring SUPT 5200 Superintendent Practicum
- Summer SUPT 5301 Leadership in Superintendency
- Fall SUPT 5302 School Finance and the Superintendency
- Fall SUPT 5303 Superintendent as Conflict Manager
- SUPT 5200 Superintendent Practicum

Course Information and Descriptions

Fees

Graduate Ed-Admin Practicum (EDAD 5354)	\$550
Graduate Educational Internship Fee (MED 5307)	\$500
Graduate Thesis Reader Fee (CAI 5326)	\$100
ILD Training Registration Fee (EDAD 5353) <i>collected separately</i>	\$75
PDAS Training Registration Fee (EDAD 5354) <i>collected separately</i>	\$75



CAI 5321 Models of Teaching

This course provides content specific instructional methodology, need of the learner and curricular concerns in educational settings.

CAI 5322 Legal Foundations of the Teacher and School

Course provides an opportunity to study, explore, and research laws, policies, and procedures affecting education today in an ever changing world. Teachers and administrators are called upon to know laws, policies, and regulations of the federal, state, and local community so potential legal action may be avoided. This course will enable students to understand the laws and prevent many of the legal entanglements affecting teachers and administrators in today's schools both public and private. Components reviewed will address:

- Federal, state, and local laws, regulations, and policies towards education.
- Prevention, resolution, and containment of situations that can affect the learning environment in an adverse manner.
- Historical aspects of legal decisions that have shaped the educational environment into its present structure.
- No Child Left Behind and the impact it is exerting on the LEA (local education agency), state and national educational goals for education in the 21st century.
- Laws dealing with special populations, diversity, and needs of LSE (low social economic) students as well as ESL and other groups of students as identified.

CAI 5323 Evaluation and Assessment in Education

This course provides a study of traditional and alternative assessment techniques, instrumentation, and implementation.

CAI 5326 Master's Thesis in Curriculum and Instruction

The thesis proposal created in MED 5305 will be implemented in this class. Students will come to this course ready to continue their research resulting in an approved thesis. This will serve as the capstone activity for persons choosing Curriculum and Instruction as their sequence.

Prerequisite: MED 5305 Teacher as Researcher and CAI 5329 Thesis Proposal and Defense

CAI 5327 Independent Study in Curriculum and Instruction

This course provides an individual study project emphasizing close reading and discussion of issues and trends in curriculum and instruction. This course can be used only with prior approval of the Graduate Education Committee.

CAI 5328 Historical and Philosophical Foundations of Education

This course examines the relationship between theory and practice in education, the assumptions underlying educational decisions and actions and the influences of educational philosophy and historical traditions on our educational system. Examining stated purposes, events and trends that continue to shape and influence public and independent educational systems today will enable the master teacher to set a course for effective decision-making in the future.

CAI 5329 Thesis Proposal and Defense

This course allows students to practice the skills and knowledge learned in MED 5305 Teacher as Researcher. Students will be required to develop and defend the proposal for their thesis. Students will develop the topic, do beginning research, locate, review and critique literature

related to their thesis topic, defend this topic for further study. The thesis Proposal must be written, defended and accepted before the student may take CAI 5326 Master Thesis.

Prerequisite: MED 5305 Teacher as Researcher

CAI 5330 Action Research

The course advances the proposition that the action research approach is a useful paradigm in the field and worthwhile model for research. Historical, philosophical and theoretical foundations will be discussed, but practical application will be the primary focus simultaneously with learning. Students will demonstrate their abilities to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective action research will be discussed, as well as important issues related to empowerment, contextualization, ethical considerations, and validity.

DIFN 5311 Intro to the Exceptional Learner

A study of the theories and concepts related to the identification and classification of exceptional learners with differentiated needs.

DIFN 5312 Language and Intercultural Communication Issues

A study of language and communication disorders as they relate to oral language development of the culturally and linguistically diverse populations as well as the exceptional learner. This course focuses on the teaching and assessment of children exhibiting the characteristics of behavior disorders, learning disabilities, and/or intellectual and developmental disabilities.

DIFN 5314 Consultation and Collaboration for Exceptional Learners

This course increases the awareness of the framework and rationale for collaboration between general educators and special educators and focuses on applied strategies for implementation.

DIFN 5315 Introduction to Gifted and Talented

This course is designed to examine the nature and needs of gifted and talented learners.

ECE 5330 Language Acquisition and Emergent Literacy

This course provides the philosophy of language development and emergent literacy, acquisition of structure, content, and use of children's language in reading, writing, speaking and listening. Cross listed as LTC 5330.

ECE 5340 Infant and Toddler Programs

This course provides understanding the whole child, pre-natal through age three. Research of developmental and special needs will lead to curriculum for the individual child.

ECE 5342 Curriculum through Play

This course provides research of the theory of learning through play. Instructional strategies will be explored and developed using play through the curriculum.

ECE 5344 Administration of Early Childhood Programs I

This course provides a study of the beginning of a program as well as improving existing programs. It includes: daily operations, assessment, health and safety, nutrition and management of programs.

ECE 5345 Administration of Early Childhood Programs II

This course is a continuation of ECE 5344. Prerequisite: ECE 5344.

ECE 5346 Research Seminar in Early Childhood Education

This course is a capstone course for students in the Early Childhood Administration specialization. Requirements can be met in one of two ways by:

- traveling abroad to study early childhood programs in other countries.
- complete a case study on an early childhood program

The Implementation Plan created in MED 5305 will be utilized in this class. *Prerequisite: MED 5305*

EDAD 5351 Principal as Diversity Leader

A course of study giving students an opportunity to develop and increase skills and knowledge in the areas of religion, ethics, conflict resolution, counseling, the historical influences on ethnic diversity interaction, community relations, and leadership of the school environment. It is necessary for the school administrator to be the force by which these groups cannot only coexist, but to share common goals and work together in a collaborative manner, so all students can be successful and be a productive force in the community, nation and world.

EDAD 5352 Principal as Resource Leader

A course of study centered on the administrator's ability to efficiently manage and utilize the human resources, effectively utilize and manage the financial resources, and physical resources for the optimum benefit of students and the learning environment.

EDAD 5353 Principal as Professional Development and Continuing Education Leader

A course of study centers on staff development and continuing education of the educational staff. Students will learn to develop a continuing educational program at the local campus and develop staff development training that will meet the needs and continued professional development of the staff at all levels of experience. The course will reflect upon the different theories of adult learning and development. Instructional Leadership Development (ILD) certification offered through this course.

EDAD 5354 Principal as Compliance Officer (Practicum)

This course will be experiential in nature. Students will have practical experience as an administrator dealing with day to day situations faced by principals. Students will be an active part of accountability as the State of Texas continues to monitor progress by the local districts. Professional Development and Appraisal System (PDAS) certification is offered through this course. This will be the final course of study for educational administration. *Prerequisite: MED 5305*

LTC 5329 Foundations of Literacy

This course focuses on designing, implementing, adapting, and evaluating reading instruction for students early childhood to twelfth grade. The activities and strategies included are based on current research.

LTC 5330 Language Acquisition and Emergent Literacy

This course studies the philosophy of language development and emergent literacy; acquisition of structure, content, and use of children's language in reading, writing, speaking and listening. Cross listed as ECE 5330.

LTC 5331 Reading and Writing Across the Curriculum: All Levels

Teaching all level content area subjects using sound reading and writing instructional techniques. Emphasizes reading for understanding and reading to learn. Includes study techniques, classroom-based assessment, and meeting the needs of special students.

LTC 5333 Literature and Literacy

Comprehensive study of diverse types of literature for children and early adolescents; evaluation and selection of books with regards to needs and interests of students; storytelling techniques; curriculum applications; reference to meeting needs of special needs students.

LTC 5336 Literacy Improvement and Remediation Practicum

The case study proposal created in MED 5305 will be implemented in this class. Field-based basic practicum in remediation and literacy improvement emphasizing selection and use of appropriate methods and materials under supervision; applies evaluation and diagnostic techniques. The Case Study proposal created in MED 5305 will be implemented in this class. This course serves as the capstone requirement for the Advanced Literacy Instruction sequence. *Prerequisite: LTC 5330, LTC 5331, LTC 5339, MED 5305.*

LTC 5337 Independent. Study in Advanced Literacy Instruction

This course requires an individual study project emphasizing close reading and discussion of issues and trends in advanced literacy instruction. This course can be used only with prior approval of the Graduate Education Committee. Documentation of extreme extenuating circumstances must be presented to the Graduate Education Committee.

LTC 5338 Reading and Literacy Programs

Selection, administration and evaluation of reading programs and instructional strategies appropriate for literacy development in the regular classroom environment. *Prerequisites: LTC 5330 and LTC 5331.*

LTC 5339 Evaluation and Diagnosis of Literacy Needs

This course will explore symptoms and causes of ineffective reading and writing skills. Under supervision and guidance, students develop strategies and techniques for evaluation and diagnosis of strengths and weaknesses in a struggling reader and/or writer. Students select, administer and evaluate assessment instruments, interpret assessment outcomes, and provide professional recommendations for future interventions. *Prerequisites: LTC 5330 and LTC 5331.*

MED 5101 Field Work (Teacher Certification Candidates only)

This course provides the opportunities for introductory experiences for a candidate seeking a master's degree and teacher certification under the rules of the Texas Education Agency (TEA). Students will be involved in interactive and reflective observations of Early Childhood through Grade 12 students, teachers, and faculty/staff members engaging in the educational activities in a school setting.

MED 5301 Teacher Effectiveness and Communication Techniques.

Answers the question "What do effective teachers have in common?" This course examines innovative methodology in teaching and communication skills to apply to the diverse educational settings of the 21st century.

MED 5302 Learning Theory and Instructional Design

This course studies the influence of learning theory and cognitive psychology on instructional design in American education.

MED 5303 Curriculum Design and Practice

This course provides an intensive study of pedagogical approaches and materials for teaching in schools, such as state curriculum documents and the curricular recommendations of professional associations. Specific emphasis will be given to study of alternative approaches to curriculum theory, design, practice and evaluation.

MED 5304 The Teacher as Instructional Leader

This course examines the role of teacher in curriculum design and inquiry, instructional teaming, integration of content matter, and meeting the needs of diverse populations in educational settings.

MED 5305 The Classroom Teacher as Researcher

Study of research methodology which explores various research modules, analyzes examples of research to identify models of acceptable and unacceptable research, and develops skills in using statistical techniques which enable the classroom teacher to be a reflective practitioner. Students will complete one of the following requirements:

- Advanced Literacy students will complete a proposal for their case study.
- Curriculum & Instruction and Sports Administration candidates will complete a proposal for their theses.
- Early Childhood students will complete an Implementation Plan for ECE 5346 The Research Seminar in ECE.
- Educational Administration students will complete an Implementation Plan for their Practicum.

MED 5306 Ethics and the Teacher in Society

This course provides a Christian perspective of current issues, philosophy, and practice in American education (public and private).

MED 5307 Educational Internship

Supervised on-the-job experience and involvement in a public or private school. This course will serve as an integration of the student's in-class learning theory, methodology, and content in an extended educational setting.

MED 5308 Ethics and Leadership in Education

A Christian perspective of current issues, philosophy, and practice in American education (public and private) are addressed in this course. Included will be important ethical issues in contemporary schooling such as cultural and religious diversity, professional conduct, student and parental rights, discipline, and technology. Students will evaluate their effectiveness as leaders. As a result of class activities, they will develop an awareness of personal leadership strengths, weaknesses, preferences, styles, and behaviors.

MED 5309 Differentiated Instruction & Learning Theory

Characteristics of effective teaching for all learning styles as well as major theories of learning will be studied. Recognizing the need to correlate the theoretical knowledge of learning and the ability to deliver the material in a manner that is relevant to the learner are essential for effective teaching. This course will provide students with an understanding of the various theories for learning and of differentiated styles of instructional delivery to correspond with various needs and abilities of learners.

SUPT 5200 – The Superintendent Practicum

This course will run the entire twelve months of the SCP. Students will log a minimum of 200 hours in the field, dividing time equally among the ten Superintendent Competencies provided by the state. Emphasis will also be placed on preparation for the state superintendent exam (4 hrs.).

SUPT 5300- Issues in the Superintendency

This course will study the most prevalent issues faced by the modern school superintendent with an emphasis on superintendent/school board relations (3 hrs.).

SUPT 5301 - Leadership in Superintendency

This course will include a brief history of the superintendency in the public school setting and an overview of leadership styles with an emphasis on the servant leadership model (3 hrs.).

SUPT 5302 - School Finance and the Superintendency

This course will cover a wide range of finance-related issues specific to the superintendent and will be an extension of finance as presented in the principalship (3 hrs.).

SUPT 5303 – Superintendent as Conflict Manager

This course will emphasize effective methods for dealing with a wide variety of conflict situations the school superintendent is likely to encounter with the goal of better communication and increased student achievement (3 hrs.).

College of Science - Master of Science in Nursing

Program Director – Dr. Kathy Lauchner

[Pending final approval by the Southern Association of Colleges and Schools Commission on Colleges]

Program Description

Mission, Values and Objectives of the School of Nursing

Concordia's MSN program is designed to achieve programmatic outcomes in its graduates that are built on the Christ-centered mission statement of the School of Nursing, which is grounded in the mission of Concordia University Texas to develop nurses who exemplify leadership in:

- Value and ethical centered nursing practice
- Management of professional nursing practice
- Acting as change agents
- Problem solving
- Effective instructional practices

Graduates of the MSN Programs will be able to demonstrate:

- Sensitivity to diversity in learners, cultures, and educational systems
- Practical applications of theory, research, and assessment in education and nursing
- Practical Christian leadership and management skills
- Innovation in nursing

Specific Program Outcomes

Using a Christian perspective and as a member of the profession the graduate will:

1. Use leadership skills that emphasize ethical and critical decision making, effective respectful relationships, and a systems-perspective.
2. Exhibit the knowledge and skills to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.
3. Apply research outcomes within the practice setting, resolve practice problems, work as a change agent, and disseminate results.
4. Demonstrate an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice.
5. Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.

Using a Christian perspective and as a provider of patient-centered care the graduate will:

6. Integrate scientific findings from nursing, bio-psychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
7. Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregate identified populations.
8. Use patient-care technologies to deliver and enhance care.
9. Use communication technologies to integrate and coordinate care.

10. Influence healthcare outcomes for individuals, populations, and/or systems.

Using a Christian perspective and as a patient safety advocate the graduate will:

11. Use organizational and systems leadership to promote of high quality and safe patient care.
12. Use effective methods, tools, performance measures, and standards related to quality.
13. Apply quality principles within an organization.

Using a Christian perspective and as a member of the health care team the graduate will:

14. Act as a member and leader of inter-professional teams, communicate, collaborate, and consult with other health professionals to manage and coordinate care.

Concordia's Master of Science in Nursing (MSN) degree has been designed to fit the busy lives of working RNs. The program is fast, focused, flexible, and faith-based. We accomplish this by translating classroom experiences into an online format and designing practicum experiences to be implemented at students' employment sites.

There is a special track for Diploma or Associate Degree nurses which allows them to complete their BSN and move on to their MSN in a seamless fashion, with the BSN awarded in progress. Participation in a School of Nursing medical mission trip is required, and a focus on leadership permeates the program, thus supporting the overall mission of CTX: To Develop Christian Leaders.

The Concordia MSN program along with the RN/MSN track is designed in accord with the American Academy of Collegiate Nursing's Essentials of Baccalaureate Education and Essentials of Master's Education in Nursing. The MSN program contains objectives meeting the Master's Essentials which include three components:

- **Graduate Nursing Core:** foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of the functional focus.
- **Direct Care Core:** essential content to provide direct patient services at an advanced level.
- **Functional Area Content:** those clinical and didactic learning experiences identified and defined by the professional nursing organizations and certification bodies for specific nursing roles or functions.

Each of these three components is addressed in the curriculum design. Additionally, the program will intentionally integrate student experiences from problem-solving in real life nursing situations and healthcare environments during each organizational unit of the program. For many students, practicum or clinical experiences will occur at their employing institutions, as they solve problems experienced at those institutions. If a student is not employed or is not able to use their place of employment to meet the program practicum requirements, arrangements will be made to furnish the student with equivalent experiences in another institution.

Admission

The admission, curriculum, and graduation requirements for the MSN program and the RN to MSN track are:

Admission Requirements:

- GPA of 2.5 on a 4 point scale for all previous course work leading to the Associate Degree in Nursing, a Diploma in Nursing, or the Bachelor of Science in Nursing.
- An Associate Degree in nursing from a regionally accredited institution of higher education that is accredited by a national nursing accrediting agency or a Diploma in Nursing from a national nursing accreditation agency or a Bachelor of Science in Nursing from a regionally accredited institution of higher education that is accredited by a national nursing accrediting agency
- A license as a Registered Nurse from the state in which the student resides or a state that is part of the Nurse Licensure Compact.
- Three letters of recommendation, one from the last immediate supervisor (nursing supervisor, if employed in nursing), one from previous nursing faculty member, and one from a professional colleague.
- Interview may be required.
- Applicants who fall below these standards may submit a petition and will be admitted only if they are determined eligible by the faculty.
- All admissions are conditional until all items on the nursing requirement checklist are completed. This checklist includes current CPR certification, proof of insurance, proof of immunizations and other items specific to nursing.

Program Requirements

Progression Requirements:

- Maintain a GPA of 3.0 in order to stay in good standing as a graduate student.
- Students falling below the 3.0 GPA must bring their GPA to 3.0 within the next (6) hours earned or they will be academically ineligible to continue in the program.

RN/MSN: BSN Conferral Requirements

Must complete all BSN curricular requirements

- Must attain a cumulative GPA of 2.5 in all work completed at Concordia University Texas used toward BSN requirements.
- Must fulfill all Concordia University Texas graduation requirements (such as CAAP, residency, etc.)
- Must register for the appropriate graduation course during published registration times.

All policies for the proposed MSN Program will be published in the Nursing Student Handbook.

Academic Information

Transfer credit with a “C” grade or better is automatically recognized towards the BSN portion of the RN to MSN program for students who graduated from approved nursing programs. There is no time limit on an earned degree. Transfer of a maximum of six (6) hours of previously earned graduate-level credit may be requested from the School of Nursing.

Dropping a course

Courses may be added or dropped during the online registration period which closes at 11:59 p.m. (Central Time) on Friday of Week 1. All course schedule changes must be filed by the student to his or her assigned Student Support Coordinator once the online registration period has

ended. If a student is receiving financial aid, s/he must contact his/her Student Support Coordinator prior to dropping a course. Students in the graduate cohort programs are not encouraged to drop courses. If dropping or changing schedules is absolutely necessary, the student must contact his or her Student Support Coordinator for instructions

Incomplete

An incomplete grade request form (available from the registrar's office/student support coordinator) is initiated when the student has extenuating circumstances and cannot complete the course. Application for an incomplete must be made prior to the end of the course. For students in the MSN programs, completed and signed Incomplete request forms must be received by the Registrar's office prior to the beginning of the last week of the course for which an incomplete is sought. Failure to apply for an incomplete prior to the end of the course will result in denial of the incomplete unless an academic petition is submitted and approved allowing the incomplete based on circumstances that prevented filing the application within the stated deadline. The instructor must indicate on the form the work to be completed and the due date. The student has the following term to fulfill the requirements of the course in which the Incomplete was received. If more time is required, the student may request one extension (via petition to the Dean). If granted, the student would have one additional term to fulfill the requirements of the incomplete course. If the student fails to complete the course in the second term, the student will receive the grade indicated by the professor on the incomplete form. **Failure to fulfill all requirements of an "Incomplete" where no agreed upon grade was specified should requirements not be completed will result in a grade of "F."** The MSN program director must pre-approve incomplete grades before petitioning to the Dean for final approval.

Withdrawal and Refunds

Students enrolled in a course supported by the Online Center may withdraw from class through the traditional close of business on Friday of week eight (8).. Signed and approved forms must be received by the registrar's office by the traditional close of business on Friday of week eight (8) in order for the student to be withdrawn from the class and receive a "W" on his or her transcript. Tuition refunds are processed in accordance with the following schedule. If the student drops the class:

- Prior to the census date (the 6th day of class: 12:00 a.m. (Central Time) Saturday of Week: 100% refund
- If the student drops the class before the census date using the online registration system: 100% refund
- After the census date: 0% refund
- A student is administratively withdrawn from class when:
 - The student did not log into class by the census date (Day 6 of class: 12:00 a.m. (Central) on the Saturday of Week 1): 0% refund
 - The student did not log in for seven consecutive days after initial log in and did not respond to faculty communication: 0% refund

At 12:00 a.m. on the first day of class, the \$250 Online Course Admin Fee is nonrefundable and is not a part of the tuition refund policy. The \$250 Online Course Admin Fee is not applicable to students admitted to a CTX fully online program.

Students should contact their Student Support Coordinator for further information or questions about refunds.

Readmission

A student who voluntarily withdraws for less than three consecutive terms can be re-admitted into the program upon completing the application form; however s/he will be placed in a different cohort. The student must submit a request for re-admission to the MSN Program Director prior to completing the application. The MSN Program Director will determine the appropriate cohort placement.

A student who has not been enrolled for three consecutive terms after completing one or more MSN courses must reapply by completing all steps of the application process if s/he wishes to resume study in the MSN program. The admission decision will be based on admission criteria current at the time of reapplication.

Students accepted into the program who delay initial attendance for three or more terms must also reapply to be accepted into the program. The admission decision will be based on admission criteria current at the time of reapplication.

Advisors

The Director of the MSN program is available for student advising. If a student has any questions or concerns about the program, they are advised to see the Director. Academic advising will be done by Nursing faculty.

Enrollment Status

A student in the MSN program is considered to be full time if the student is registered for six (6) academic hours per term (term equals 16 weeks). A student is considered to be enrolled part-time if registered in less than six (6) academic hours per term.

Grades

Grades awarded in Concordia University Graduate programs are A, B, C, and F. No grades of D will be awarded or accepted.

Plan of Study

The MSN Program and the RN/MSN track use a structured cohort course sequence that is organized into four levels. Each level is identified in relation to “change” and the steps in the change management process. As the student progresses through the program, the concept of “change” also becomes a vehicle for representing the changes the student will experience during the curriculum and learning cycles. The levels designated for the curriculum are not intended to be interpreted strictly as semesters. However, in the master’s levels of the curriculum (II through IV) the normal progression will be in a formal cohort mode with all nine hours taken in a single semester by groups of students that will track through the curriculum together as a learning community. This delivery style provides a sound basis for developing and delivering this style of curriculum modality.

Level I of the curriculum, with the exception of the NUR 5313 Healthcare Project Management course, is designed for students that do not already hold the BSN. While fulfilling requirements of the BSN degree, these courses are part of the advanced professional nursing curriculum and are taught at the graduate level, and are thus assigned graduate level course. The NUR 5313 Healthcare Project Management course is required of all MSN students, despite being placed into the Level I curriculum grouping. Students entering with a BSN that does not include an equivalent course will take this course and will then enter directly into Level II. Students without a BSN must enter into and complete the Level I curriculum and will also have to fulfill foundational knowledge coursework and general education requirements, as specified in the Academic Catalog for the BSN degree prior to being permitted to continue onward into the Level II curriculum step.

Students without any additional credits hours beyond the customary associate's degree in nursing requirements will need at least 18 additional undergraduate hours general education hours, while students transferring in all liberal arts courses specified in the general education requirement will generally only need to complete the required religion and leadership courses, totaling nine credit hours. Students who have obtained a transcript marked "*Texas Core Complete*" will have the liberal arts portion of the general education requirements waived. Students will be advised about course requirements in addition to the nursing-specific course sequence for the BSN and a plan of study will be created to satisfy these additional requirements, all of which are available online or through on-ground offerings at our various locations. Prior approval for applicable transfer courses can also be given.

The MSN proposal currently has two specialty areas: Informatics and Leadership. There are plans to add a specialty area in Nursing Education in the future. Courses with practicum requirements are integrated into each of the formal MSN levels, starting at Level II.

The curriculum for the complete MSN program with the RN to MSN track is described in the following sections one Level at a time. In the course listing tables for each section, the MSN program core courses are indicated by an asterisk (*).

Level I: Getting Ready for Change

The nursing courses included in this level serve as a knowledge and skill base that encourages the student to become involved in change. In this level the student is preparing for a change in role either from BSN to MSN or RN to MSN. The NUR 5313 Health Project Management course provides the foundations for problem-based coursework included in all of the remaining curriculum levels. This course provides foundational outcomes that will be used in the practicum courses, where students are expected to test ideas from the didactic courses and to apply learned knowledge. One project will be required that conceptually builds upon learning objectives of all other courses, allowing students to get ready for change in their nursing profession and to impact the lives of populations in their own communities. The courses specified for Level I include the nursing-specific requirements for a BSN and must be completed first prior to receiving the BSN or beginning other MSN level courses. Due to the unknown number of liberal arts and other Concordia degree requirements and the assumption that students are working full-time in the nursing field, the ADN student will generally take at least two semesters to complete the requirements for Level 1.

RN to BSN - Level I Course Requirements:

Course Hours

- NUR 5310 Transforming Global Health 3
- NUR 5150 Global Health Missions Practicum 1
- NUR 5311 Leading and Transforming Healthcare Systems 3
- NUR 5313 Healthcare Project Management 3
- NUR 5514 Health Assessment and Promotion for Populations 5

Total 15

Note: NUR 5310 Transforming Global Health and the NUR 5150 Global Health Missions Practicum are considered to be part of the Concordia Distinctive components of the program. Each student will be required to participate in a mission trip to a medically underserved area to complete the Global Health Missions course. The student is awarded the BSN degree after all general degree requirements are met and Level I is successfully completed.

Level II: Planning for Change

Students must designate a specialty area (nursing informatics or nursing leadership) prior to entering the Level II curriculum. In this Level, students will begin individual practicum preceptorships in their selected specialty role through the associated practicum specialty courses. These courses prepare students to engage in master’s level practice in the specialty area of choice. Students navigate basic concepts of their specialty area and explore mentoring relationships with nurse leaders in the chosen area of study. Students from different specialty tracks can share and collaborate on ideas from their specialty area in shared experiences with their cohort classmates in the common didactic courses.

Practicum experiences begin in this level and will continue throughout all future levels of study. Issues are identified for the basis of the Directed Graduate Project. The Directed Graduate Project requirement begins to develop in this level during the selected practicum specialty course as students learn through theory and applied research how to locate and address gaps in nursing practice and education and students actively plan for change. Beginning with the Level II curriculum the program will be offered to students in a formal cohort progression. The curriculum for each of these formal MSN levels will have two didactic courses scheduled over eight weeks and taught back-to-back and then a full semester long practicum course focusing on a specialty area of study that will be taught in parallel with those didactic courses.

Course Credit Hours

- NUR 5320 Applied Research 3
- NUR 5321 Theoretical Basis of Nursing Research and Practice 3

Practicum Specialty Course:

- NUR 5351 Foundations of Information Technology; OR NUR 5352 Transformational Leadership I; 3

Total 9

Level III: Leading for Change

In this level of the curriculum, students apply and test ideas concerning leadership and enabling technologies from the two didactic courses in their specialty area. Students also continue their discovery of the advanced roles through individual preceptorships and collaboration with other students. The Directed Graduate Project is enhanced through the leadership and technology courses as students learn to lead for change.

In the selected practicum specialty course, students further engage in their specialty area, deepening awareness of the bigger picture of health care delivery systems and modalities of master's level nursing practice through continuing practicum experience. Students will be encouraged to expand upon and explore different aspects and levels of the issues identified in the first level practicum for Directed Graduate Project.

Course Credit Hours

- NUR 5331 Leadership for Change 3
- NUR 5330 Informatics and Healthcare Technologies 3

Practicum Specialty Course:

- NUR 5354 Project Development for Information Technology; OR NUR 5355 Transformational Leadership II; 3

Total 9

Level IV: Designing Change

In the curriculum of this level, students focus their attention on the issues of effectively designing and implementing changes within healthcare environments. The corresponding practicum experiences provide opportunities to see the leadership traits and the types of decisions necessary to successfully implementing change within their selected specialty area. Students also examine challenges in health care environments through the practicum experience. A key component of the MSN program is the Directed Graduate Project, which is woven through the curriculum of the levels so that it is developed incrementally over an extended period of time while supplying a thematic vehicle to orient student learning. The Directed Graduate Project is intended to ultimately design a change for improvement in the student's own work environment. The Project is completed and presented at the end of this semester in the Practicum Specialty Course as a required capstone to the MSN program, helping to design and promote change agency within specialty areas and creating graduate nursing professionals fully engaged in applied Christian leadership.

Course Credit Hours

- NUR 5341 Healthcare Policy and Ethics 3
- NUR 5340 Curriculum Development and Implementation 3

Practicum Specialty Course:

- NUR 5358 Change Agency in Information Technology; OR NUR 5357 Transformational Leadership III; 3

Total 9

Course Descriptions:

LEVEL I COURSEWORK: "GETTING READY FOR CHANGE"

NUR 5310 Transforming Global Health: This course emphasizes the Christian world view of serving in global health missions. The Biblical foundation for missions will be explored. The interaction between social, economic, political, environmental, and cultural factors in global health and disease will be examined. Missionaries and global health workers will describe a variety of approaches to improving global health from their in-the-field experiences. Students will begin to develop skills in scholarship, research, and leadership related to underserved

medical populations in the mission field. Students will research a variety of cultures and approaches for effective preparation and sustainable delivery of health care services within a cultural context. Prerequisite: Admission to the MSN program. 3 credit hours.

NUR 5150 Global Health Missions Practicum: This course provides the student the opportunity to practice in a medically underserved environment as a RN. The student will effectively participate as an interdisciplinary and mission team member to improve healthcare through clinical practice. Prerequisite: Admission to the MSN program and NUR 5301 NUR 5310 Transforming Global Health. 1 credit hour.

NUR 5313 Healthcare Project Management: This course provides a basic understanding of project management. Using a holistic approach, this course is designed to provide nurses with a basic understanding of the requirements for successful project management. All phases of the project management process, including: planning, scheduling, organizing and controlling projects, are emphasized. The course includes major topics of strategy, priorities, organization, project tools and leadership. Project management tools are available online and Moodle is used for visual communication. Prerequisite: Admission to the MSN program. 3 credit hours.

NUR 5311 Leading & Transforming Healthcare Systems: This course focuses on evidence based Christian leadership and management skills including the competencies needed by professional nurses to be full partners and work productively in inter-professional teams to facilitate the transformation of complex healthcare systems. Students will analyze current best practices related to leadership roles, organizational communications, team dynamics in learning organizations, quality improvement, and safe patient-centered care related to leadership and information systems. Practical application of the course information occurs within the concurrent practicum experience. Prerequisite: Admission to the MSN program. 3 credit hours.

NUR 5514 Health Assessment and Promotion for Populations: This course addresses the application of epidemiology to promote community preventative programs while integrating nursing and related sciences to improve the delivery of healthcare to diverse populations. It helps students discern how individual, local, state, federal and international health policy issues impact the public. Both 3 hours weekly didactic learning and applied practicum of 6 hours weekly provide the basis for study. Prerequisite: Admission to the MSN program. 5 credit hours.

NUR 5312 Advanced Integrative Health Assessment/Pathophysiology/Pharmacology: This course will expand on undergraduate skill in systematic health assessment, pathophysiology and pharmacology across the lifespan. The student will learn application of advanced health assessment skills, supported through addressing current concepts and theories related to APP D Page 1 pathological processes and through knowledge of physiologic responses and pharmacokinetic principles of pharmacologic agents. Prerequisite: admission to the MSN program. 3 credit hours.

LEVEL II COURSEWORK: "PLANNING FOR CHANGE"

NUR 5320 Applied Research: This course focuses on the practical application of statistical data analysis in nursing research and health care outcomes. Students engage in conceptualization and translation of evidence available in their specialty areas as a foundation for decision making and

the implementation of interventions or as strategies to improve patient outcomes Practical application of the course information occurs within the concurrent practicum experience. Prerequisite: Completion of level I program coursework including specialty course. 3 credit hours.

NUR 5321 Theoretical Basis of Nursing Research and Practice: This course explores the interface of theory, research and clinical practice. Middle range theories from nursing and other disciplines are examined for their potential use as a foundation for research and clinical practice in advanced nursing. Research methodology is explored in relation to theory and hypothesis formation. The focus is on utilization and synthesis of research findings to address specific nursing practice questions or problems formulated by students related to selected specialty area. Prerequisite: Completion of level I program coursework including specialty course. 3 credit hours.

NUR 5351 Foundations of Information Technology I: This course focuses on assessing the use of information technology to determine how information technology serves health care and nursing, and its limits and potential benefits. This course is the beginning of the preceptorships in information technology and will focus on the unit level role development. Prerequisite: Completion of level I program coursework including specialty course. 3 credit hours.

NUR 5352 Transformational Leadership I: This course focuses on assessing the use of leadership in nursing to determine how leadership, adoption of innovation, quality improvement, and change theories are applied to identifying and addressing nursing issues. Fostering an organizational culture valuing evidence-based practice and an infrastructure supportive of the adoption of innovation based on evidence for improved outcomes are stressed. This course is the beginning of the preceptorships in leadership and will focus on the unit level role development. Prerequisite: Completion of level I program coursework including specialty course. 3 credit hours.

NUR 5353 Nursing Education in Skills and Simulation Laboratories: This course focuses on the student's learning to manage the basic nursing educational experiences of pre RN students. Practicum will provide the opportunity to manage learning experiences in the nursing skills and simulation laboratory, develop teaching and evaluation tools and integrate advanced pathophysiology and pharmacology into skill and simulation experiences. Using a problem-solving approach, students identify educational issues experienced during skill and simulation laboratories. Leadership, adoption of innovation, quality improvement, and change theories are applied to an identified problem. Prerequisite: Completion of level I program coursework including specialty course, completion of advanced assessment/pathophysiology/pharmacology course specific to the education track. 3 credit hours. APP D Page 2

LEVEL III COURSEWORK: "LEADING FOR CHANGE"

NUR 5330 Informatics and Healthcare Technologies: This course examines the effects of technology on patient care. Students develop the knowledge and skills to use current technologies to deliver and coordinate care across multiple settings, analyze point of care outcomes, and communicate with individuals and groups, including the media, policymakers, other healthcare professionals, and the public. Integral to these skills is an attitude of openness to

innovation and continual learning, as information systems and care technologies are constantly changing, including their use of communication, data and health information. Prerequisites: Completion of level II program coursework including specialty area courses. 3 credit hours.

NUR 5331 Leadership for Change: This course assists the student to differentiate the concepts of contemporary trends in leadership, management, accreditation, negotiation, workplace advocacy, self-development, and inter-and intra-disciplinary communication necessary to influence behaviors. Emphasis will be placed on organizational system's structures and cultures which impact institutional management, human resource management, and performance improvement in healthcare delivery systems. Prerequisites: Completion of the level II program course work including specialty area courses. 3 credit hours.

NUR 5354 Project Development for Information Technology: This course focuses on the use of project management techniques and information technology at the middle management level. Leadership, adoption of innovation, quality improvement, and change theories are applied to the identified issue. Fostering an organizational culture valuing evidence-based practice and an infrastructure supportive of the adoption of innovation based on evidence for improved outcomes are stressed. Completion of the level II program course work including specialty area courses. 3 credit hours.

NUR 5355 Transformational Leadership II: This course focuses on using project management techniques and leadership at the middle management level. Leadership, adoption of innovation, quality improvement, and change theories are applied to an identified issue fostering an organizational culture valuing evidence-based practice and an infrastructure supportive of the adoption of innovation based on evidence for improved outcomes are stressed. Completion of the level II program course work including specialty area courses. 3 credit hours.

NUR 5356 Foundations of Nursing Education in Clinical Practicums: This course focuses on using and adapting teaching methodologies in practicum or clinical areas. Clinical evaluation strategies will be implemented as well as methods and mechanism for tracking the achievement of clinical/practicum objectives. Pathophysiology and advanced pharmacology will be used to for clinical teaching integrated into the clinical practice experience. Leadership, adoption of innovation, quality improvement, and change theories are applied to the teaching role. Fostering an educational culture valuing evidence-based practice and an infrastructure supportive of the adoption of innovation based on evidence for improved educational outcomes are stressed. Completion of the level II program course work including specialty area courses. 3 credit hours.

LEVEL IV COURSEWORK: "DESIGNING CHANGE"

NUR 5340 Curriculum Development and Implementation: This course focuses on the use evidence-based educational practices to develop curriculums, design lesson content, implement teaching activities and evaluate teaching outcomes for individuals or groups in a variety of APP D Page 3 settings. Prerequisites: Completion of the level III program course work including specialty area courses. 3 credit hours.

NUR 5341 Healthcare Policy and Ethics: This course focuses on the policies that shape healthcare systems, influence social determinants of health, and therefore determine

accessibility, accountability, and affordability of health care. Health policies that create conditions that promote or impede equity to access care and health outcomes will be explored as well as the linkages among policy, financing, and access to quality health care. Emphasis is placed on the impact of healthcare policies on the legal and regulatory processes on nursing practice, healthcare delivery and health outcomes. Prerequisites: Completion of the level III program course work including specialty area courses. 3 credit hours.

NUR 5358 Change Agency in Information Technology: This course focuses on the use of project management techniques and information technology to identify and evaluate new knowledge derived from the administrative institutional level for evidence-based nursing practice. In this final practicum, students will synthesize information gained from projects ranging from staff levels, middle management levels and administrative levels. Emphasis is placed on leading collaborative inter-professional healthcare teams to achieve evidence-based outcomes and to educate individuals or groups about project outcomes. Prerequisites: Completion of the level III program course work including specialty area courses. 3 credit hours.

NUR 5357 Transformational Leadership III: The course focuses on using project management techniques and a problem-solving approach to solve a healthcare institutional leadership problem at the administrative institutional level for evidence-based nursing practice. In this final practicum, students will synthesize information gained from projects ranging from staff levels, middle management levels and administrative levels. Emphasis is placed on leading collaborative inter-professional care teams to achieve evidence-based outcomes and to educate individuals or groups about project outcomes. Prerequisites: Completion of the level III program course work including specialty area courses. 3 credit hours.

NUR 5359 Foundations of Nursing Education in Didactic Courses: The course focuses on the methodologies used in didactic courses. Included will be techniques used to engage students in learning in online and on classroom based courses. Course management activities include test item writing and selection, statistical analysis of items and test. In this final practicum, students will synthesize information gained from previous educational activities to formulate a philosophy of education. Emphasis is placed on leading collaborative inter-professional patient care and educational teams to achieve evidence-based outcomes and change patient care, patient education, nursing education, and staff development. Prerequisites: Completion of the level III

Financial Aid for Graduate Programs

The graduate program serves working adults by allowing them to attend class in the evening. Financial aid is available to those who qualify. Students in the graduate programs may qualify for Federal Direct Loans and the Teacher Education Assistance for College and Higher Education Grant (TEACH). Students may also consider alternative loan programs to assist in covering the difference between financial aid awarded and the cost of attendance. **The application dates for financial aid and the deadline for payment of tuition may be on different schedules.** Check with your Student Support Coordinator for financial aid/payment deadlines each term.

Return of Title IV Funds

Financial aid is awarded to a student based on the assumption that the student will complete the period for which the aid has been awarded. When a student withdraws from the university and has federal aid, a Return of Title IV Funds calculation must be completed. Funds included in the Title IV return include: the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), and Teacher Education Assistance for College and Higher Education Grant (TEACH); along with Federal Direct Loans such as subsidized, unsubsidized, and the PLUS loan (both Parent and Graduate). Federal Work-Study earned is not included in the calculation.

An overview of the Return of Title IV process is as follows:

- The student should contact their Student Support Coordinator for a Withdrawal Form. This form should be completed for all students wishing to withdraw from the university and not just for those with federal aid.
- The Withdrawal Form will require several signatures. Students should always consult with their advisor-before requesting the Withdrawal Form.
- The withdrawal date is reported on the Withdrawal Form and is generally the last day of attendance. Should there be any question about the date, Student Financial Services will determine the date of withdrawal based on feedback from the student's professors. Student Financial Services will be responsible for completing the return within 30 days of the date of withdrawal and will notify the student as to whether the school or the student will be responsible for repayment of Title IV funds, if applicable.
- Student Financial Services is responsible for tracking all notifications and deadlines and, in the event of an overpayment by the student, the office will notify the student within 30 days of the withdrawal date as to the student's responsibility to repay the funds within 45 days of the date of the notice and the options for repayment.
- Should the student be eligible for a post-withdrawal payment of aid, a written notice to the student will occur within 30 days of the date of withdrawal. The student will be required to report to Student Financial Services within 14 days after the date of the notice as to whether or not they wish to accept the post-withdrawal disbursement. In the case of a loan creating the post-withdrawal disbursement, the student will be counseled as to the nature of the funds. The school will disburse any accepted post-withdrawal disbursement within 120 days after the date of withdrawal.

Student Services

Student Services staff members seek to support the mission of Concordia University Texas by intentionally building relationships among students, faculty and staff to enhance a sense of campus community, facilitating holistic (spiritual, intellectual, social, and physical) growth among students, and modeling servant hood as the cornerstone of Christian leadership. For more specific information about Student Services, please refer to the University's website.

Library

The Concordia University Texas Library, located in Building F on the main campus, holds over 150,000 books, in print and/or online format, as well as a growing collection of DVDs, CDs, and vinyl recordings. The library subscribes to more than 100 academic databases with access to several thousand online journals, many in full-text format, and over 500 journal titles in print format. For items not held in our collection, the library offers Interlibrary Loan, by which

patrons can have materials sent to this library from other participating libraries. CTX Library is also a member of the TexShare Library Consortium, which allows our patrons to receive a card to directly access and in some cases even check out materials from other participating area libraries across the state. There are a variety of places for individual and group study in the building; we host the primary campus computer lab as well as provide WiFi throughout the building and campus. For research help, students can contact library staff, by phone at (512) 313-5050, email at library@concordia.edu or text us at (512) 981-7550. In some cases librarians also visit classrooms. Our website (www.concordia.edu/library) offers both on-campus and off-campus users access to our online catalog and databases through a sophisticated discovery tool (“Jump Start”) that streamlines access to all library online resources with one search box. We provide online research guides and tutorials to assist users during all stages of their research and writing process.

Career Services

The goal of Career Services is to prepare students to serve as Christian leaders in the workplace. Career Services assists students by giving them the tools to connect with employers from their first part-time jobs, through internships to full time employment and beyond. Students can log in to the electronic job board at www.myinterfase.com/concordia-texas/student to access on-campus, local, national and international job and internship postings. Students may schedule individual appointments to work on resumes or discuss their career plans either in person or by telephone by emailing careerservices@concordia.edu.

The Career Services website (www.Concordia.edu/careerservices) has links to resources that you might find useful. Assessments including MBTI (Myers Briggs Temperament Indicator) and Strong Interest Inventory are available for a minimal fee. Career Services also sponsors Career Fairs and special events such as Mock Interviews and the annual Etiquette Dinner to allow students to practice skills needed to be competitive and successful in the job search.

Satisfactory Academic Progress

To remain in good standing, MBA students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any semester in which their cumulative GPA falls below 3.0. The student will be returned to good standing after earning 12 additional semester hours with no grade below a B and a cumulative GPA of 3.0 or better. After a student has been placed on probation once, any subsequent cumulative GPA of less than 3.0 may result in dismissal from the program.

Any student who is concerned about his/her grade at any time is advised talk to the course professor immediately. If a student is concerned about overall progress in the program, s/he is advised to talk to the MBA Program Director.

Standards of Performance

Students on Academic Probation and Financial Aid Warning - Graduate

A Concordia student in a graduate program must maintain a prescribed GPA of 3.00 in order to remain in good academic standing to graduate from Concordia. If the term GPA is less than 3.00 at the end of any term during which at least one GPA course was completed, the student is

placed on Dean's Warning (provided the student was not dismissed under another provision of this policy).

If at the end of any term the student's cumulative GPA drops below 3.00, the student is placed on Academic Probation/Financial Aid Warning for the next term in which the student is enrolled. Academic Probation is permanently noted on the student's transcript and becomes part of the student's permanent record. [NOTE: The first term of the first year, the term GPA and cumulative GPA will be the same and could result in being placed on Academic Probation/Financial Aid Warning at the end of the first term.]

The Academic Probation/Financial Aid warning period is for only one term. Formal academic advising is encouraged prior to enrollment in this term. The student who enrolls in an Academic Probation/Financial Aid warning term must attempt at least one necessary course. At the end of the term, the student will be in one of the following categories:

A) If **all** of the following are true, the student returns to good academic standing and is eligible to receive financial aid:

- Completed the term
- Cumulative and term GPA were at least 3.00
- Met all quantitative standards

B) At the end of the Academic Probation/Financial Aid Warning term, if **any** of the following occurred, the student is academically ineligible to return or receive Financial Aid:

- Withdrew from all courses during the term
- The cumulative GPA was below a 3.00
- Never completed a degree-required course
- Did not meet one or more quantitative standards

Progression toward a degree

Graduate students must complete their academic program according to the published length of the program defined by Concordia. Application of these requirements includes all terms of enrollment, whether or not aid was awarded or received.

Appeal Process

To appeal an Academic Dismissal/Financial Aid Suspension, the student should contact Student Central. Appeal forms along with instructions will be sent to the student. Academic Dismissal and Financial Aid Suspension appeals for reinstatement must be submitted in writing to Student Central or a Student Support Coordinator. All Academic Dismissals and Financial Aid Suspensions must be successfully appealed prior to attempting to continue study at Concordia University Texas.

- All appeals must include the Dismissal Appeal Form and be submitted at least ten (10) business days prior to the start of the next term or the intended enrollment period.
- All appeals must explain the cause of the mitigating circumstances that directly contributed to the poor performance, including any documentation necessary to validate issues of fact, and provide evidence that these circumstances have been remediated or are no longer a contributing factor towards your ability to perform academically.

- Student must provide a realistic plan for meeting the requirements to be restored to good standing. The Academic Appeal Documentation form (obtained from Student Central or a Student Support Coordinator) should be used to properly prepare the required documentation and must be submitted with the Dismissal Appeal Form.

The Dean or their designee, in consultation with student's faculty advisor and Division Chair as deemed necessary, will review the petition and decide on the outcome of the appeal including any conditions or requirements. The Dean may or may not choose to meet in person with student. If student has not yet declared a major, the petition should be submitted to the Registrar. A committee chaired by the Registrar, and including the Faculty Advisor, Chief Academic Officer and one of the College Deans will review the petition and make the official ruling.

NOTE:

- ❖ Submitting the correctly completed forms does not automatically guarantee reinstatement.
- ❖ Student will be notified of the results of the appeal by letter and/or email to student's CTX email account.

Secondary Appeal

Denied petitions for reinstatement may be presented to the Chief Academic Officer with an additional written statement delineating the challenges to the prior ruling and providing any additional relevant information. The Chief Academic Officer or an appointed academic review committee (Deans or designees involved in the initial appeal decision will be excluded) will consider the challenge appeal. Challenges received after the start of the next term will not be granted reinstatement until the following term.

Reinstatement

If the appeal is approved and the reinstatement takes place prior to the end of late registration, the student will be permitted to register for classes. Readmitted students are automatically placed on Academic and Financial Aid Probation status for the term in which he/she is reinstated.

Failure to meet the requirements specified in the appeal approval or those required for the probationary term will result in a second academic dismissal and financial aid suspension from the University. Reinstatement from such a second dismissal is not generally approved except in extreme situations.

Once a student has been Academically Dismissed, a successful appeal process as outlined previously in this section must be completed prior to or as part of the re-enrollment process. In order to register for courses, the student must be fully admitted to Concordia University Texas. If the appeal for reinstatement is not successfully completed prior to the end of the late registration period, the individual is required to complete the re-enrollment process.

Veterans Educational Benefits

For students who are eligible, Veterans Educational Benefits can be used to offset college costs. For information about Veterans benefits, please use the VA web site, www.gibill.va.gov.

Chapter 30 - Montgomery G.I. Bill/Pre-1990 G.I. Bill

Chapter 31 - Vocational Rehabilitation

Chapter 32 - Post-Vietnam Era Veterans' Educational Assistance

Chapter 33 – Post 9/11 and Yellow Ribbon Program

Chapter 35 - Survivors' and Dependents' Educational Assistance

Chapter 1606 - Selected Reserve Educational Program

Chapter 1607 - Gulf War Selected Reserve Educational Program

For information about Veterans financial aid related to Concordia University Texas, go to the [Financial Aid](#) section of this catalog.

Once the Veterans Administration determines eligibility, the student will be issued a certificate of eligibility from the VA. A copy of the certificate must be turned into the VA Certifying Official at Concordia University before the student's enrollment will be certified to the VA

The VA Certifying Official also needs a copy of the student's DD-214 showing all schools attended, or a Community College of the Air Force (USAF) transcript, or a SMART (USN or USMC) transcript. If there is more than one DD-214 showing schools attended, the VA certifying official will need copies of each one. This will allow an evaluation of the student's military education and experience to determine if credit can be awarded. Receipt of a DD-214 does not automatically trigger VA benefits.

Students receiving VA educational benefits must maintain a cumulative GPA of 2.00 to be considered making satisfactory academic progress. Students on academic probation, who fail to achieve a term GPA of 2.00 at the end of the first probationary term, will be reported to the Department of Veterans Affairs as making unsatisfactory progress. Students who fail to achieve a cumulative GPA of 2.00 at the end of the second probationary term will be reported to the Department of Veterans Affairs as making unsatisfactory progress. For more information on satisfactory progress, see the [Standards of Academic Progress](#) section of this catalog.

Graduation and Commencement Information

Master of Business Administration degree-seeking students:

- Must satisfy all degree requirements
- Must attain a 3.0 cumulative GPA in all work completed at Concordia
- Must register for the appropriate graduation course during published registration times.

Master of Education degree-seeking students:

- Must satisfy all degree requirements
- Must attain a 3.0 cumulative GPA in all work completed at Concordia
- Must register for the appropriate graduation course during published registration times.

Master of Science in Nursing degree-seeking students:

- Must complete all program curriculum requirements.
- Must attain a cumulative GPA of 3.0 in all work completed at Concordia University Texas.
- Must register for the appropriate graduation course during published registration times.

Diploma

Concordia University Texas provides diplomas to its graduates following certification of degree completion. Names and majors are placed on the diplomas according to the information provided in the University data system.

The name used on the diploma will be the one found in the university data system. Students will find the exact spelling and format of their name in the official email that they receive showing their graduation audit results. It is the student's responsibility to verify that their name is correct. The only name changes allowed are those made to the student's official records. A change of this type is done by filling out a Name Change Request Form and submitting it along with appropriate documentation to the Registrar's Office no later than four (4) weeks prior to the graduation date for that term. If a diploma must be reprinted and resent because the student did not verify the spelling and format of their name, the student will be charged the replacement fee for a new diploma.

Diplomas are mailed at no cost to a student's *permanent* address as shown in the student data management system. It is the student's responsibility to verify the permanent address is correct at all times, but especially prior to the end of the term in which the student will graduate. Diploma mailing addresses are confirmed on the first business day after the term is completed. If a diploma is lost in the mail because the student did not provide our office an accurate address, the student will be charged the replacement fee for a new diploma. Average length of time for diploma delivery is one to two months from the point of certification following the end of the term. Any diplomas that are returned as undeliverable will be held in the Office of the Registrar at the Main Campus for pick up.

Only one diploma is issued per degree. For students graduating with a dual major, both majors will be listed on the diploma. If the student is graduating with different degrees (BBA, BA, BS, BSN,) the student will be issued one diploma per degree.

Please Note: If a student has an outstanding financial obligation to the university, the Registrar's Office will be unable to release their diploma until the obligation is resolved.

Degree Certification

Degrees are awarded three times per year at Concordia University Texas. After the term is complete, final grades are due from faculty the following week (see Academic Calendar). Once grades are posted and finalized for the term, the graduation office can begin the process of degree certification. Once it is determined that a student has met all degree requirements, their degree will be awarded and posted to the student's transcript. Undergraduate students will also have any applicable Latin Honors designation posted to their transcript at this time.

As applicable:

- Diplomas will include Degree, Degree Date.
- Final transcripts will include Degree, Major, Concentration/Specialization, Degree Date, and for undergraduate students, applicable Latin Honors designation.

Any student that has not met graduation requirements will receive an email to their ctx.edu account as well as a letter to their permanent address as shown in MyInfo detailing which requirements are missing so that they can graduate in a later term.

Commencement Ceremonies

Taking part in the commencement ceremony is a privilege, not a right. *Students may participate in commencement only once per degree awarded.*

The following conditions must be met before students are declared eligible to participate in the commencement service. Students must:

- register for the appropriate Graduation course
- have completed all of the requirements needed to graduate
- be at or above the minimum GPA requirement
- have a zero balance on their University account

Concordia offers graduation ceremonies three times a year. The fall term service takes place on the first Saturday in December. The spring term service takes place on the Saturday following the close of the term. The summer term service takes place on the first Saturday in August. Location, time, and other information can be found on the website at <http://www.concordia.edu/commencement> .

University Governance

Board of Directors, Concordia University System

Voting:

Mr. Frederick Anderson
Council of Members (COM) Lay

Mr. Jason Fearneyhough
Council of Members (COM) Lay

Mr. David Hawk
Synod - Lay

Rev. Dr. Daniel Jastram
Synod – Ordained

Mr. Dennis Meyer
Council of Members (COM) Lay

Mr. John Mierow
Synod – Commissioned

Dr. Gerhard Mundinger, Jr.
Synod – Lay

Rev. Dr. Korey Maas
LCMS Pres Rep

Rev. Dr. Orville C. Walz
Synod – Ordained

Advisory:

Rev. Dr. Paul Philp
Ex officio

Dr. William F. Meyer
Ex officio

Dr. Kurt Krueger
CUS Presidents Rep

Rev. Dr. Ray Mirly
COP Rep

Rev. Dr. Dean O. Wenthe
Ex Officio

Rev. J. Bart Day
Ex Officio

Mr. Jerald Wulf
Ex Officio

Board of Regents, Concordia University Texas

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Connie Beran, M.S. – Registrar
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Sandra Brown, M.A. – Coordinator, Academic Advising
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Kristin Coulter, B.A. – Director, Admissions
Mary Darden, Ph.D. – Center Dean, San Antonio Center
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Patricia Fick, M.P.E. – Director, Can Do Program
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CTX Alumni Association

The CTX Alumni Association exists not only to allow graduates to remain connected, but to support the University in its mission to develop Christian leaders. The most direct way to help is by becoming an Alumni Partner. Just \$25 annually, membership benefits include priority event invitations and CTX gear!

There are various other ways to remain connected with us. Each month you will receive our monthly newsletter via email, *News from the Pier*. Also, watch your postal mail every quarter for the *Concordia University Texas Magazine*.



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And as always, don't hesitate to email or call us regarding more specific ways that YOU can get involved!

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