

# Graduate Catalog

2017-2018



11400 Concordia University Drive

Austin, Texas 78726

**Remember to note the Undergraduate Catalog year of your degree plan.**

*Catalogs specify degree requirements, policies, and procedures that govern your graduation. It is important that you discuss your degree requirements with your advisor and that you know your catalog year and communicate that to him/her. Failure to comply with the rules of your catalog can result in taking classes that will not count toward your degree.*

*Students have seven (7) years from the time of matriculation to complete their degree before the degree plan expires. In general, catalog eligibility is based on your first semester enrolled at Concordia University Texas or the year in which you petition to change catalog years.*

---

*Concordia University Texas is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, bachelor, and master degrees along with the Doctorate in Education (Ed.D). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Concordia University Texas.*

---

# Table of Contents

<b>Greetings</b> .....	<b>5</b>
<b>2017-2018 Academic Calendar</b> .....	<b>6</b>
<b>Graduate Degrees</b> .....	<b>8</b>
<b>Master Degrees</b> .....	<b>9</b>
<b>College of Business and Communication</b> .....	<b>9</b>
Master of Business Administration (MBA) .....	9
Program Description.....	9
Admission.....	9
Academic Information.....	10
Master of Business Administration Degree Plan and Course Descriptions .....	13
Master of Business Administration Degree Plan with Concentrations .....	15
<b>College of Education</b> .....	<b>17</b>
Master of Education (MEd).....	17
Program Description.....	18
Admission.....	18
MEd Attendance .....	20
MEd Specialization Descriptions .....	23
Degree Plans .....	25
Master of Arts Degree in Sports Administration .....	27
Superintendent Certification Program (SCP).....	28
Course Information and Descriptions .....	28
<b>College of Nursing</b> .....	<b>36</b>
Master of Science in Nursing (MSN).....	37
Program Description.....	37
Admission.....	40
Program Requirements .....	40
Academic Information.....	41
MSN Degree Plan .....	42
RN to MSN Track .....	44
RN to MSN Admissions .....	44
RN to MSN Degree Plan .....	45
MSN Course Descriptions: .....	47

<b>Doctoral Degree.....</b>	<b>50</b>
College of Education.....	50
Doctor of Education (EdD).....	50
Sequence of Study .....	51
Course Descriptions.....	59
Ed.D. Program Faculty .....	64
<b>General Academic Information.....</b>	<b>67</b>
<b>Graduation and Commencement Information .....</b>	<b>68</b>
Master of Business Administration .....	68
Master of Arts in Sports Administration .....	68
Master of Education.....	68
Master of Science in Nursing .....	68
Doctor of Education.....	69
Commencement Ceremonies.....	70
<b>Academic Standing Progression .....</b>	<b>70</b>
Master Degrees .....	70
Doctoral Program .....	73
<b>Student Services .....</b>	<b>76</b>
Library .....	77
<b>Veterans Educational Benefits.....</b>	<b>77</b>
<b>Tuition, Fees, and Refunds.....</b>	<b>78</b>
<b>Financial Aid for Graduate Programs.....</b>	<b>81</b>
<b>University Governance .....</b>	<b>83</b>
University Faculty .....	85
Emeriti Faculty .....	91
<b>CTX Alumni Association.....</b>	<b>93</b>





## **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*

President and Chief Executive Officer  
Concordia University Texas

# 2017-2018 Academic Calendar

Fall 2017 Term: Aug. 28-Dec. 17

28-Aug	Fall Term Begins
28-Aug	<b>First day of 8 week Session I</b>
28-Aug	<b>First Day of 16-week classes</b>
1-Sep	Last Day to add or drop a course ( <b>16 week</b> and <b>8 week Session I</b> )
1-Sep	Last Day to add Graduation course - graduate and undergraduate
4-Sep	Labor Day Holiday - University Closed
12-Sep	Census Day/ Official Date of Record - all courses and enrollment become part of permanent record
24-Sep	<b>Mid-Term (8 week Session I)</b>
9-10 Oct	Fall Break (16 week only)
20-Oct	Mid-Term (16 week)
20-Oct	<b>Last day of 8 week Session I</b>
23-Oct	<b>First day of 8 week Session II</b>
27-Oct	<b>8 week Session II-Last Day to add or drop course</b>
7-Nov	Early registration for spring classes begins
17-Nov	Last day to withdraw from a course or the University with a "W" on transcript
19-Nov	<b>Mid-Term (8 week Session II)</b>
20-26 Nov	Thanksgiving Break
2-Dec	Fall Commencement Service
15-Dec	<b>Last day of 8 week Session II</b>
17-Dec	End of Fall Term
17-Dec	Official graduation date
18-Dec	All Grades (all delivery methods) Due By Midnight
18-Dec	Christmas Break begins

## Spring 2018 Term: Jan. 8- April 29

8-Jan	Spring Term Begins
8-Jan	<b>First day of 8 week Session I</b>
8-Jan	<b>First Day of 16-week classes</b>
12-Jan	Last Day to add Graduation course
12-Jan	Last day to add or drop a course (16 week and <b>8 week Session I</b> )
15-Jan	MLK Day observance - University Closed
23-Jan	Census Day/ Official Date of Record - all courses and enrollment become part of permanent record
4-Feb	<b>Mid Term (8 week Session I)</b>

2-Mar	<b>Last day of 8 week Session I</b>
4-Mar	Mid Term (16 week term)
5-Mar	<b>First day of 8 week Session II</b>
9-Mar	<b>Last day to add or drop a course-8 week Session II term only</b>
12-16 Mar	Spring Break (16-week term only)
20-Mar	Early registration for spring classes begins
30-Mar	Last day to withdraw from a course or the University with a "W" on transcript (16-week term only)
29-30 Mar	Maundy Thursday/Good Friday/Easter Break
1-Apr	<b>Mid-Term (8 week Session II)</b>
27-Apr	<b>Last day of 8 week Session II</b>
28-Apr	Spring Commencement Service
29-Apr	Spring Term ends
29-Apr	Official date of graduation
30-Apr	All Grades Due By Midnight

### Summer 2018 Term: May 7 - Aug. 26

7-May	Summer Term begins
7-May	<b>First Day of 16-week classes</b>
7-May	<b>First day of 8 week Session I</b>
11-May	Last Day to add Graduation course
11-May	Last day to add or drop a course (16 week and <b>8 week Session I</b> )
18-May	Last Day to drop a course without it appearing on transcript (16 week term only)
21-May	Census Day/ Official Date of Record - all courses and enrollment become part of permanent record
28-May	Memorial Day Observance - University Closed
1-Jun	<b>Mid-Term (8 week Session I)</b>
29-Jun	<b>Last day of 8 week Session I</b>
2-Jul	<b>First day of 8 week Session II</b>
2-6 July	4th of July Holiday
6-Jul	<b>Last day to add or drop a course (8 week term only)</b>
27-Jul	<b>Mid-Term (8 week Session II)</b>
26-Jul	Last day to withdraw from a course or the University with a "W" on transcript
26-Aug	<b>Last day of 8 week Session II</b>
26-Aug	last day of Full Summer Term and Official Graduation Date
27-Aug	All grades due by midnight



## 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 four masters degrees: the Master of Business Administration, the Master of Education, the Master of Art (Sports Administration), and the Master of Science in Nursing. Each program has unique characteristics and offers opportunities for advanced study, personal growth, and career enhancement.

### *Doctoral Degree*

Concordia University Texas is approved to award doctoral degrees. The College of Education offers a Doctor of Education degree (EdD) with two areas of specialization: Educational Administration (with Texas superintendent certification option for qualified candidates) and Curriculum and Instruction.

The EdD program is a 61 credit-hour plan of study. The first 24 credit hours are comprised of core classes, common to both specialties. The remaining 37 credit hours are taken in one of the two specialty areas. Students in both specialties will complete 200 clock hours of field-based internship and five research-based courses that will culminate in at least 12 hours of proposal and dissertation work as the capstone activity of the program.



# Master Degrees

## College of Business and Communication

Dr. Randolph Witt, Dean (Interim)

### Master of Business Administration (MBA)

Dr. Elise Brazier, Master of Business Program Director

#### *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 in the United States or a comparable degree from a foreign academic institution (which has been evaluated by an accepted foreign credential evaluation service such as WES or AACRAO).
- 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.

#### **Non-Business Undergraduate Degree**

MBA applicants with a nonbusiness undergraduate degree and a GPA under 2.75 are required to take IVY course preparation modules in the following disciplines prior to registering for the course.

- Statistics
- Economics
- Accounting
- Finance

The student must take the appropriate module the semester prior to registering for the class. A student is allowed to take each module twice; if the student does not successfully complete the module the second time with a 70% or higher, the student will be dropped from the program.

### **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 must be received by Orientation.

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. Detailed professional resume in chronological order with job titles and location
5. When deemed necessary by the committee, additional information including the Ivy course module(s) will be required as well as a personal interview as part of the admission's process.

\*International Graduate Applicants- Please refer to the International Admission Requirements and English Proficiency Policy.

### ***Academic Information***

#### ***Transfer Credit***

The acceptability of courses presented for transfer credit from other colleges/universities is determined by the program director in the Graduate Division of the College of Professional Studies. 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 U.S. regionally accredited institutions of higher learning, but only if proposed coursework equates to and is approved for substitution for required 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 Business and Registrar.

### *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 and students must be in good standing with a 3.0 GPA or higher.

### *Attendance*

Participation is part of the grade in every course and the student must be in class to participate, therefore students who have excessive absences are subject to dismissal from the program. Specific participation requirements are outlined in each course syllabus per the instructor.

### *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 and the Student Support Coordinator are 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.

### *Academic Standing Progression*

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. If at the end of the following semester the student’s GPA returns to a 3.0, the student will be back in good standing. 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. **A maximum of two Cs are allowed in the program or one F**, both of which will be calculated into the GPA. A student may repeat a class only once if they fail a course. Students who have excessive absences, lack of commitment to the program, and/or fall below the 3.0 GPA will be dismissed 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 or student support coordinator.

## ***Master of Business Administration Degree Plan and Course Descriptions***

### **SEMESTER 1**

#### **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.

#### **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, non-linear equations, exponential notation, and measures of central tendency, regression analysis and hypothesis testing. Prerequisites: Ivy Software module may be required depending upon admission requirements.

### **SEMESTER 2**

#### **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.

#### **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. Prerequisites: Ivy Software module may be required depending upon admission requirements.

### **SEMESTER 3**

#### **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 5216 Managing Operations and Technology (2 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.

#### MBA 5307 Managerial Accounting (3 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.

Prerequisites: Ivy Software module may be required depending upon admission requirements.

### **SEMESTER 4**

#### 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.

#### 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. Prerequisites: Ivy Software module may be required depending upon admission requirements. MBA 5307 Managerial Accounting must be taken prior to MBA 5312.

### **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.

### ***Master of Business Administration Degree Plan with Concentrations***

#### **MBA with Healthcare Administration concentration (MBA-HCA)**

Students who choose the MBA-HCA concentration path will be required to complete the general MBA program courses in proper sequence. This includes successfully completing the first 30 credit hours and with an additional 12 credit hours of the organizational development and learning concentration courses for a total of 42 credit hours per the degree plan. Students must maintain a minimum GPA of 3.0 or above to be eligible for this program.

## **SEMESTER 7**

### **MBA 5350h Healthcare Strategy and Business Planning (3 credit hours)**

This course will examine strategic planning processes and will focus on the key components of business planning in the healthcare management environment. Healthcare reform, ethical concerns and social justice are additional topics in managing the dual tracks of strategic and operational planning for today's healthcare leader.

### **MBA 5352h Ethical and Legal Issues in Healthcare Management (3 credit hours)**

This course presents an overview of the ethical and legal issues important to the healthcare manager, and provides students with a working knowledge of ethics and health law. Students will learn the contemporary elements of health law and its application to healthcare management with a range of topics from professional standards, patient rights, government regulation, negligence and malpractice and medical records.

## **SEMESTER 8**

### **MBA 5354h Policy Trends and Considerations for the Healthcare Manager (3 credit hours)**

The purpose of this course provides students with an accurate understanding of the policy challenges in the U.S. healthcare care system today. The course will focus on the challenges of cost, quality, and access, the relationship between market failure and the passage of the Affordable Care Act (ACA), and the expected and potential impact of the ACA on the organization, structure, delivery and outcomes of the health care system.

### **MBA 5356h Quality Methods for Healthcare Performance (3 credit hours)**

This course serves as a capstone course for students in their last semester that will examine methods and tools for managing quality in health facilities, physician practices, managed care and public health organizations. Topics will cover developments in quality assurance and improvement processes, risk management, the Affordable Care Act, and utilization management practices and trends.

## **Masters of Business Administration with Organizational Development and Learning Concentration (MBA-ODL)**

Students who choose the MBA-ODL concentration path will be required to complete the general MBA program courses in proper sequence. This includes successfully completing the first 30 credit hours and with an additional 12 credit hours of the organizational development and learning concentration courses for a total of 42 credit hours per the degree plan. Students must maintain a minimum GPA of 3.0 or above to be eligible for this program.

## **SEMESTER 6**

### **MBA 5309 - Organizational Culture, Power and Influence (3 credit hours)**

This course provides an understanding and exploration in how cultural attributes and characteristics impacts personal identity, personal assimilation, social mobility, and power/influence in the learning environment. Particular attention is given to the concept of organizational culture systems and the influence they play on professional interaction in teaching, curriculum design/development and training presentation.



MBA 5319 - Talent Management (3 credit hours)

This course emphasizes the process between workforce engagement, motivation and development. Especially examined in this course is the role that talent management and motivation has in the realm of organizational learning and training. The course investigates into various motivational and talent management theories to help the student to understand the complexities and meaning/purpose of work - why do people work, and how effective motivation can lead to future employee success.

### **SEMESTER 7**

MBA 5318 - Principles of Corporate Training and Learning (3 credit hours)

In this course students will examine critical processes associated with the planning, developing and implementing of training and education programs that build upon an organization's vision and mission. The processes will mesh proven methods with new trends that connect theories, models and strategies within organizational development.

MBA 5313 - Organizational Processes in Consulting and Coaching (Capstone) 3 credit hours

This is an application course exploring the profession of management consulting and coaching. Designed to teach through understanding the art and science of internal and external management consulting/coaching, students are offered an opportunity to explore the relationship between theory and practice, and the continual changing nature of the consultation industry. Students must take this course in their last semester of the MBA-ODL program.

### **Optional Elective: MBA**

MBA 53XX Internship (3 credit hours)

The internship provides students with the opportunity to apply the cumulative knowledge and skills in the MBA program to a real-world work environment. The internship involves the following steps: 1) selecting a work site; 2) developing a contract that ensures both employer and student benefit; 3) fulfilling the contract activity through ongoing work; and 4) preparing a paper that summarizes the learning experience and outcomes. The expectation is for a minimum of 150 hours completed in this internship. Prerequisites: Students must successfully complete 6 credit hours of the MBA program and must have a minimum of a 3.0 GPA to be eligible. The internship course does not warrant course substitutions or course transfers.

## **College of Education**

Dr. James McConnell, Dean:

### **Master of Education (MEd)**

Dr. Chris Winkler , Master of Education Program Director

Built on the Christ-centered mission statement of the Concordia University System and Concordia University Texas, the mission of the Master of Education (MEd) 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 (MEd) with areas of specialization called "sequences." 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 M.Ed. degree plan has two parts: a core and a specialization/sequence. The core provides the foundations in theory and research. The specialization/sequence is designed to prepare the candidate for his/her professional goals in leadership. Each specialization/sequence 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. Upon admission to the graduate program, applicants are referred to as "candidates" to differentiate from the students served in K-12 schools.

To reach an admissions decision, Concordia admissions staff evaluates all applicants in a comprehensive way using the following criteria.

### ***Admission Criteria***

- Application for admission.
- \$50 non-refundable application fee.
- A minimum cumulative grade point average of 2.5 on a 4.0 scale for all undergraduate work completed
  - Applicants with a grade point average between 2.25 and 2.5 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
- 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.
- Official transcripts. 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."

- International Graduate Applicants - Please see International Application Process and English Proficiency Policy on the Concordia Admissions website for additional admission information.
- Please see the Program Specific Requirements section to see additional materials and GPA requirements for each specialization
- Admission to an MEd program in which State certification is sought (Educational Administration, Advanced Literacy, and Initial Teacher Certification) is subject to change without notice, subject to TEA regulatory action or the faculty's response to TEA regulatory action.

### ***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 from applicant's supervisor supporting participation in this program and assuring applicant an opportunity to act as an administrator during the program which may cause applicant to be away from regular work assignments.
- Applicants must also successfully complete an on-line assessment for program admission relating to pedagogy and ethics.

*GPA requirements for admission to program:*

- Undergraduate GPA must be 3.0 or higher (cumulative or last 60 hours) for standard admission
- Undergraduate GPA of 2.75-2.99 (cumulative or last 60 hours), student must also submit appropriate GRE score.

### ***Additional Admission Requirements for the Advanced Literacy***

Applicants must meet the following prerequisites to enroll in the Advanced Literacy:

- Documentation of one full-year teaching experience as teacher of record in an accredited public or private school before entering the program.
- Valid state educator credential. If valid credentials are not available, the candidate must petition the dean for a waiver of eligibility for certification in the State of Texas.

*GPA requirements for admission to program:*

- Undergraduate GPA must be 3.0 or higher (cumulative or last 60 hours) for standard admission

- Undergraduate GPA of 2.75-2.99 (cumulative or last 60 hours), student must also submit appropriate GRE score.

***Additional Admission Requirements for Curriculum and Instruction with Teacher Certification***

Applicants must meet the following prerequisites to enroll in the Curriculum and Instruction with Teacher Certification Specialization:

- Official transcripts from all institutions of higher education attended.
- At least 15 academic credits of content area coursework with a minimum grade point average of 2.5 for those courses.
- Complete an interview with the program director within the first thirty days of the first course.

*GPA requirements for admission to program:*

- Undergraduate GPA must be 3.0 or higher (cumulative or last 60 hours) for standard admission
- Undergraduate GPA of 2.75-2.99 (cumulative or last 60 hours), student must also submit appropriate GRE score.

***Additional Admission Requirements for the Special Education, Differentiated Instruction, and Early Childhood Administration Specializations***

Applicants must meet the following prerequisites to enroll in the Advanced Literacy, Differentiated Instruction and Early Childhood Administration Specializations:

- Documentation of one full-year teaching experience as teacher of record in an accredited public or private school before entering the program.
- Valid state educator credential. If valid credentials are not available, the candidate must petition the dean for a waiver of eligibility for certification in the State of Texas.

***MEd Attendance***

Because of the accelerated format of the MEd program, (i.e. three credits in 8 weeks), for on-ground classes 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 Director 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 Program Director to justify his/her continued participation in the program.

### **MEd 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 Director 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 contact by telephone or email the Director of the College of Education, Division Chair, or Program Chair to not be dropped from the class. If the contact is received and approved prior to the first night of class, the student will not be dropped from the class.

### ***Online Class Attendance***

For on-line classes, Concordia University Texas expects students to log into class by Friday of the first week. Doing so establishes intention to participate in the course. Students are encouraged to log in and participate in class often in order to maximize their educational experience. The census date for online undergraduate and graduate courses is at 12:00 a.m. (Central Time) on Day 6 of class.

Online attendance for graduate courses is maintained by logging into the learning management system and participating in class activities (completing an assignment, completing a quiz, participating in a discussion forum, attending a synchronous session) at least once per week. Individual programs and/ or instructors establish additional attendance policies for courses and that policy is communicated to the student during orientation and in the course syllabus.

Students are responsible for familiarizing themselves with this policy at the beginning of each course. Students receiving any form of financial assistance (including VA benefits) must maintain regular attendance to be eligible for assistance.

The students' instructors and Student Support Coordinators will monitor attendance and make at least two attempts to contact students who have not participated in class activities for seven consecutive days.

### ***Schedule Changes***

Students in the graduate cohort programs are not encouraged to drop courses. If dropping/changing schedules are absolutely necessary, contact your Student Support Coordinator for instructions.

### ***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 Director 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 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.

### ***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 Director of the Program). 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***

Student Support Coordinators are available for academic advising. Program directors, the chair of the Graduate Division and Director of the College of Education may also be of service in advising.

### ***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 MED5305 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 full semester clinical 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 requirement.

All teacher candidates in the Curriculum and Instruction with Teacher Certification specialization must meet the 24 academic credit hour requirement prior to admission to the professional semester and permission to sit for the TExES certification examination.

- For EC-6 Generalist and 4-8 Generalist, candidates must have completed a minimum of 6 academic credit hours in each of the following content areas: English/Language Arts; Mathematics; Social Studies; Science.
- For content area specializations, candidates must have completed a minimum of 24 academic credit hours in the certification area subject with at least 50% of those in upper division courses.

### ***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.

### ***Educational Administration***

The educational administration sequence will provide opportunities to 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).

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.

### ***Instructional Leadership***

The instructional leadership sequence will provide opportunities to develop appropriate academic and administrative skills and procedures vital to a successful educational setting in public or private schools. Candidates will gain knowledge about theories that drive the educational



process. Candidates in this program will not be eligible to seek certification as a principal in Texas.

### ***Special Education***

Special Education will prepare candidates for various roles in educating students with special needs. Students will develop a theoretical base in which to approach the challenges of educating the student with special needs. Candidates will learn skills in collaboration necessary for reaching consensus. Candidates will also develop knowledge of special education law and examine ethical issues in dealing with students and parents. Candidates in this sequence will apply the theory and activities experienced to master course objectives in a field-based practicum (SPED 5320). Candidates are prepared to complete the Special Education certification exam in the State of Texas.

### ***Sports Administration MEd***

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 academic hours (All non-teacher certification students);

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

MED 5305 Educational Research

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 academic hours

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 academic hours

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

***Differentiated Instruction*** – 18 academic hours

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

***Educational Administration Sequence A*** - 18 academic hours

EDAD 5323 Evaluation and Assessment in Education  
EDAD 5322 Legal Foundations of Education  
EDAD 5351 School Diversity Leader  
EDAD 5352 School Resource Leader  
EDAD 5353 School Professional Development and Continuing Education Leader.  
EDAD 5154 Practicum I  
EDAD 5155 Practicum II  
EDAD 5156 Practicum III

***Instructional Leadership*** - 21 academic hours

EDAD 5323 Evaluation & Assess in Ed  
EDAD 5322 Legal Found of Ed  
EDAD 5351 School Diversity Leader  
EDAD 5352 School Resource Leader  
MED 5305 Ed Research  
EDAD 5353 School Professional Development and Continuing Education Leader.  
MED 5312 Academic Coaching

***Special Education*** – 18 academic hours

SPED 5310 Critical Issues in Special Education  
SPED 5312 Culturally Responsive Teaching in the Inclusive Classroom  
SPED 5314 Special Education Law  
SPED 5316 The Teaching-Learning Process in Special Education  
SPED 5318 Collaboration in Special Education  
SPED 5320 Practicum in Special Education

***Educational Administration 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 Educational Research  
MED 5308 Ethics and Leadership in Education  
EDAD 5322 Legal Foundations of Education  
EDAD 5323 Evaluation and Assessment in Education  
EDAD 5351 School Diversity Leader  
EDAD 5352 School Resource Leader  
EDAD 5353 School Professional Development and Continuing Education Leader.

EDAD 5154 Practicum I  
EDAD 55155 Practicum II  
EDAD 55156 Practicum III

***Special Education*** – 15 hours

SPED 5310 Critical Issues in Special Education  
SPED 5312 Culturally Responsive Teaching in the Inclusive Classroom  
SPED 5314 Special Education Law  
SPED 5316 Teaching and Learning Process in Special Education  
SPED 5318 Collaboration in Special Education

***Sports Administration*** – 24 academic hours

MED 5310 Organizational Behavior in Sports  
MED 5311 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

**Master of Arts Degree in Sports Administration**

**Dr. Matt Matthys - Program Director**

The purpose of the Master of Arts (M.A.) in Sports Administration is to develop graduate level competencies within a specific field or discipline that are substantially more advanced than those expected at the undergraduate level. Those competencies include the integration of the scholarly literature within the body of knowledge and engagement of the student and/or professional practice skills appropriate to the field or discipline. The M.A. will generally give greater focus

to building specific competencies or skills in working within a given discipline, including professional practice, analytic skills, technology applications, and the like.

The M.A. degree welcomes individuals who do not come from a school setting.

The M.A. in Sports Administration shall be composed of the following courses, with the first eight courses listed being identical to the M.Ed. in Sports Administration:

MED 5310 Organizational Behavior in Sports

MED 5308 Ethics and Leadership in Education

MED 5311 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

MED 5325 Intro to Research and Practicum Proposal

SPAD 5340 Sport Administration Practicum (capstone course)

### **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 for MEd as needed with the five courses of the program taken in sequence through a calendar year. The Practicum, however, runs the entire twelve months of the program. The course of study includes:

SUPT 5300 Issues in the Superintendency

SUPT 5200 Superintendent Practicum

SUPT 5301 Leadership in Superintendency

SUPT 5302 School Finance and the Superintendency

SUPT 5303 Superintendent as Conflict Manager

SUPT 5200 Superintendent Practicum

### **Course Information and Descriptions**

#### **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 in Education**

Examines trends and institutional changes in society have impacted the legal aspects of formal education: how we teach; how we interact with parents; how we respond to the community; and how we deal with the most minute situations at the local, district, state, and national level.

**CAI 5323 Evaluation and Assessment in Education**

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 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**

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 5313: Teaching and Assessment Strategies for the Exceptional Learner**

Focuses on the teaching and assessment of children exhibiting the characteristics of behavior disorders, learning disabilities, and/or intellectual and developmental disabilities. The course

examines principles and techniques for assessing academic progress; how to use assessment to inform instruction; and how to incorporate assessment into the curriculum for students with disabilities, including those from culturally and linguistically diverse backgrounds.

**DIFN 5314 Consultation and Collaboration for Exceptional Learners**

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**

Designed to examine the nature and needs of gifted and talented learners.

**ECE 5330 Language Acquisition and Emergent Literacy**

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**

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**

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**

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**

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 MED5305 will be utilized in this class. *Prerequisite: MED 5305*

**EDAD 5154 Practicum I**

Students will be introduced to practical experiences on a campus working as an administrator dealing with day-to-day situations faced by principals. The student will also prepare for the State certification exam. The Practicum for the Principal will take two long semesters to complete. During this course, students will design their practicum experience with their building principal and university supervisor as well as begin to log hours as required for principal certification by the State of Texas. This course will be offered exclusively on-line. (The course may be repeated as often as necessary by students with probationary certificates who are employed in a public school.)

### **EDAD 5155 Practicum II**

This course is comprised of a Benchmark Text that will determine a student's ability to move forward in the Educational Administration program.

### **EDAD 5156 Practicum III**

This course is comprised of a Benchmark Text that will determine a student's ability to complete the Educational Administration program.

### **EDAD 5322 Legal Foundations of Education**

A study of how recent trends and institutional changes in society have impacted the legal aspects of formal education. This class will provide research, class discussions, and activities which will increase students' knowledge of legislation, court precedents, tort and contract law, negligence and liability, societal issues, and how legal issues influence employment, academic/classroom, campus, and administration behavior. Emphasis will be on real problems educators face and on practical and legal responses to those problems.

### **EDAD 5351 School 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 School 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 School 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. AEL and TTESS training provided when taught on-ground.

### **EDAD 5154 Practicum I**

This course is comprised of a Benchmark Test that will determine a student's ability to move forward in the Educational Administration Program. **PREREQUISITE:** Acceptance in the MED/EDAD program and 12 hours in the course sequence are required before taking this course.

### **EDAD 5155 Practicum II**

This course is comprised of a Benchmark Test that will determine a student's ability to move forward in the Educational Administration Program. **PREREQUISITE:** Successful completion of EDAD 5154.

**EDAD 5156 Practicum III**

This course is comprised of a Benchmark Test that will determine a student's ability to move forward in the Educational Administration Program. **PREREQUISITE:** Successful completion of EDAD 5155.

**LTC 5329 Foundations of Literacy**

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**

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**

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, MED5305.*

**LTC 5337 Independent Study in Advanced Literacy Instruction**

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**

Explores 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)**

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 5303 Curriculum Design and Practice**

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 5305 Educational Research**

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 educator to be a reflective practitioner.

**MED 5306 Ethics and the Teacher in Society**

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.

### **MED 5312 Academic Coaching**

Academic coaching is essential for school reform; it is imperative to teach the efficacy of, and outcomes associated with, effective coaching. The course will: 1) define academic coaching, 2) demonstrate implementation; 3) identify effective outcomes that will improve teacher performance and increase student learning.

### **MED 5325 Intro to Research and Practicum Proposal**

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 student to be a reflective practitioner. During the course, students will develop a practicum proposal designed to fit their academic and professional goals and interests.

### **Core Courses Specific to Sports Administration (MEd only)**

#### **MED 5311 Law in Sports Administration**

The course surveys the multitude of regulations and legal developments relating to interscholastic, intercollegiate, and professional athletics. Included are issues relating to gender equity (Title IX), individuals with special needs (Individuals with Disabilities Act, Section 504, Americans with Disabilities Act), and tort actions (negligence, assault, hazing, defamation).

#### **MED 5310 Organizational Behavior in Sports.**

This course explores the multidimensional aspect of individuals' behaviors and roles within the context of sport's group dynamics. Study includes motivational strategies, personality traits, communication techniques, and team climate which lead to team cohesion and success.

#### **SPAD 5301 Critical Issues/Events in Sports**

Studies contemporary administrative, social, and ethical issues in American sports through a historical lens. Students will read about and discuss the historical roots of sports violence, doping, amateurism, sports as builders of nations and character, the relationship between sports and race and gender, and the relationship between sports and the media.

#### **SPAD 5302 Human Resources**

Explores practices in recruiting, interviewing, hiring, supervising, and evaluating personnel associated with sports administration within the public and private sectors, Included is examination of legal issues in sports employment including employment contracts, nondiscrimination, leave, compensation, and termination.

#### **SPAD 5303 Finance**

Reviews the management of finances in administering a sports program, event or facility and seeks to develop administrators who will act with integrity, fairness, and competence in dealing with budget formation and compliance, revenue source identification, and expenditure allocations.

**SPAD 5304 Facilities/Event Planning**

Explores the details of planning and implementing various sports-related events while also making the best use of available facilities and space.

**SPAD 5305 Media/Marketing**

Explores the use of various media and techniques to market sports to a wide variety of consumers. It discusses factors which affect consumer behavior, tools to understand consumers, branding, and the implementation of effective marketing programs.

**SPAD 5330 Action Research**

Encourages critical inquiry and collaboration among practitioners, administrators, researchers and other professionals through action research. Action research is a component of reflective practice and professional learning grounded on an ethical commitment to improving practice and actualizing educational values. This course allows students to practice the skills and knowledge learned in MED 5305 Introduction to research. Students will be required to identify an issue in sports administration, search the literature for possible solutions, suggest a possible method for data collection, and write a report.

*NOTE: For students seeking the MA in Sports Administration, the following course and its prerequisite will replace MED 5305 and SPAD 5330*

**SPAD 5340 Sport Administration Practicum (capstone)**

Encourages critical inquiry and collaboration among practitioners, administrators, researchers and other professionals through active participation in a practicum designed to fit the academic and professional goals and interests. This course allows students to practice the skills and knowledge. Students will be required to complete practicum requirements during this course. (Prerequisite: MED 5325 Intro to Research and Practicum Proposal.)

**SPED 5310 Critical Issues in Special Education**

Examines and analyzes critical and emerging social, legal, ethical and diversity issues in special education affecting educational policies, practices, curriculum development and teaching and learning. Emphasis is placed on investigating, understanding, interpreting and evaluating critical issues and best educational practices for ensuring that students with disabilities have access to a free and appropriate education in the least restrictive environment.

**SPED 5312 Culturally Responsive Teaching in the Inclusive Classroom**

Focuses on language and communication disorders as relating to oral language development of the exceptional learner from diverse cultural backgrounds.

**SPED 5314 Special Education Law**

Examines the fundamentals and historical development of special education and civil rights and the educational needs of students with disabilities. In this course, focus is placed on an understanding of state and federal special education laws.

**SPED 5316 The Teaching-Learning Process in Special Education**

Focuses on the teaching and assessment of children exhibiting the characteristics of behavior disorders, learning disabilities, and/or intellectual and developmental disabilities.

**SPED 5318 Collaboration in Special Education**

Designed to increase awareness of the framework and rationale for collaboration, the facilitating factors involved, and strategies for implementation.

**SPED 5320 Special Education Practicum**

Designed to provide a rigorous and meaningful developmental transition from educational theory to real world practical applications. The field-based experiences are designed and evaluated with the overarching goal of developing educational leaders by enhancing their authentic learning experiences.

**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 Nursing

Dr. Kathy Lauchner, Dean

**Master of Science in Nursing (MSN)**  
**Registered Nurse to Master of Science in Nursing (RN/MSN)**  
Dr. Greta Degen, RN – Program Director

***Program Description***

Concordia's Master of Science in Nursing (MSN) program is designed to achieve programmatic outcomes in its graduates that are built on the Christ-centered mission statement of the College 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
- Project management
- Effective instructional practices

**Design:** 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 or 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. Participation in a College of Nursing Medical mission trip is required, and a focus on leadership permeates the program, thus supporting the overall CTX mission of: Developing Christian Leaders.

**Alternate Track:** There is a special track, RN to MSN, for Diploma or Associate Degree nurses that allow them to complete their MSN in a seamless fashion, with the BSN awarded in progress. Courses outside the nursing-specific course sequence for the BSN must be completed prior to beginning the nursing-specific sequence (Level I). Details specific to the **RN to MSN Track** may be found in the section of that name below.

**Specialty Areas :** The MSN program currently has three specialty areas: Informatics, Leadership, and Nursing Education. For each Level from II to IV the curriculum will consist of two didactic courses scheduled over eight weeks and taught back-to-back in parallel with a sixteen week practicum specialty course.

**Directed Graduate Project:** One graduate project, the Directed Graduate Project, is required. This project is a key component of the program and is woven through the curriculum at all 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 Level IV 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.

**Mandatory Seminars:** An Orientation Seminar is offered before beginning any Level I coursework and a Presentation Seminar is required during the last week at the end of Level IV. These are mandatory to attend online or in person

### ***Level I: Getting Ready for Change***

The focus of this level is to get ready for change. BSN students are engaging in courses that will prepare them for professional practice in nursing by exhibiting the knowledge and skills required of BSN prepared nurses. Students will begin to test ideas developed from didactic courses and to apply learned knowledge. Both BSN and MSN students will be actively engaged in their learning and will use the knowledge from the Healthcare Project Management course to develop strategies and methods for change throughout the remaining levels leading to the advanced practice of nursing. Change will occur in the student's professional life as well as their ability to impact the lives of populations and communities and ultimately systems.

### ***Level II: Planning for Change***

Students choose Information Technology or Leadership or Nursing Education as a specialty area and begin individual mentor relationships. Students use their practicum to apply methods of change from Healthcare Project Management and by including the knowledge and skills gained from Applied Research and the Theoretical Basis of Nursing Research begin exploring the new role of advanced nursing. Similarly, students from all three tracks can share and collaborate on ideas from their specialty area with each other in shared classroom experiences. The Directed Graduate Project begins to develop in this level as students learn to locate and address actual problems in nursing practice and actively plan for change.

### ***Level III: Leading for Change***

The specialty area of study continues as the practicum course focuses on a specialty area of study. Students delve deeper into the change process while applying and testing project management techniques and gaining advanced content knowledge from the leadership and informatics courses. Role advancement continues as students actively participate in leading projects and developing project outcomes. Students from different specialty areas continue to share and collaborate together in the on-line classes. The Directed Graduate Project is enhanced through the leadership and technology courses as students learn to lead for change.

### ***Level IV: Designing Change***

Students apply and test ideas from the Curriculum Development and Implementation and the Healthcare Policy and Ethics courses within their specialty area and to continue their discovery of the advanced role through individual preceptorships and through collaboration on-line. The knowledge and skills gained from the practicum courses can now be furthered by the ability to design curricula to teach others and influence system policy for change. The Directed Graduate Project and the student's portfolio are completed and presented at the end of this semester.

### ***Mission, Values and Objectives of the College of Nursing***

The mission of the Concordia Nursing program is to develop each nursing student's ability to serve as a Christian leader in professional and/or advanced nursing practice, promoting high-quality, safe patient/client care within diverse healthcare settings.

*Program Goals and Outcomes:*

The goals of the MSN program are to prepare the graduate to:

1. Participate in developing and implementing nursing research utilizing advanced clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, research studies, organizational and quality improvement data as the basis for continued improvement of nursing outcomes in diverse settings guided by Lutheran theology's concepts of Christian leadership.
2. Organize the delivery and enhancement of care activities using patient-care and communication technologies to promote continual improvement of the lives of all people as God's creation across diverse settings and with diverse populations.
3. Use Christian leadership to build upon organizational safety and quality improvement activities in the delivery of services, including the development and critique of tools, methods and activities.
4. Model Christian Leadership by managing and coordinating care for diverse patient populations through communication, collaboration and consultation with other members of the interdisciplinary health care team.
5. Use Christian leadership to intervene at the systems level in institutional, professional and public policy development to advocate for health and health care and professional standards.
6. Demonstrate servant leadership skills to promote high quality and safe patient care through effective interpersonal working relationships.
7. Demonstrate Christian leadership, scholarship, policy and advocacy skills that reflect the values, ethics and standards of Concordia University, the nursing profession and the selected advanced practice role.

The outcomes/terminal objectives of the MSN program are that using a Christian perspective, the MSN graduate will:

**As a Member of the Profession of Nursing**

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 to employ advocacy strategies to influence health and health care.

**As a Provider of Patient-Centered Care**

6. Integrate scientific findings from nursing, biopsychosocial 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, or systems.

### **As a Patient Safety Advocate**

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.

### **As a Member of the Health Care Team**

14. Act as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

### ***Admission***

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

#### ***Admission Requirements:***

- GPA of 2.5 on a 4 point scale for all previous course work leading to the Bachelor of Science in Nursing.
- A Bachelor of Science in Nursing from a regionally accredited institution of higher education that is accredited by a national nursing accrediting agency
- An unencumbered 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. If a letter from a nursing faculty member is difficult to obtain, two letters from professional colleagues will be accepted.
- Interview may be requested if the GPA is below 2.5.
- Any applicant who falls 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.
- If the GPA is less than 3.0 for any term Academic Probation occurs for the next term. If at the end of that term (or the next 6 credit hours), the student fails to earn a 3.0 GPA, the student is ineligible to continue to study at Concordia. After a student has been placed on probation, any subsequent cumulative GPA of less than a 3.0 will result in dismissal.



### ***Academic Information***

All policies for the program are published in the Online Nursing Student Programs Handbook.

### ***Transfer credit***

Information pertaining to transfer credit for the RN to MSN track is found in the RN to MSN Track section below.

### ***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***

The MSN program director must pre-approve incomplete grades before petitioning to the Director of the College of Nursing 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 and will be subject to degree requirements in place at the time of re-admission. 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. The student will be subject to degree requirements in place 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 Program 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 Program Director. Academic advising will be done by nursing faculty.

### ***MSN Degree Plan***

#### **Level I Course Requirements:**

##### **Course Hours**

##### **Required of all students:**

- Orientation Seminar
- NUR 4305 Transforming Global Health 3 credits (Concordia BSN graduates are exempted)
- NUR 5050 Health Missions Practicum 0 credit (Concordia BSN graduates are exempted)
- NUR 5313 Healthcare Project Management 3 credits
  
- **Required of all RN to MSN students:**
- NUR 5311 Leading and Transforming Healthcare Systems 3 credits (RN TO MSN students only)

- NUR 5514 Health Assessment and Promotion for Populations 5 credits (RN to MSN students only)

**Required for Nursing Education area only:**

- NUR 5312 Advanced Integrative Health Assessment/Pathophysiology/Pharmacology 3 credits. There are plans to place this course within the Level II requirements in the near future.

**Total 14-17**

**Note:** NUR 4305 Transforming Global Health and the NUR 5050 Health Missions Practicum are considered to be part of the Concordia Distinctive components of the graduate program. Each student will be required to participate in a mission experience to a medically underserved area to complete the

Health Missions course. Students need not travel globally and may choose to assist in local medically underserved areas upon approval of Program Director.

**Level II Course Requirements**

**Course Credit Hours**

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

*Practicum Specialty Course:*

- NUR 5350 Practicum I, 3 credits
- NUR 5150 Advanced Pathophysiology 1 credit (Only for Nursing Education Track)

**Total 9-10**

**Level III Course Requirements**

**Course Credit Hours**

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

*Practicum Specialty Course:*

- NUR 5360 Practicum II, 3 credits
- NUR 5150 Advanced Pathophysiology 1 credit (Only for Nursing Education Track)

**Total 9-10**

**Level IV Course Requirements**

**Course Credit Hours**

- NUR 5341 Healthcare Policy and Ethics 3 credits

- NUR 5340 Curriculum Development and Implementation 3 credits

*Practicum Specialty Course (including Project Presentation Seminar):*

- NUR 5370 Practicum III, 3 credits
- NUR 5150 Advanced Pathophysiology 1 credit (Only for Nursing Education Track)

**Total 9-10**

## **RN to MSN Track**

### ***RN to MSN Admissions***

The admission and progression and BSN conferral requirements for 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 or a Diploma 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.
- An unencumbered 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. If a letter from a nursing faculty member is difficult to obtain, two letters from professional colleagues will be accepted.
- Interview will be requested if the GPA is below 2.5.
- Any applicant who falls 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.

#### *Progression Requirements:*

- Maintain a GPA of 3.0 in order to stay in good standing as a graduate student.
- If the GPA is less than 3.0 for any term Academic Probation occurs for the next term. If at the end of that term (or the next 6 credit hours), the student fails to earn a 3.0 GPA, the student is ineligible to continue to study at Concordia. After a student has been placed on probation, any subsequent cumulative GPA of less than a 3.0 will result in dismissal.

#### *BSN Conferral Requirements:*

- ***Must complete all BSN curricular requirements***
- Must attain a cumulative GPA of 3.0 in all graduate work completed at Concordia University Texas used toward BSN requirements.
- Must fulfill all Concordia University Texas graduation requirements, such as:

- A minimum of 30 credit hours taken at Concordia are required to fulfill residency requirements.
- A minimum of 24 credit hours must be at the 3000, 4000 or 5000 level.
- The total number of undergraduate hours must be equal to or greater than 120.
- Must complete Level I and II coursework and request a degree audit to be awarded a BSN.
- Must register for the appropriate graduation course during published registration times.
- Students admitted with prior BA/BS in another area may accelerate their RN to MSN by not earning their BSN, along the way, but advancing straight through to the MSN degree. Please note that a RN to MSN wanting a BSN degree awarded along the way must fulfill all the above requirements

### *Transfer Credit*

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 College of Nursing.

### ***RN to MSN Degree Plan***

#### **Course Requirements Prior to Level I**

Students entering without BSN degree and 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 eight 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 non-nursing course requirements and a plan of coursework will be created to satisfy these requirements, all of which are available online. Prior approval for applicable transfer courses can also be given. **All required coursework that is *not* nursing-specific must be completed prior to taking Level I nursing courses.**

### **Level I Course Requirements:**

#### **Course Hours**

##### **Required of all students:**

- Orientation Seminar
- NUR 4305 Transforming Global Health 3 credits NUR 5050 Health Missions Practicum 0 credit
- NUR 5313 Healthcare Project Management 3 credits
- NUR 5311 Leading and Transforming Healthcare Systems 3 credits (RN TO MSN students only)
- NUR 5514 Health Assessment and Promotion for Populations 5 credits (RN to MSN students only)

## **Total 14 credits**

**Note:** NUR 4305 Transforming Global Health and the NUR 5050 Health Missions Practicum are considered to be part of the Concordia Distinctive components of the graduate program. Each student will be required to participate in a mission experience to a medically underserved area to complete the Health Missions course. Students need not travel globally and may choose to assist in local medically underserved areas upon approval of Program Director.

## **Level II Course Requirements** (from this level forward, RN to MSN track is identical to MSN)

### **Course Credit Hours**

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

#### *Practicum Specialty Course:*

- NUR 5350 Practicum I, 3 credits
- NUR 5150 Advanced Pathophysiology, 1 credit for students exiting with a BSN AND for Nursing Education students.

## **Total 9-10**

## **Level III Course Requirements**

### **Course Credit Hours**

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

#### *Practicum Specialty Course:*

- NUR 5360 Practicum II, 3 credits
- NUR 5160 Advanced Pharmacology, 1 credit (Only for Nursing Education Students)

## **Total 9-10**

## **Level IV Course Requirements**

### **Course Credit Hours**

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

#### *Practicum Specialty Course (including Project Presentation Seminar):*

- NUR 5370 Practicum III, 3 credits
- NUR 5170 Advanced Physical Assessment (Only for Nursing Education Students)

## **Total 9-10**

## MSN Course Descriptions:

### ***LEVEL I COURSEWORK: “GETTING READY FOR CHANGE”***

***NUR 4305 Transforming Global Health Through Intercultural Nursing:*** This course emphasizes the Christian world view of serving in global health missions through the exploration of Biblical foundations of service. The interaction between social, economic, political, environmental and cultural factors in global health and disease will be examined. Students will develop skills in accessing, and applying evidence-based research related to effective healthcare for culturally diverse populations in the mission field. A variety of cultures and approaches for effective preparation, leadership and sustainable delivery of health care services will be investigated. *Prerequisite: Admission to the MSN program. Required for all students.*

***NUR 5050 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. Students need not travel globally and may choose to assist in local medically underserved areas upon approval of the Program Director. *Prerequisite: Admission to the MSN program and NUR 4305 Transforming Global Health Through Intercultural Nursing. Required for all students.*

***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. Required for all RN to MSN students.*

***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. Required for all RN to MSN students.*

***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. Required for all students.

### **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.*

**NUR 5321 Theoretical Bases 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.*

**NUR 5350 Practicum I:** This course focuses on the application of healthcare project management techniques in leadership, information technology and education. Emphasis is placed on fostering an organizational culture valuing research, evidence-based practice and an infrastructure supportive of the adoption of innovation through the use of evidence to produce improved outcomes.. This course is the beginning of the mentorships in a concentration area of nursing (informatics, leadership, education). Prerequisite: *Completion of Level I program coursework.*

**NUR 5150 Advanced Pathophysiology:** This course will expand on undergraduate skills in pathophysiology. The student will learn advanced current concepts and theories related to pathological and physiological responses. Required for education track only AND for students exiting the program with BSN. Prerequisite: *Completion of Level I coursework.*

### **LEVEL III COURSEWORK: “LEADING FOR CHANGE”**

**NUR 5330 Informatics and Healthcare Technology:** 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.*



***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 Level II program coursework.*

***NUR 5360 Practicum II:*** This course focuses on applying project management techniques to informatics, education and leadership in nursing. Leadership, adoption of innovation, quality improvement and change theories are applied to an identified issue fostering an organizational culture valuing evidence-based practice. An infrastructure supportive of the adoption of innovation based on evidence for improved outcomes is stressed. *Prerequisites: Level II program coursework*

***NUR 5160 Advanced Pharmacology:*** This course will expand on undergraduate skill in pharmacology. The student will learn advanced pharmacokinetic principles of pharmacologic agents. Required for education track only. *Prerequisite: Completion of level II coursework.*

#### **LEVEL IV COURSEWORK: "DESIGNING CHANGE"**

***NUR 5340 Curriculum Development and Implementation:*** This course focuses on the use of 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 settings. *Prerequisites: Completion of the level III program coursework.*

***NUR 5341 Health Care 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 coursework.*

***NUR 5370 Practicum III:*** This course focuses on the use of healthcare project management techniques to identify and evaluate new knowledge from the project improvement process applied to a concentration area (informatics, leadership, education). In this final practicum, students will synthesize information gained from project implementation and lead collaborative inter-professional care teams to achieve evidence-based outcomes and to educate individuals or groups about project outcomes. During the final week of this practicum, students will present

their completed portfolio and graduate project on campus to interested panels of faculty and nurses. *Prerequisites: Completion of the Level III program coursework.*

**NUR 5170 Advanced Assessment:** This course will expand on basic assessment skills. The student will learn application of advanced health assessment skills. Required for education track only. *Prerequisite: Completion of level III coursework.*

## Doctoral Degree

### College of Education

Dr. James McConnell, Dean

#### *Doctor of Education (EdD)*

Dr. Michael Wallace – Program Chair

Upon successful completion of the Doctor of Education (EdD) degree program, students will be able to:

- Serve as a model for ethical, moral, and Christian behavior and exhibit the skills associated with the servant leader, especially the skill of facilitating a campus and/or district vision
- Demonstrate a comprehensive knowledge of educational environment, organization, programs, and assessment, paying particular attention to the importance of culture, diversity, and family involvement
- Facilitate change and foster ownership on the part of those most impacted by change while consistently promoting strategies of instruction that are supported by best practice
- Present evidence of extensive scholarly inquiry through the collection and use of data to make program changes and the completion of a dissertation which will serve as the capstone activity of the program
- Demonstrate a problem solving strategy that supports the interests of the district and adheres to all applicable local, state, and federal laws

#### ***Program Description***

Concordia University Texas College of Education offers a Doctor of Education degree (EdD) with two areas of specialization: Educational Administration (with Texas superintendent certification option for qualified candidates) and Curriculum and Instruction.

The EdD is a 61-credit hour plan of study. The first 24 credit hours will be made up of core classes, common to both specialties. The remaining 37 credit hours will be taken in one of the

two specialties. Students in both specialties will complete 200 clock hours of field-based internship and five research-based courses that will culminate in at least 12 hours of proposal and dissertation work as the capstone activity of the program.

### ***Sequence of Study: EdD in Educational Administration***

The course sequence is as follows:

#### **Year 1**

Fall 1	EDU 6310 Christian Values & Ethics EDU 6311 Research I – Academic Writing EDU 6312 Research II – Quantitative Research
Spring 1	EDU 6342 Leadership in the Traditions of Faith EDU 6316 Research III – Qualitative Research EDU 6313 Multicultural Experiences
Summer 1	EDU 6314 Grant Writing EDU 6341 Digital Learning (Summer Institute)

#### **QUALIFYING EXAM**

#### **Year 2**

Fall 2	EDAD 6320 Program Analysis & Evaluation EDAD 6324 Leadership in the District EDAD 6322 Organization & Public Relations
Spring 2	EDAD 6323 Research IV - Proposal EDAD 6321 Issues in District Leadership District EDAD 6325 Advanced School Law
Summer 2	EDAD 6351 Finance & the School District EDAD 6352 Conflict Resolution (Summer Institute)

#### **Year 3**

Fall 3	EDAD 6235 Practicum EDAD 6361 Research V (1) – Dissertation
Spring 3	EDAD 6236 Practicum EDAD 6362 Research V (2) – Dissertation
Summer 3	EDAD 6363 Research V (3) - Dissertation

### ***Sequence of Study: EdD in Curriculum & Administration***

#### **Year 1**

Fall 1	EDU 6310 Christian Values & Ethics EDU 6311 Research I – Academic Writing
--------	------------------------------------------------------------------------------

	EDU 6312 Research II – Quantitative Research
Spring 1	EDU 6342 Christian Leadership EDU 6316 Research III – Qualitative Research EDU 6313 Multicultural Experiences
Summer 1	EDU 6314 Grant Writing EDU 6341 Digital Learning (Summer Institute)

### QUALIFYING EXAM

#### Year 2

Fall 2	CAI 6320 Curriculum Theory CAI 6321 Strategies for Professional Development CAI 6322 Curriculum Design
Spring 2	CAI 6323 Research IV - Proposal CAI 6324 Assessment of Student Learning CAI 6325 Contemporary Issues
Summer 2	CAI 6351 Program Evaluation (Summer Institute) CAI 6352 Supervision & Leadership

#### Year 3

Fall 3	CAI 6235 Practicum I CAI 6361 Research V (1) – Dissertation
Spring 3	CAI 6236 Practicum II CAI 6362 Research V (2) – Dissertation
Summer 3	CAI 6363 Research V (3) - Dissertation

For most candidates, completion of Dissertation will take place at end of Academic Year 3 with Dissertation Defense, Oral Exam, and Graduation taking place in the fall.

#### ***Admission Requirements***

Admission to the EdD Program is made as a result of examination of the Admissions Portfolio. This document will include, but not be limited to the following items:

1. Approved university application;
2. Master's Degree from an accredited university;
3. Combined five years of credited teaching experience and/or administrative/leadership experience (mid-management, principal certification or related professional experience for those seeking superintendent certification);

4. Letter of Intent (LOI) – This letter will introduce the applicant to the review committee and answer the question, “Given the mission of Concordia, ‘to develop Christian leaders,’ what can this program do for me?” Two typed pages, double-spaced, are required;
5. A letter from applicant’s employer indicating support for the candidate’s pursuit of the EdD, willingness to allow candidate to conduct field work in the organization (if a school district), and flexibility in work schedule such that candidate can attend class and conduct field work;
6. Letters of Reference (LOR) – Three LOR are required from professional sources, to include present and/or past supervisors, co-workers, professor from master’s degree program;
7. Official Transcripts – from accredited master’s degree conferring institution;
8. Resume or Vita – should summarize educational and professional career. Applicant should be able to explain any gaps in service;
9. A graduate GPA of at least 3.5 on a 4 point scale;
10. Sample of Scholarly Writing – may be research project from graduate school, published article, paper that demonstrates ability to conduct cited scholarly research;
11. Evidence of English language fluency (if applicable);
12. Although no formal testing is required for entry, scores from recent (five years or less) Graduate Record Exam (GRE) will be accepted and may be used if space is limited;
13. Finalists for admission to the program will be interviewed by the review committee prior to acceptance. An impromptu writing sample may be requested at the time of the interview. Space in the program will be limited, so the quality of items submitted will certainly be taken into account. Various point values may be assigned to the above items in cases where there are more qualified applicants than program space. In all cases, Concordia will select students who present the most competitive applications and who faculty consider most likely to be successful, contributing members of the Concordia community and to graduate.

### ***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. Course approved for transfer must appear on the student’s Degree Plan.

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 EdD 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. The burden of proof is on the student to justify why/how a particular course should be substituted in the program. Documents most helpful in this process will be a catalog course description and syllabus for the course in question. No transfer of credit will be considered for courses more than five years old from the start of the EdD program.

### ***Typical Course Meeting Schedule***

Courses will typically be scheduled during the long semester to meet four times face-to-face on a Friday and Saturday with on-line assignments delivered and received during the semester. During the summer session, a week-long Summer Institute will be held. The calendar for the semester will be presented at least sixty (60) days prior to the start of the year, noting the meeting dates and locations.

### ***Attendance***

Students are to 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, students will notify the instructor to determine how to make up the work missed in the class session. Often, an alternate assignment will be developed which will require outside of class research and reporting. If, for whatever reason, a candidate misses more than five (5) hours of cumulative absences, including late arrivals and early departures, he/she will be administratively withdrawn from the course, and will have to repeat the course at a later date. In the event of extreme extenuating circumstances, the candidate may petition the Dean of the College of Education to stay in the class.

Full participation in the interaction within the cohort is critical to meeting the course objectives. To affirm attendance and full participation, instructors will record late arrivals and early departures, both of which may be counted as absences. If candidates know that such absences are inevitable (i.e. proposed surgery, long-planned vacations, conference attendance, etc.), it is often better to drop the course and take it at a later time with another cohort. 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 Program Director to justify his/her continued participation in the program.

### ***Practicum/Internship Meetings***

The third year of the program will consist of students working on and finalizing their dissertations and completing their Practicum (in the case of EDAD students) and the Internship (in the case of C & I students). There will be few formal classroom meetings during this third year. Both Practicum and Internship students will actually be able to begin logging observation hours in the summer prior to the start of the final year. Arrangements will be made for supervisors to meet with students as a part of the Summer Institute to provide students with general guidelines for logging hours in the field. This will allow the student almost an entire summer plus a full fall and spring term to complete observations and logging of activities. Of course, the purpose of the Practicum and the Internship is to expose students to a variety of settings that will serve them well in future job pursuits. Certain activities in support of program objectives will accompany these visits, and students will work with their supervisors to complete these tasks.

### ***Qualifying Exam***

Upon completion of the Core Courses, all students in the EdD program will be required to successfully complete the Qualifying Exam before being admitted to Candidacy in their area of specialty. This exam typically will be scheduled on a Saturday during a four-hour session.

The purpose of the Qualifying Exam is for students to demonstrate their ability to:

- Master critical concepts from the Core Courses;
- Apply study skills to a range of topics broader than just one course;
- Be prepared for the in-depth study required in the area of specialty;
- Use critical thinking skills to deduce the best answer across a range of possibilities.

Each instructor in the Core Courses will be asked to develop questions (and suggested acceptable answers) that will cover the most critical aspects of their respective course. These questions may be multiple choice, short answer, matching, fill in the blank, scenario-based, data or decision-based, or essay in nature. From the items submitted, a bank of questions will be formed from which random questions will be selected for the Qualifying Exam. Students will be provided with a Suggested Study Sheet to help in preparing for the exam. Students will be expected to demonstrate mastery at the 80 percent level as scored by an appointed committee.

### ***Advancement to Candidacy***

Students are advanced to Candidacy status when they successfully complete the core classes and pass the Qualifying Examination.

### **Probationary Status**

Students whose GPA falls below 3.5 will be placed on Academic Probation and subject to review by a committee designated for that purpose. The student may be called upon to give reason for unsatisfactory performance. Any student whose grade falls below 3.5 will be given the next semester to bring the low GPA back to 3.5 or above. Failure to do so may result in the student being removed from the program.

### ***Grade Point Average (GPA)***

Student must successfully maintain a 3.5 GPA. The calculation of the grade point average is done at the end of each term (spring, summer, fall). Only courses taken at Concordia are used to figure GPA. Calculation is done by dividing attempted hours by quality points. Attempted hours are all credit hours in which the student is enrolled on the date of record for the semester (census day). If a course is repeated, only the highest grade will be figured in the GPA. For the purpose of GPA calculation, grades of "I", "NC", or "W" will not be counted.

#### Grade scale

A = 93% - 100%

B = 85% - 92%

C = 77% - 84%

F = Below 77%

#### Grade Formula Example

A 4 pts. X number of credit hrs 3-credit hr. course = 12 pts.

B 3 pts. X number of credit hrs 3-credit hr. course = 9 pts.

C 2 pts. X number of credit hrs 3-credit hr. course = 6 pts.

F 0 pts. 0 pts

The exception to the above grading scale will be for Research V – Dissertation, which will have the following grading scale:

- Passing
- Passing With Reservations
- Not Passing

Students may repeat courses to improve GPAs. To improve a grade in a course, the student must retake the exact same course (same prefix and number). While the previous grade in a repeated course continues to be included on the transcript, only the higher of the two grades will be used in computing the grade point average. A course taken at Concordia University Texas must be repeated at Concordia University Texas if it is intended to replace an earlier grade. Unless otherwise specified in the course description, regardless of how many times the student passes the course, the credit hours for a repeated course will only be counted once.

### **Academic Grievance**

Students who have an academic grievance with an instructor should discuss the issue with the instructor before pursuing any other action. If the student and the instructor are unable to resolve the issue, the student may appeal to the Program Chair. If the student does not feel that the issue has been resolved by the Program Chair, the student may appeal to the Director of the School. If the issue is not resolved by the Director, the student may appeal to the Dean, whose decision is final.

### **Incompletes**

An “Incomplete” is not a grade but a place-holder (denoted by an indicator of "I" in place of a grade). In order for an instructor to assign a student an “Incomplete” an Incomplete Form must be submitted by the student to the professor of the course in which student is requesting an “Incomplete.” The completed form indicates that the following criteria are met:

- specific course requirements have not been completed due to circumstances clearly beyond the student's control, and
- completed work to date is of passing quality.

Under no circumstances will the "I" indicator be assigned as a means of avoiding or postponing a low course grade. By signing the Incomplete Grade form, the instructor and the student agree that both conditions exist.

The Incomplete Form requires that both parties state

- the reason for the incomplete,
- the specific work required to complete the course, and
- the grade to be assigned if the work is not complete by the agreed upon date.

The student assumes the primary responsibility for completing the course within the initial or extended time limit and under the criteria established by the instructor. The "I" will be changed



to the agreed upon grade if the specified deadline is not met or notice is sent to the Registrar's Office of the completion of the work as indicated by a final grade. Satisfying work to remove an Incomplete will in no case extend beyond the next semester.

Students may repeat courses to improve GPAs. To improve a grade in a course, the student must retake the exact same course (same prefix and number). While the previous grade in a repeated course continues to be included on the transcript, only the higher of the two grades will be used in computing the grade point average. A course taken at Concordia University Texas must be repeated at Concordia University Texas if it is intended to replace an earlier grade. Unless otherwise specified in the course description, regardless of how many times the student passes the course, the credit hours for a repeated course will only be counted once.

### **Leaves of Absence**

Upon admission to the doctoral program, students must enroll every semester to meet the continuous enrollment requirements of the program. In the event that the student needs to take a temporary leave of absence, the student must have completed at least nine hours toward the degree and be in good standing. Approval for a leave of up to one year may be granted by the EdD Program Director. Leaves of longer than one year require Dean approval.

Grounds for requesting a leave of absence might include an illness or disability in the family, or personal circumstances including pregnancy, activities that enhance a student's professional career objectives, or active duty in the armed forces.

### **Program Withdrawal**

Withdrawing from the program is governed by the rules outlined in the schedule of courses. After specific dates, students are not allowed to withdraw from a course without impacting their GPA. Withdrawing from the program can be accomplished by sending notice to the Program Chair..

### ***Dissertation***

One of the most important decisions a student will make in the EdD program will be selecting the Dissertation Committee. This committee will have ultimate discretion as to whether or not a student can complete the program, based on the quality of the student's work. Thought as to the makeup of this committee should take place early and often in the course of the program. Students should begin informal discussions with instructors during Core Course work.

Since faculty participation on Dissertation Committees is limited by several factors, no student should formally ask any faculty member to chair their Dissertation Committee without the Program Chair's approval.

Dissertation Committee selection and approval should take place no later than the end of the first course in the specialty area. Dissertation Committees will consist of three faculty members from CTX, one of which must be a full-time faculty member. Generally, two of the three members will be from the College of Education. All requests to have a faculty member serve on a Dissertation Committee must be made to that instructor in writing, and a signed agreement from

the faculty member must be delivered to the Program Director, who must approve final committee selection. Students should be prepared with alternative options in case their first choices are not available. Any variation to the plan described above will require a Petition to the Program Director. A Petition will also be necessary in the event that a Dissertation Committee member must be replaced. It will be up to the student and the Dissertation Chair to work out a “calendar of events” that will lead to completion and defense of the dissertation and to establish protocols for meetings, contacts, etc. The Chair will be the main point of contact for all things dissertation-related throughout the program, including serving as liaison between the student and the IRB Committee (See IRB Committee below). Other dissertation-related materials are found in the second part of this document, entitled Dissertation Guide.

After passing the Qualifying Exam upon completion of the core courses, students should obtain the CTX Dissertation Guide which details the format for all dissertations, abstracts, and proposals. The CTX Dissertation Guide will direct students to follow the American Psychological Association’s (APA) (2010) *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Additional information on the *APA Publication Manual*, including tutorials can be found on the APA website at [www.apastyle.org/learn/](http://www.apastyle.org/learn/). The CTX Dissertation Guide will further discuss details such as paper, page format, margins, pagination, submission requirements, and required forms.

**Dissertation Fee:** A fee of \$1,800 is charged when the student begins the first dissertation course, either CAI 6361 Research V (1) -0 Dissertation or EDAD 6361 Research V (1)-Dissertation.

### **Dissertation Proposal**

Near the middle of Year Two of the program, students will take Research IV – Dissertation Proposal. In general terms, students should have had many opportunities to consider and discuss with faculty a topic for the dissertation. It is in Research IV that this process must be finalized. The expectations of Research IV are as follows:

- That the student will receive approval from the instructor on the dissertation topic;
- That the instructor will submit the topic with any comments to the Program Director, who, in turn, will sign off on the topic selected;
- That the student will complete during the course at a minimum the first two draft chapters of the dissertation, the Statement of the Problem and the Review of the Literature;
- If not completed during Research IV, certainly discussions should take place about Methodology and what Chapter Three will look like. This is the time for any disagreements about the nature of the dissertation (not necessarily mechanical or stylistic concerns) to be worked out. Advice and/or intervention by the Program Director should be sought in cases where differences cannot be resolved.

### ***IRB Committee***

The purpose of the Institutional Review Board (IRB) is to ensure that proper protocols are followed in the use of human subjects for research. Unless an exception is granted by the Program Director, IRB approval must be secured before data gathering for a dissertation begins. This will normally take place in or around the time the students takes Research IV, but in no case

after data gathering involving human subjects has begun. Students should consult with their Dissertation Chair, who can guide them through the IRB application and review process. CTX IRB – related policies may be found on the CTX website. The final approval from IRB for research to commence should be a part of the student record filed in the Graduate Studies office.

### ***Dissertation and Defense***

The culminating activity of this program will be the completion of the dissertation and its defense. These activities are described in great detail in the Dissertation Guide that accompanies this document.

### **Program Continuance Beyond Third Year**

Students are expected to complete all degree requirements within three years. Students' progress is normally marked as passing the Qualifying Examination at the end of the first year, completing the Dissertation Proposal at the end of the second year and successfully defending the Dissertation at the end of the third year. Students who are in good standing will be authorized to continue beyond the third year as follows:

- Beginning of Year 4 – Authorization will be made by the Director of the Doctoral Program
- Beginning of Year 5 – Authorization will be made by the Dean of the College of Education
- Beginning of Year 6 – Authorization will be made by the University Provost.

Students requiring extensions to the fifth year and beyond must meet all policy requirements of the University including validation of old coursework.

### ***Course Descriptions***

#### **CORE COURSES**

#### **EDU 6310 Christian Values & Ethics**

A study of major ethical principles, especially a Christian influenced ethic, and how these principles apply to one's personal life, and the challenges facing the world, primarily as those challenges impact the area of education. Students will be challenged to use ethical principles to analyze and resolve real world ethical dilemmas.

#### **EDU 6311 Research I – Academic Writing**

This course will prepare the student to begin the dissertation required for the terminal degree. Emphasis will be placed on both academic conventions and technical form for the five-chapter dissertation or other similar product. Topics will include academic writing standards of mechanics, grammar, style, APA form, citation use and placement, dissertation topic, structure, IRB considerations, presentation, and defense.

#### **EDU 6312 Research II – Quantitative Research**

Presents core statistical concepts and methods that all social science majors, including education, must master in order to understand and do social research. The emphasis is on the use of concepts and tools of statistics in the analysis of social science data.

### **EDU 6313 Multicultural Experiences**

A study of skills and techniques to diagnose and solve organizational problems and to influence actions of individuals, groups and organizations in a multicultural school community.

### **EDU 6314 Grant Writing**

Develops the knowledge and skills involved in writing competitive grants for federal, state and private funds.

### **EDU 6315 Research III – Qualitative Research**

Examines qualitative methods used in social science research, focusing primarily on applications in educational fields. Qualitative research follows an inductive process that involves the collection and analysis of non-numerical data to search for patterns, themes and holistic features that underlie behavioral patterns. The five common research design approaches will be explored: ethnographic, grounded theory, case studies, phenomenology, or narrative.

### **EDU 6341 Digital Learning**

Explores the rapidly changing landscape of learning organizations in the 21st century. Students will explore learning in a globally and digitally connected world and how new learning trends such as problem-based learning, self-directed learning, and flipped classrooms are changing the way children and adults learn and the nature of educational systems.

### **EDU 6342 Leadership in the Traditions of Faith**

Religious traditions around the world, and throughout history, have intentionally developed theories of leadership, and offered systems of belief and practice to help adherents lead families, religious communities, neighborhoods, and societies. This course explores some of the social, psychological, spiritual, religious, and ethical aspects of leadership from a panoply of religious and philosophical traditions (e.g. Hinduism, Taoism, Confucianism, Buddhism, Judaism, Platonism, Stoicism, Christianity, and Islam). Focus will be on reading primary texts.

## **EDUCATIONAL ADMINISTRATION**

### **EDAD 6320 Program Analysis & Evaluation**

Provides school administrators the skills necessary to review, analyze, and evaluate current programs in the school system in which they operate.

### **EDAD 6321 Issues in District Leadership**

Explores a wide variety of issues that will confront district-level leaders including establishing collaboratively the vision and mission of a school district, appropriate staff and community communications, facilitating change, and proper use of data.

### **EDAD 6322 Organization & Public Relations**

Examines best practices for school communications, public relations, and branding; evaluates successful and unsuccessful bond and tax ratification elections; and considers options for dealing with a “communication crisis vortex.”

#### **EDAD 6323 Research IV - Proposal**

Focuses upon preparation of the dissertation proposal which will include selection of topic, development of problem statement and research hypotheses/questions, initial review of literature, design of study, and significance and limitations of study.

#### **EDAD 6324 Leadership in the District**

Examines a broad view of leadership styles but with concentration on servant leadership as its main focus. The examination of servant leadership will acquaint the student with the advantages of approaching leadership from a shared rather than dominant position. The course will also have an emphasis on ethical behavior and leadership.

#### **EDAD 6325 Advanced School Law**

Focuses on examination of current legal issues which impact the educational community, the process of policy development for school systems, as well as the agencies, courts, and legislative bodies which develop rules and regulations effecting educational systems.

#### **EDAD 6351 Finance & the School District**

Centers on the reality of managing budgets for a Texas public school district. Focus will be on acting with integrity, fairness, and competence in dealing with school revenue, expenditure allocations, construction finance, special program finance, and “business office” operations in order to promote success of all students.

#### **EDAD 6352 Conflict Resolution**

Designed to provide a basic understanding of the nature of conflict from an educator's perspective and how it can be more effectively managed in our schools. Students will examine conflicts that arise between students, teachers, support staff, paraprofessionals, parents, administrators, school board members, community members, and anyone else who comes in the school setting. Strategies, processes, and skills for managing conflict will be presented and practiced throughout the course.

#### **EDAD 6235 Practicum**

The first of two semesters of fieldwork of the Ed.D. Educational Administration program, wherein students will spend time with one or more mentors in a campus or central office setting and record hours in each of the applicable program objectives.

#### **EDAD 6236 Practicum**

The second of two semesters of fieldwork of the Ed.D. Educational Administration program, wherein students will spend time with one or more mentors in a campus or central office setting and record hours in each of the applicable program objectives.

#### **EDAD 6361 Research V (1) – Dissertation**

Production of the dissertation, a formal document which demonstrates the candidate's ability to conduct research that makes an original contribution to theory or practice. The candidate must complete nine hours of Research V, this course being the first of three Research V courses.

**EDAD 6362 Research V (2) – Dissertation**

Production of the dissertation, a formal document which demonstrates the candidate's ability to conduct research that makes an original contribution to theory or practice. The candidate must complete nine hours of Research V, this course being the second of three Research V courses.

**EDAD 6363 Research V (3) – Dissertation**

Production of the dissertation, a formal document which demonstrates the candidate's ability to conduct research that makes an original contribution to theory or practice. The candidate must complete nine hours of Research V, this course being the third of three Research V courses. The candidate must retake this course until the dissertation is completed and successfully defended before a faculty committee.

**CURRICULUM & INSTRUCTION**

**CAI 6320 Curriculum Theory**

Examines major curriculum philosophies that have influenced educators within the last century. Students will analyze four educational visions (Scholar Academic, Social Efficiency, Learner Centered and Social Reconstruction). Students will reflect on their personal educational philosophies.

**CAI 6321 Strategies for Professional Development**

Designed to engage students in the examination of current research and trends in professional development for campus and district instructional staff. Students will have the opportunity to learn about development, implementation and evaluation of campus and district-level professional development and will explore adult learning strategies and motivation.

**CAI 6322 Curriculum Design**

Examines the impact of 21<sup>st</sup> Century Standards on the development, implementation and evaluation of state and local curricula.

**CAI 6323 Research IV - Proposal**

Focuses upon preparation of the dissertation proposal which will include selection of topic, development of problem statement and research hypotheses/questions, initial review of literature, design of study, and significance and limitations of study.

**CAI 6324 Assessment of Student Learning**

Provides students with the tools to develop, maintain, and evaluate an effective student learning assessment process. Exploration of the assessment process will include: how to write appropriate learning objectives, the utilization of learning goals, formative and summative assessment, the differentiation of testing formats and what they really assess, the utilization of rubrics for

improved instruction and feedback, and an understanding of the values of writing ethical assessments to meet the needs of all students.

### **CAI 6325 Contemporary Issues**

Explores the issues in curriculum and instruction which are current as well as those that continue as ongoing issues in education. Topics such as teacher accountability, a centralized curriculum, equity and access, high-stakes testing, and culturally responsive teaching are among the topics to be explored. This will be an evolving course driven by the issues that affect educators.

### **CAI 6351 Program Evaluation**

Examines different theoretical models of evaluation and will evaluate an educational program by constructing and administering instruments, analyzing the data gathered, determining the worth of the program, writing an evaluation report, and presenting the report to the personnel of the program evaluated, including presentation for the class.

### **CAI 6352 Supervision & Leadership**

Examines research related to the effective supervision of curriculum and instruction at the school, district, and system levels

### **CAI 6235 Practicum I**

The first of two semesters of fieldwork of the Ed.D. Curriculum & Instruction program, wherein students will spend time with one or more mentors in a campus or central office setting and record hours in each of the applicable program objectives.

### **CAI 6236 Practicum II**

The second of two semesters of fieldwork of the Ed.D. Curriculum & Instruction program, wherein students will spend time with one or more mentors in a campus or central office setting and record hours in each of the applicable program objectives.

### **CAI 6361 Research V (1) – Dissertation**

Production of the dissertation, a formal document which demonstrates the candidate's ability to conduct research that makes an original contribution to theory or practice. The candidate must complete nine hours of Research V, this course being the first of three Research V courses.

### **CAI 6362 Research V (2) – Dissertation**

Production of the dissertation, a formal document which demonstrates the candidate's ability to conduct research that makes an original contribution to theory or practice. The candidate must complete nine hours of Research V, this course being the second of three Research V courses.

### **CAI 6363 Research V (3) - Dissertation**

Production of the dissertation, a formal document which demonstrates the candidate's ability to conduct research that makes an original contribution to theory or practice. The candidate must complete nine hours of Research V, this course being the third of three Research V courses. The candidate must retake this course until the dissertation is completed and successfully defended before a faculty committee.

### ***Ed.D. Program Faculty***

**Joanne Antrim** (Associate Professor, Education)

Seton Hall University, South Orange, NJ, B.S., 1969; Texas State University, San Marcos, TX, M.Ed., 2001; Capella University, Minneapolis, MN, Ph.D., 2007. At Concordia since 2008.

**Allen R. Brown** (Assistant Professor, Dean College of Education, Education)

Tarrant County Junior College, Fort Worth, TX, A.A., 1971; Texas Christian University, Fort Worth, TX, B.A., 1973; Lamar University, Beaumont, TX, M.A., 1983; Texas A & M University, College Station, TX, Ed.D., 1990. At Concordia since 2011.

**Karen Crow** (Assistant Professor, Education)

University of Texas at Arlington, Arlington, TX, B.S., 1976, University of North Texas, Denton, TX, 1989, Tarleton State University, Stephenville, TX, EdD, 2009. At Concordia since 2010.

**Erik W. Green** (Assistant Professor, Communication)

Central Michigan University, Mt. Pleasant, MI, B.A., 2002, M.A., 2004, University of Texas, Austin, TX, Ph.D. 2012. At Concordia since 2011.

**Alexandra R. Herron** (Dean, Online Center; Assistant Professor, Education)

Gonzaga University, Spokane, WA, B.A., 2007; National University, La Jolla, CA, M.S., 2011. Creighton University, Omaha, NB, EdD, 2015. Concordia since 2012.

**Philip J. Hohle** (Assistant Professor, Communication)

University of Texas, Austin TX, B.A., 1979; Texas State University, San Marcos, TX, M.S., 1987; Regent University, Virginia Beach, VA, Ph.D 2014. At Concordia from 1979 to 1989 and since 2007.

**Kristi D. Kirk** (Assistant Professor, History)

Concordia University at Austin, Austin, TX, BA, 1995; The University of Texas, Austin, TX, M.A., 2000; Capella University, Minneapolis, MN, Ph.D. 2013. At Concordia 1993-98 and since 2000.

**Jonathan T. Leonard** (Associate Professor, Education)

Concordia University –Chicago, River Forest, IL, B.A., 1979; Minnesota State University-Mankato, MN, M.S., 1987; Ball State University, Muncie, IN, Ph.D., 1993. At Concordia since 2011.

**Thomas R. Pate** (Professor, Physical Education)

Southwestern University, Georgetown, TX, B.S., 1972; Texas Southern University, Houston, TX, M.S., 1978; University of Texas, Austin, TX, Ph.D., 1995. At Concordia since 1997.

**Carl C. Trovall** (Associate Professor, Ethics and History; Dean, College of Liberal Arts)



Concordia College, St. Paul, MN, B.A., 1983; Concordia Seminary, St. Louis, MO, M.Div., 1987; Southern Methodist University, Dallas, TX, Ph.D., 2010. At Concordia from 1997-2002 and since 2006.

**Michael G. Wallace** (Associate Professor, Chair COE Graduate Division, Director EdD, Education)

Southwest Texas State University, San Marcos, TX, B.S.Ed., 1975; Stephen F. Austin State University, Nacogdoches, TX, M.A., 1976; Baylor University, Waco, TX, Ed.D., 1998. At Concordia since 2007.

**Chris Winkler** (Assistant Professor, Remote Center Dean, Education)

Texas A&M University, College Station, TX, BS; 1985; University of Texas at Austin, Austin, TX, M.Ed., 1992, Ph.D., 2008. At Concordia since 2009.

**Brenda Albright** (Adjunct Professor, Education)

Texas A&M University, College Station, TX, B.A., 1980; Texas A&M University, College Station, TX, M.A., 1998; Texas A&M University, College Station, TX, Ph.D., 2000. At Concordia since 2014.

**Andrew Attaway** (Adjunct Professor, Education)

Stephen F. Austin State University, Nacogdoches, TX, B. Mus, 1973; Stephen F. Austin State University, Nacogdoches, TX, M.Ed., 1974; University of Missouri, Columbia, MO, Ed.S., 1977; University of Missouri, Columbia, MO, Ed.D., 1983. At Concordia since 2007.

**Ronald Bradford** (Adjunct Professor, Education)

Baylor University, Waco, TX, B.S., 1968; University of North Texas, M.Ed, 1979; University of North Texas, EdD, 1990. At Concordia since 2009.

**Lori Einfalt** (Adjunct Professor, Education)

Purdue University, West Lafayette, IN, B.A., 1982; The University of Texas, Austin, TX, 1989; The University of Texas, Austin, Ph.D., 2002. At Concordia since 2009.

**Chris Harvey** (Adjunct Professor, Education)

Texas State University, San Marcos, TX, B.S., 1995; Concordia University Texas, Austin, TX, MEd, 2008; University of Mary Hardin Baylor, Belton, TX, 2014, EdD. At Concordia since 2015.

**Gregory Jones** (Adjunct Professor)

Eastern Nazarene College, Quincy, MA, B.A., 1974; University of Houston, Clear Lake, TX, M.S., 1987; University of Houston, Houston, Ed.D., 2002. At Concordia since 2006.

**David Kernwein** (Adjunct Professor)

Chicago State University, Chicago, IL, B.S., 1967; Chicago State University, Chicago, IL, M.A., 1969; University of Houston, Houston, Ed.D., 1979. At Concordia since 1999.

**Lucy Larrison** (Adjunct Professor, Education)

Sam Houston State University, Huntsville, TX, B.A., 1972; Sam Houston State University, Huntsville, TX M.Ed., 1985; Texas A&M University, College Station, Ph.D., 2006. At Concordia since 2013.

**Rosie Watwood** (Adjunct Professor)

University of Texas at El Paso, El Paso, TX, B.S. 1967; East Texas State University, Commerce, TX, M.Ed., 1974; East Texas State University, Commerce, Ed.D., 1985. At Concordia since 2012.



# General Academic Information

## *Course-by-Arrangement (CBA)*

Concordia University Texas offers the opportunity for students to receive instruction in an approved course within its curriculum through personal arrangement between the student and instructor. To apply for Course-by-Arrangement instruction, a *valid scheduling conflict* (see *definition* below) must exist. Permission to take a Course-by-Arrangement must be approved by the instructor, the advisor, and the Dean of the appropriate college. Course-by-Arrangement (CBA) is limited to **three (3)** credit hours.

Students may obtain the necessary form for Course-by-Arrangement from the Registrar's website ([www.concordia.edu](http://www.concordia.edu)), in Student Central, or from their Student Support Coordinator. In addition to tuition, there is an extra fee for a Course-by-Arrangement.

## *Definition*

A valid scheduling conflict exists when:

- Courses a student needs for graduation are offered at the same time; or
- Course a student needs for graduation is not offered in that given term, and there is a valid reason the student did not take the course when last offered.

NOTE: Student's personal schedule or work schedule does not automatically constitute a valid scheduling conflict.

## *Attendance*

Participation is required in every course. In some programs, attendance is part of the grade in every course and the student must be in class to participate; therefore, students who have excessive absences are subject to dismissal from the program. Specific participation requirements are outlined in each degree and course syllabus.

## *Census Date*

The Census Date for all graduate courses is the first 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.

## *Incomplete*

For graduate 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 designation from the Program Director who must approve the appeal before final approval from the Dean of the College is requested. The student has the following session to fulfill the requirements of the course in which the Incomplete was received. If the student fails to complete the course in the following 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.

### *Enrollment Status*

A student in a graduate program is considered to be full time if the student is registered for six (6) academic hours per term (term equals 16 weeks). In some graduate programs, 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.

### *Academic Standing Progression*

To remain in good standing, graduate students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation for the following term at the end of any semester in which their cumulative GPA falls below 3.0. The student will be returned to good standing if a cumulative GPA of 3.0 or better is earned at the end of the probationary term. 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 program director or student support coordinator.

## **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 Arts in Sports Administration***

- 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.

***Doctor of Education degree-seeking candidates:***

- Must complete all program curriculum requirements.
- Must attain a cumulative GPA of 3.5 in all work completed at Concordia University Texas.
- Must successfully complete doctoral dissertation
- 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 Student Registration and Records at the Main Campus for pick up.

Only one diploma is issued 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 process of degree certification begins in the Registrar's Office. Once it is determined that a student has met all degree requirements, their degree will be awarded and posted to the student's transcript.

As applicable:

- Diplomas will include Degree, Degree Date.
- Final transcripts will include Degree, Major, Concentration/Specialization, and Degree Date.

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.

### *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 or be within six (6) hours or two (2) classes.
- be at or above the minimum GPA requirement
- have a zero balance on their University account

Concordia offers graduation ceremonies twice 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. Location, time, and other information can be found on the website at <http://www.concordia.edu/commencement> .

## **Academic Standing Progression**

### *Master Degrees*

Concordia University Texas (CTX) has established Academic Standing Progression as an integral part of its goal to promote student success and to comply with the Department of Education criteria for receiving Title IV funding. It is in neither the students' nor Concordia's best interest to have students remain in a program if satisfactory progress is not being achieved toward degree completion. For students who have difficulty meeting these standards, academic advisors are available to help set immediate goals and strategies for improvement. When indicated, permission for continued enrollment and eligibility for financial aid is withdrawn by Concordia in a timely and professional manner.

To remain in good standing, all master-level graduate 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 a cumulative GPA of 3.0 or better.
- If the student fails to earn a 3.0 GPA at the end of the next term in which the student is enrolled, the student is academically ineligible to continue studies at Concordia University Texas and will be academically dismissed.
- 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.
- Academic Probation is permanently noted on the student's transcript and becomes part of the student's permanent record.
- 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 at the end of the first term.

*Note: Any change in academic standing could impact Financial Aid. Refer to Financial Aid policy.*

### Grade Point Evaluation Standard

Academic Standing Progression is assessed through Grade Point Average (GPA) evaluation. The calculation of the grade point average is done at the end of each term (spring, summer, fall). Only courses taken at Concordia are used to figure GPA. Calculation is done by dividing attempted hours by quality points (see **Table 1** below). Only the highest grade earned on a repeated course is figured into the calculation to determine GPA; the lower grade no longer counts in the GPA calculation. For the purpose of GPA calculation, grades of "I", "NC", or "W" will not be counted.

**Table 1: Determining Quality Points**

Grade	Formula	Example
A	4 pts. X number of credit hrs	3-credit hr. course = 12 pts.
B	3 pts. X number of credit hrs	3-credit hr. course = 9 pts.
C	2 pts. X number of credit hrs	3-credit hr. course = 6 pts.
F	0 pt.	0 pts.

### Academic Ineligibility Appeal Process

#### *First Appeal*

To obtain the necessary appeal forms for an Academic Dismissal due to academic ineligibility, the student should contact Student Central. Appeal forms along with instructions will be sent to the student. Academic Dismissal appeals for reinstatement must be submitted in writing to Student Central or a Student Support Coordinator. All Academic Dismissals must be

successfully appealed prior to attempting to continue study at Concordia University Texas. The following requirements must be met for an appeal to be considered:

- All appeals must include the Dismissal Appeal Form and be submitted at least two (2) business days prior to the last day to add a course in the 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 the student's ability to perform academically.
- Student must provide an attainable 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, 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.
- Student may have to apply for re-admission to the university before trying to register for courses
- Financial Aid may be affected by any change in status; refer to Financial Aid policy.

***Secondary Appeal***

Denied petitions for reinstatement may be presented to the Provost's Office with an additional written statement delineating the challenges to the prior ruling and providing any additional relevant information. The Provost 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 Following Successful Appeal**

If the appeal is approved and the reinstatement takes place prior to the end of late registration deadline, the student will be able to register for classes. Readmitted students are automatically placed on Academic Probation status for the term in which he/she is reinstated and registered for courses. Failure to meet the requirements specified in the appeal approval or those required for



the probationary term will result in a second academic dismissal from the University.  
**Reinstatement from such a second dismissal is not generally approved except in extreme situations.**

Once a student has been Academically Dismissed, if the appeal for reinstatement is not successfully completed prior to the end of the late registration period of the term immediately following the dismissal, the individual is required to complete the re-enrollment process for admission to Concordia University Texas. 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.**

*NOTE: Financial Aid may be affected by any change in status; refer to Financial Aid policy.*

### ***Doctoral Program***

#### **Grade Point Average (GPA)**

Student must successfully maintain a 3.5 GPA. The calculation of the grade point average is done at the end of each term (spring, summer, fall). Only courses taken at Concordia are used to figure GPA. Calculation is done by dividing attempted hours by quality points. Attempted hours are all credit hours in which the student is enrolled on the date of record for the semester (census day). If a course is repeated, only the highest grade will be figured in the GPA. For the purpose of GPA calculation, grades of "I", "NC", or "W" will not be counted.

#### Grade scale

- A = 93% - 100%
- B = 85% - 92%
- C = 77% - 84%
- F = Below 77%

#### Grade Formula Example

- A 4 pts. X number of credit hrs. 3-credit hr. course = 12 pts.
- B 3 pts. X number of credit hrs. 3-credit hr. course = 9 pts.
- C 2 pts. X number of credit hrs. 3-credit hr. course = 6 pts.
- F 0 pts. 0 pts

The exception to the above grading scale will be for the Research V – Dissertation courses, which will have the following grading scale:

- Passing
- Passing With Reservations
- Not Passing

Students may repeat courses to improve GPAs. To improve a grade in a course, the student must retake the exact same course (same prefix and number). While the previous grade in a repeated course continues to be included on the transcript, only the higher of the two grades will be used in computing the grade point average. A course taken at Concordia University Texas must be repeated at Concordia University Texas if it is intended to replace an earlier grade. Unless

otherwise specified in the course description, regardless of how many times the student passes the course, the credit hours for a repeated course will only be counted once.

### **Probationary Status**

Students whose GPA falls below 3.5 will be placed on Academic Probation and subject to review by a committee designated for that purpose. The student may be called upon to give reason for unsatisfactory performance. Any student whose grade falls below 3.5 will be given the next semester to bring the low GPA back to 3.5 or above. Failure to do so may result in the student being removed from the program.

Note that:

- Students are automatically placed on academic probation at the end of any semester in which their cumulative GPA falls below 3.5.
- The student will be returned to good standing after earning a cumulative GPA of 3.5 or better.
- If the student fails to earn a 3.5 GPA at the end of the next term in which the student is enrolled, the student is academically ineligible to continue studies at Concordia University Texas and will be academically dismissed.
- Academic Probation is permanently noted on the student's transcript and becomes part of the student's permanent record.
- 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 at the end of the first term.

*Note: Any change in academic standing could impact Financial Aid. Refer to Financial Aid policy.*

### **Academic Ineligibility Appeal Process**

#### *First Appeal*

To obtain the necessary appeal forms for an Academic Dismissal due to academic ineligibility, the student should contact the director of the doctoral program or the program's Student Support Coordinator. Appeal forms along with instructions will be sent to the student. Academic Dismissal appeals for reinstatement must be submitted in writing to the director of the doctoral program or to the Student Support Coordinator. All Academic Dismissals must be successfully appealed prior to attempting to continue study at Concordia University Texas. The following requirements must be met for an appeal to be considered:

- All appeals must include the Dismissal Appeal Form and be submitted at least two (2) business days prior to the last day to add a course in the 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 the student's ability to perform academically.
- Student must provide an attainable 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 the director of the doctoral program and faculty, 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.

**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.
- Student may have to apply for re-admission to the university before trying to register for courses
- Financial Aid may be affected by any change in status; refer to Financial Aid policy.

*Secondary Appeal*

Denied petitions for reinstatement may be presented to the Provost's Office with an additional written statement delineating the challenges to the prior ruling and providing any additional relevant information. The Provost 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 Following Successful Appeal**

If the appeal is approved and the reinstatement takes place prior to the end of late registration deadline, the student will be able to register for classes. Readmitted students are automatically placed on Academic Probation status for the term in which he/she is reinstated and registered for courses. Failure to meet the requirements specified in the appeal approval or those required for the probationary term will result in a second academic dismissal from the University.

**Reinstatement from such a second dismissal is not generally approved except in extreme situations.**

Once a student has been Academically Dismissed, if the appeal for reinstatement is not successfully completed prior to the end of the late registration period of the term immediately following the dismissal, the individual is required to complete the re-enrollment process for admission to Concordia University Texas. 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.**

*NOTE: Financial Aid may be affected by any change in status; refer to Financial Aid policy.*

**Satisfactory Academic Progress (SAP) - Financial Aid**

Student Financial Services at Concordia University Texas (CTX) utilizes the qualitative and quantitative Academic Standing Progression policy of the University as listed in the Academic

Information Section of this catalog. In addition to those measurements students must complete their academic program within the federally mandated maximum permissible timeframe (not to exceed 150% of the published length of the program). Application of these requirements includes all terms of enrollment, whether or not aid was awarded or received.

### *SAP Evaluation – Eligibility to Receive Financial Aid*

Student Financial Services will evaluate SAP requirements at the end of each term and before aid is disbursed for the following term. Students who fail to meet SAP requirements will be automatically placed in a warning status for one (1) term. Those students are expected to meet SAP requirements by the end of that term or risk being placed on financial aid suspension. Students cannot receive federal or state financial aid while on financial aid suspension. Students who have experienced documented, extraordinary circumstances that lead to their financial aid suspension may petition for one (1) additional term of eligibility.

### *Financial Aid SAP Petition Process*

Students who believe they have extraordinary, extenuating circumstances must submit a typed request to Student Financial Services explaining their situation and provide the following information:

- Student printed name and signature, Banner ID, daytime contact information
- Detailed explanation addressing the circumstances that directly contributed to the poor academic performance and how these circumstances have been remediated or are no longer a contributing factor toward the student's ability to perform academically.
- Provide supporting documentation from a 3rd party if available (e.g., police report, detailed hospital bill, physician's statement, death certificate, etc.).
- Enrollment plans for the next term including anticipated number of credit hours, change in major or any other academic-related documentation approved by a CTX academic advisor.

Students who have successfully petitioned financial aid suspension are placed in a probation status. Students in probation status are eligible to receive financial aid for one (1) term, after which they must meet satisfactory academic progress standards in order to receive aid in a future term. Students who fail to meet SAP at the end of the probation term may go through the petition process again to request an additional term of financial aid eligibility.

Financial Aid SAP petition decisions are made independently of the Academic Appeal process described in the Academic Information Section of this catalog. However, students must be academically eligible to enroll for coursework to receive financial aid.

## **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 Wi-Fi throughout the building and campus. For research help, students can contact library staff, by phone at (512) 313-5050, email at [library@concordia.edu](mailto:library@concordia.edu) or text us at (512) 981-7550. In some cases librarians also visit classrooms. Our website ([www.concordia.edu/library](http://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.

## **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](http://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. A copy of the student’s DD-214, if the student is the service member, needs to be submitted to the VA Certifying Official. An official copy of the student’s Joint Services Transcript needs to be submitted to the school when the student applies for admission so that any military credit can be considered for transfer credit.

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 being academically ineligible to return. For more information on satisfactory progress, see the [Standards of Academic Progress](#) section of this catalog.

## Tuition, Fees, and Refunds

### *TUITION*

- **MASTERS DEGREES – ON GROUND**

- MED Tuition per Cr. Hr.
  - AY15/16 start - LOCKED TUITION \$540
  - AY16/17 start - LOCKED TUITION \$560
  - AY17/18 start - LOCKED TUITION \$525
- MBA Tuition per Cr. Hr.
  - AY 15/16 start - LOCKED TUITION \$710
  - AY 16/17 start - LOCKED TUITION \$735
  - AY 17/18 start - LOCKED TUITION \$680

- **FULLY ON-LINE PROGRAMS**

- RN to MSN Tuition per Cr. Hr.
  - UNDERGRADUATE \$350
  - GRADUATE \$450
- GRAD – MED/MA Tuition per Cr. Hr.
  - AY 15/16 starts - LOCKED TUITION \$540
  - AY 16/17 starts - LOCKED TUITION \$560
  - AY 17/18 starts - LOCKED TUITION \$525
- GRAD - MBA Tuition per Cr. Hr. – all \$560
- GRAD – Ed.D. \$775

### *FEES*

#### **GENERAL ENROLLMENT FEES**

- Non-Traditional Gen. Services. Fee (ADP, Grad, Online; per term) \$100

#### **COMMUNITY PROGRAMS**

- Community Learning Opportunity, cost per course \$200

#### **ADMINISTRATIVE FEES\***

- **Accounting Fees**
  - Late Payment Fee (per month charge range based on balance) \$75-250
  - Returned Payment Fee \$50
- **Admissions Fees**
  - Application Fee – Graduate \$50
- **Graduation Fees**

○ Graduation Fee	\$150
○ Completion/Audit Fee (Certificates only)	\$30
● <b>Security Fees</b>	
○ Replacement ID	\$25
● <b>Registration/Registrar Services Fees</b>	
○ Audit Fee (per hour)	\$200
○ Diploma Replacement Fee	\$100
○ Transcripts Standard (3-5 day processing) -	\$7
○ Expedited (1-day processing)	\$10
○ Express (Same day processing)	\$25

## DEPOSITS

### Payment Options

All charges for tuition and fees are due in full 14 days prior to the first day of class. If registration is completed after the normal payment deadline, tuition and fees are due immediately upon registration. Payment may be made either online, by mail or in person at Student Central. Additional charges for special course fees, insurance, etc., may be assessed after registration and are due when charged to the student account.

Students who complete the financial assistance process may apply identified Credits/Anticipated Credits on the Student Schedule/Bill against the total charges; any remaining balance is due and must be paid in full. Eligible students planning to pay charges through the various student aid programs (please refer to the section on *Financial Aid*) must meet the deadlines required by the Student Financial Services Office. If student aid is not recorded by the due date shown on the Student Schedule/Bill, other payment arrangements must be made.

To satisfy payment requirements for the fall and spring terms, students may request participation in a payment plan program that allows eligible students to make payments in installments. Information regarding this payment plan can be obtained from your Student Support Coordinator. Setup fees are charged for participation in the program.

Payment may be made by cash, check, money order, ACH, American Express, MasterCard, Visa, or Discover. Concordia assumes no responsibility for loss of cash if sent through the mail. Payments made by mail must be received by Concordia on or before their due date. **A late charge may be assessed for accounts past due for over thirty (30) days.** Further, a student whose account is in arrears may not be able to register for classes, receive transcripts, or recommendations.

### Refunds

Tuition refunds are processed in accordance with the following schedule:

#### **On Ground Graduate Programs**

If the student withdraws from the class:

<u>Prior to the 1st class meeting:</u>	<u>100%</u>
<u>After the first class session but prior to the 2nd class session</u>	<u>50%</u>

<u>After the second class session</u>	<u>0%</u>
If a student is administratively removed from a class:	
<u>Did not attend first night of class (Administrative drop):</u>	<u>100%</u>
<u>Missed more than 4 hours of class (Administrative withdrawal):</u>	<u>0%</u>
<u>Missed more than 4 hours of class (Administrative withdrawal):</u>	<u>0%</u>

**Fully Online Program**

If the student withdraws from the course:	
<u>Prior to or during first week of class</u>	<u>100%</u>
<u>After the first week of class</u>	<u>0%</u>
A student is administratively withdrawn if they do not log in:	
<u>By 11:59 PM CT Day 6 of first week of class</u>	<u>100%</u>
<u>For seven consecutive days after the initial log in:</u>	<u>0%</u>

\*The \$200 Online Course Administrative Fee is non-refundable and is not part of the tuition refund policy. The \$250 Online Course Administrative Fee is not applicable to students admitted to a CTX online program or the Accelerated Degree Program.

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

**Other Refunds Are Processed as Follows**

- Scholarship, grant, and loan funding (student aid) awarded through the Student Financial Services office will be subject to the same prorated formula applied to tuition and fee refunds, unless otherwise stipulated by program requirements. The percentage of tuition, fees, room and board charged the student would be paid; the remainder of the student aid will be returned to the fund from which the award was paid. All students receiving Title IV (federal) student aid are subject to the return of student aid if withdrawing prior to the 60% point of any enrollment period. No refund of assistance will be paid to the student.
- Refunds will be made payable to the student, with the exception of PLUS loan refunds which are made payable to the person who incurred the loan debt.

The above provisions apply to all students without respect to the reason for withdrawal or dismissal.

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

**Other Refunds Are Processed as Follows**

- Scholarship, grant, and loan funding (student aid) awarded through the Student Financial Services office will be subject to the same prorated formula applied to tuition and fee refunds, unless otherwise stipulated by program requirements. The percentage of tuition, fees, room and board charged the student would be paid; the remainder of the student aid will be returned to the fund from which the award was paid. All students receiving Title IV (federal) student aid are subject to the return of student aid if withdrawing prior to the 60% point of any enrollment period. No refund of assistance will be paid to the student.



- The unused portion of the Food Service Fee may be refunded when students discontinue food service during a term. Unused portions of the Food Service Fee at the end of a term will not be refunded.
- Student housing charges for students who leave the dorm during a term will follow the tuition and fees refund schedule listed above.
- Refunds will be made payable to the student, with the exception of PLUS loan refunds which are made payable to the person who incurred the loan debt.

*The above provisions apply to all students without respect to the reason for withdrawal or dismissal.*

For Military Personnel:

- When a student withdraws during a period in which he or she is receiving Tuition Assistance funds, the amount of funds that must be returned to the service unit is based on the length of time the student was enrolled prior to withdrawing, and the school refund policy pertaining to the student's program. The amount of funds earned by the student is directly proportional to time enrolled, through 60 percent of the period of enrollment. After 60 percent, the student is considered to have earned all aid. Unearned Tuition Assistance aid must be returned to the paying service division.

### **Non-Refundable Fees**

These provisions apply to all students without respect to the reason for withdrawal or dismissal:

1. Special course fees and deposits

### **Withdrawals**

Official withdrawal from the university is dated at the time a student signs a withdrawal request and files it in Student Central. Forms for withdrawal may be obtained in Student Central or online. The date of official withdrawal determines the charges assessed and/or refunded.

Non-attendance in classes does not constitute official withdrawal from the university or from a course. Students who do not officially withdraw may receive grades for all registered courses and may be billed accordingly.

## **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.

# University Governance

## Board of Directors, Concordia University System

### Board of Directors, Concordia University System

#### Voting:

Mr. Frederick Anderson  
Council of Members (COM) Lay

Mr. Jason Fearneyhough  
Council of Members (COM) Lay

Mr. Jonathon Giordano  
Synod – Commissioned

Mrs. Ellen Lange  
Synod – Lay

Mr. David Haweek  
Synod - Lay

Rev. Dr. Daniel Jastram  
Synod – Ordained

Rev. Dr. Korey Maas  
LCMS Pres Rep

Mr. Dennis Meyer  
Council of Members (COM) Lay

Mr. John Mierow  
Synod – Commissioned

Dr. Gerhard Munding, Jr.  
Synod – Lay

Rev. Dr. Byron Northwick  
Synod – Ordained

Mr. Frederick Ohide  
Council of Members (COM) Lay

Rev. Dr. Orville C. Walz  
Synod – Ordained

#### Advisory:

Dr. Kurt Krueger  
CUS Presidents Rep

Rev. Dr. Ray Mirly  
COP Rep

Rev. J. Bart Day  
Ex Officio

Rev. Dr. Larry Stoterau  
COP Rep

Rev. Kevin Robson  
Synod CMO-Ex Officio

Mr. Jerald Wulf  
Ex Officio

### Board of Regents, Concordia University Texas

Jim Albers, Walburg, TX  
Christopher Bannwolf, San Antonio, TX  
James M. Cleary, Houston, TX  
Dr. Theodore Crofford, Fort Worth, TX  
Mark De Young, Austin, TX  
Rev. Allen Doering, Kingwood, TX  
Dr. Mary Beth Gaertner, Magnolia, TX  
Peter Hames, Willis, TX  
Rev. Kenneth Hennings, Burnet, TX

Rev. Nathaniel Hill, Winchester, TX  
Dr. Max Kiesling, Frisco, TX  
Raymond Kym, Tomball, TX  
Dr. Margaret Landwermyer, Austin, TX  
Heidi Lewis, Houston, TX  
Noreen L. Linke, Sugar Land, TX  
Charles Requadt, Seabrook, TX  
Cassandra Schermbeck, Georgetown, TX  
Rev. M. Alan Taylor, Galveston, TX

### **Concordia University Texas Executive Team**

Donald A. Christian, D.M. – President, Chief Executive Officer  
Kristi D. Kirk, Ph.D. – Provost, Executive Vice President  
Elizabeth W. Atherton, B.A. – Vice President, Chief Operations Officer  
Shane Sokoll, Ph.D. – Chief Strategy Officer  
Sarah Loghin, CPA CFE CMA – Chief Financial Officer

### **College Deans and Directors of Schools**

Carl Trovall, Ph.D. – College of Arts & Sciences

#### **Directors of Schools**

Kelly Gordon, Ph.D. – School of Fine Arts  
Ann Schwartz, Ph.D.– School of Humanities  
Phillip Schielke, Ph.D. – School of Natural and Applied Science

Erik Green, Ph.D. – College of Business and Communication  
James McConnell, Ed.D. – College of Education  
Kathy Lauchner, Ph.D. – College of Nursing

### **Administrative Directors/Managers**

Kassi Benaglio – Associate Director of Donor Engagement  
Connie Beran, M.S. – Registrar  
Elise Brazier, Ph.D. – Program Director, Master of Business Administration  
Ruth Cooper, M.S.W. – Program Director, Student Success Center/Disability Coordinator  
Kristin Coulter, B.A. – Associate Vice-President of Admissions  
Patricia Fick, M.P.E. – Director, Can Do Program  
Jeff Frosch – Director of Donor and Alumni Relations  
Daniel Gregory, M.A., M.Eng. – Associate Vice President, Building Operations  
Alexandra R. Herron, M.A., M.S. Ph.D.– Center Dean, Online Center  
Candice Hill, B.A. – Director, Undergraduate Admissions  
Paul Hooks – Director, Facilities Management  
Russell Jeffrey, B.S. – Director, Student Financial Services  
Christel Logan, B.A. – Assistant Director, Events and Scheduling  
Sarah Loghin, B.B.A. – Associate Vice President of Finance & Accounting

Mikail McIntosh-Doty, M.L.I.S., M.A.R., M.A. – Director, Library Services  
Liz Medina, Ph.D. – Director, Student Services  
Thomas Pate, Ph.D. – Director, Wellness Center  
Cedric Perry – Associate Director of Student & Alumni Relations  
K.C. Pospisil, M.B.A. – Associate Vice-President, Student Success and Retention  
Joel Rahn, M.A. – Manager, Academic Computing  
Eric Silber, B.B.A. – Director, Support Services  
Randa Scott, M.B.A. – Director, Center for Vocation and Career  
Jennielle Strother, M.Ed. - Associate Vice President, Enrollment

## University Faculty

**Brandy B. Alba** (Assistant Professor, English; Director of Undergraduate Writing)  
Concordia University Texas, Austin, TX, B.A., 2008; Texas State University, San Marcos, TX, M.A., 2011; Texas State University, San Marcos, TX, Ph.D., 2016. At Concordia since 2012.

**Joanne Antrim** (Associate Professor, Education)  
Seton Hall University, South Orange, NJ, B.S., 1969; Texas State University, San Marcos, TX, M.Ed., 2001; Capella University, Minneapolis, MN, Ph.D., 2007. At Concordia since 2008.

**David Aronica** (Assistant Professor, Business)  
University of Minnesota, Minneapolis, MN, B.S. 1992; Cornell University, Ithaca, NY, M.B.A., 1999. At Concordia since 2015.

**Kathleen Anglin** (Assistant Professor, Nursing)  
Texas Woman's University, Denton, Texas, B.S.N., 1978; Walden University, Minneapolis, Minnesota, M.S.N., 2007. At Concordia since 2016.

**David Balkum** (Assistant Professor, Criminal Justice and Criminology)  
A.A., Alvin Community College, Alvin, TX, 1982; B.A., Houston Baptist University, Houston, TX, 1984; J.D., University of Houston, Houston, TX, 1987; M.A.T.S., Houston Baptist University, Houston, TX, 2007; M.C.J., Tarleton State University, Stephenville, TX, 2014. At Concordia since 2015.

**Sarah Jean Baker** (Assistant Professor, Education)  
Concordia University, St. Paul, MN, B.A., 2002; Texas State University, San Marcos, TX, M.Ed., 2009; Texas State University, San Marcos, TX, Ph.D., 2016. At Concordia since 2010.

**Connie E. Beran** (Instructional Faculty, Sociology; Registrar)  
Dallas Baptist University, Dallas, TX, B.A.S. 2001; University of Indianapolis, Indianapolis, IN, M.S., 2004. At Concordia since 2006.

**Matthew D. Bloom** (Associate Professor, History)  
Heidelberg College, Tiffin, OH, B.S., 2003; Bowling Green State University, Bowling Green, OH, M.A., 2005; Ph.D., 2009. At Concordia since 2010.

**Elise A. Brazier** (Assistant Professor, Business)

Alaska Pacific University, Anchorage, AK, B.A., 1989; M.B.A., 1997; The University of Texas at Austin, Austin, TX, Ph.D., 2009. At Concordia since 2011.

**Kimberly B. Brodie** (Assistant Professor, Kinesiology)

University of North Carolina at Chapel Hill, Chapel Hill, NC, B.A., 1994; University of North Carolina at Greensboro, Greensboro, NC, M.S., 2001; East Carolina University, Greenville, NC, MAT, 2004; Walden University, Minneapolis, MN, Ph.D., 2009. At Concordia since 2017.

**Allen R. Brown** (Assistant Professor, Education; Associate Vice President, Undergraduate Academics) Tarrant County Junior College, Fort Worth, TX, A.A., 1971; Texas Christian University, Fort Worth, TX, B.A., 1973; Lamar University, Beaumont, TX, M.A., 1983; Texas A & M University, College Station, TX, Ed.D., 1990. At Concordia since 2011.

**Brent A. Burgess** (Assistant Professor, Political Science)

West Texas A&M University, Canyon, TX, B.S. Political Science, B.S. History, 2001; West Texas A&M University, Canyon, TX M.A., 2005; University of Arkansas, Fayetteville, AR, Ph.D., 2008. At Concordia since 2011.

**Patricia Griggs Burnham** (Associate Professor, Music)

Old Dominion University, Norfolk, VA, B.S., 1987; Florida State University, Tallahassee, FL, M.M.Ed., 1990; M.M., 1992; The Catholic University of America, Washington, D.C., D.M.A., 2000. At Concordia since 2008.

**Grant E. Carey** (Assistant Professor, Religious Education)

Concordia University, Irvine, CA, B.A., 2001; Fuller Theological Seminary, Pasadena, CA, M.A., 2007; George Fox University, Portland, OR, D.Min., 2014. At Concordia since 2012.

**Joshua Chai** (Assistant Professor, Music)

St. Olaf College, Northfield, MN, B.A., 2001; California State University Long Beach, Long Beach, CA, M.M., 2007. At Concordia since 2009.

**Nickles I. Chittester** (Associate Professor, Psychology)

Arizona State University West, Phoenix, AZ, B.A., 1999; Washington State University, Pullman, WA, M.S., 2003; University of Florida, Gainesville, FL, Ph.D., 2007. At Concordia since 2007.

**Cari A. Chittick** (Assistant Professor, Education)

Concordia College, Seward, NE, B.S., 1995; Concordia University, Irvine, CA, M.A., 2002; University of Mary Hardin-Baylor, Ed.D., 2016. At Concordia since 2010.

**Donald A. Christian** (Associate Professor, Business; CEO/President)

Concordia University, River Forest, IL, B.S.Ed., 1981; College-Conservatory of Music, University of Cincinnati, Cincinnati, OH, M.M., 1986; University of Phoenix, Phoenix, AZ, D.M., 2007. At Concordia since 2005.

**Tamara Congdon-Opperman** (Assistant Professor, Nursing)

University of Michigan, Ann Arbor MI., B.S.N.1996; Graceland University, Independence MI., M.S.N., 2009. At Concordia since 2013.

**Robin L. Cook** (Assistant Professor, Nursing)

Queen's University, Kingston, ON Canada, B.Sc.N., 1996; Texas A&M-Corpus Christi, Corpus Christi, TX, M.S.N., 2010. At Concordia since 2012.

**Karen Crow** (Professor, Education) University of Texas at Arlington, Arlington, TX, B.A., 1976;

University of North Texas, Denton, TX, M.E.D., 1989; Tarleton State University, Stephenville, TX, Ph.D., 2009.

**Samuel Echevarria-Cruz** (Assistant Professor, Business)

University of Texas, Austin, TX, B.A. 1997; University of Texas, Austin, TX, M.A. 2000; University of Texas, Austin, TX, Ph.D. 2007. At Concordia since 2017.

**Greta M. Degen** (Associate Professor, Nursing) Grand View University, Ames, IA, B.S.N., 1998;

Drake University, Des Moines, IA, M.S.N., 2003; Iowa State University, Ames, IA, Ph.D., 2010. At Concordia since 2013.

**Christopher Fitzgerald** (Assistant Professor, Art) Western Washington University, Bellingham, WA,

B.A., 1999; Yale University School of Art, New Haven, CT, 2008; The Pennsylvania State University, State College, PA, M.F.A., 2012. At Concordia since 2013.

**Sandra H. Gaskin** (Assistant Professor, Nursing)

Texas Woman's University, Denton, TX, B.S., 1970; The University of Texas, Austin, TX, M.S.N., 1975. At Concordia since 2011.

**Curtis P. Giese** (Professor, Theology)

Concordia College, St. Paul, MN, B.A., 1984. Concordia Seminary, St. Louis, MO, M.Div., 1989; S.T.M., 1990. Hebrew Union College-Jewish Institute of Religion, Cincinnati, OH, M.Phil., 1994; Ph.D., 1999. At Concordia since 2004.

**Lynette Gillis** (Associate Professor, Business and Communication; Associate Vice President, Graduate Academics) Baylor University, Waco, TX, B.B.A., 1998; University of Texas, Austin, TX, Ph.D., 2008. At Concordia since 2008.

**Kelly Carolyn Gordon** (Assistant Professor, Theatre; Director, School of Fine Arts)

Ohio Wesleyan University, Delaware, Ohio, B.A., 1992; Emerson College, Boston, Massachusetts, M.A., 1994; University of Georgia, Athens, Georgia, Ph.D, 2001; St. Edward's University, Austin, Texas, M.S., 2014. At Concordia since 2012.

**Erik W. Green** (Assistant Professor, Communication; Director, College of Business and Communication)

Central Michigan University, Mt. Pleasant, MI, B.A., 2002, M.A., 2004, University of Texas, Austin, TX, Ph.D. 2012. At Concordia since 2011.

**Joel D. Heck** (Professor, Theology)

Concordia Senior College, Fort Wayne, IN, B.A., 1970; Concordia Theological Seminary, Springfield,

IL, M.Div., 1974; Trinity Evangelical Divinity School, Deerfield, IL, Th.M., 1975; Concordia Seminary, St. Louis, MO, Th.D., 1984. At Concordia since 1998.

**Alexandra R. Herron** (Assistant Professor, English; Dean, Online Center)

Gonzaga University, Spokane, WA, B.A., 2007; National University, La Jolla, CA, M.S., 2011; Creighton University, Omaha, NE, Ed.D., 2015. At Concordia since 2012.

**Jennifer Hofmann** (Assistant Professor, Biology)

Concordia University, Portland, OR, BA, 2001; University of California, Los Angeles, CA, Ph.D., 2009. At Concordia since 2015.

**Philip J. Hohle** (Associate Professor, Communication)

University of Texas, Austin TX, B.A., 1979; Texas State University, San Marcos, TX, M.S., 1987; Regent University, Virginia Beach, VA, Ph.D. 2014. At Concordia from 1979 to 1989 and since 2007.

**Brian A. Ikkanda** (Assistant Professor, Chemistry)

University of California, Berkeley CA, B.S., 2009; The University of Texas at Austin, Austin, TX, Ph.D., 2016. At Concordia since 2016.

**Donna M. Janes** (Professor, Biology)

Texas A&M University, College Station, TX, B.S., 1985. Southern Illinois University, Carbondale, IL, M.S., 1994. University of Illinois, Urbana-Champaign, IL, M.S., 1998; Ph.D., 2004. At Concordia since 2004.

**Mary Kay Johnston** (Assistant Professor, Biology)

University of Oklahoma, Norman, OK, B.S., 2000; M.S., 2004; The University of Texas at Austin, Austin, TX, Ph.D., 2011. At Concordia since 2011.

**Kristi D. Kirk** (Assistant Professor, History; Executive Vice President, Provost)

Concordia University at Austin, Austin, TX, BA, 1995; The University of Texas, Austin, TX, M.A., 2000; Capella University, Minneapolis, MN, Ph.D. 2013. At Concordia 1993-98 and since 2000

**Deborah C. Koeck** (Assistant Professor, Chemistry)

Texas State University, San Marcos, TX, B.S., 1988; Texas Tech University, Lubbock, TX, Ph.D., 1994. At Concordia since 2011.

**Kathryn A. Lauchner** (Professor, Nursing; Director, College of Nursing;)

Evansville College, Evansville, IN, BSN, M.A., 1973; University of Texas at Austin, Austin, TX Ph.D., 1982. At Concordia since 2013.

**Jonathan T. Leonard** (Associate Professor, Education)

Concordia University –Chicago, River Forest, IL, B.A., 1979; Minnesota State University-Mankato, MN, M.S., 1987; Ball State University, Muncie, IN, Ph.D., 1993. At Concordia since 2011.

**Mikail M. McIntosh-Doty** (Instructional Faculty, History; Director, Library Services)



University of Dallas, Irving, TX, B.A., 1981; University of Connecticut, Storrs, CT, M.A. 1985; University of Texas, Austin, TX, M.L.I.S., 1993; Seminary of the Southwest, Austin, TX, M.A.R, 2006. At Concordia since 2011.

**Glendene Lemard-Marlow** (Assistant Professor, Public Health)

University of the West Indies, Kingston, Jamaica, B.S.c., 1996; University of Miami, Miami, FL, M.A., 1999; University of Miami, Miami, FL, Ph.D., 2004. Harvard University, Boston, MA, Yerby Postdoctoral Fellowship, 2006. At Concordia since 2016.

**Michael A. Moyer** (Professor, Biology)

Carthage College, Kenosha, WI, B.A., 1981; University of South Florida, Tampa, FL, Ph.D., 1997, At Concordia since 1998.

**Paul E. Muench** (Professor, Communication)

Concordia Senior College, Fort Wayne, IN, B.A., 1968; Concordia Seminary, St. Louis, MO, M.Div., 1972; School of World Mission - Fuller Theological Seminary, Th.M., 1981; Ph.D., 1984. At Concordia since 1999.

**Thomas R. Pate** (Professor, Physical Education)

Southwestern University, Georgetown, TX, B.S., 1972; Texas Southern University, Houston, TX, M.S., 1978; University of Texas, Austin, TX, Ph.D., 1995. At Concordia since 1997.

**Abigail Pfister** (Associate Professor, Communication)

Baylor University, Waco, TX, B.A., 1999. Cornell University, Ithaca, NY, M.S., 2001, University of Texas, Austin, TX, Ph.D., 2009. At Concordia since 2009.

**Lee Pilz** (Assistant Professor, Business)

The Johns Hopkins University, Baltimore, MD., BS 1976; Northwestern University, Medill School of Journalism, Evanston, IL., MSJ 1978. At Concordia since 2013

**Paul J. Puffe** (Professor, Theology)

Massachusetts Institute of Technology, Cambridge, MA, B.S., 1975; Concordia Seminary, St. Louis, MO, M.Div., 1979; University of Michigan, Ann Arbor, MI, M.A., 1983; Austin Presbyterian Theological Seminary, Austin, TX, D.Min, 2012. At Concordia since 1984.

**George Reifenberger** (Assistant Professor, Physics)

Florida Institute of Technology, Melbourne, FL, B.S., 2005; Creighton University, Omaha, NE, M.S., 2007; Florida Atlantic University, Boca Raton, FL, Ph.D., 2013. At Concordia since 2014.

**Karen L. Rhynard** (Assistant Professor, Mathematics)

West Texas A & M, Canyon, TX, B.S., 1968; Sam Houston State University, Huntsville, TX, M.Ed., 1979; Texas A & M University, College Station, TX, Ph.D., 1990. At Concordia since 2011.

**Anthony B. Ross, Sr.** (Assistant Professor, Accounting) Park University, Parkville, MO, B.S., 1980; St. Edward's University, Austin, TX, M.B.A., 1984; Keller Graduate School of Management of DeVry University, Oakbrook Terrace, IL, M.A.F.M., 2006. At Concordia since 2013.

**Marchelle A. Scarnier** (Associate Professor, Psychology; Director, School of Humanities and Social Sciences and Social Sciences) University of Arizona, Tucson, AZ, B.A., 1999. University of Arizona, Tucson, AZ, M.A., 2003; Ph.D., 2007. At Concordia since 2007.

**Philip J. Schielke** (Assistant Professor, Computer Science; Director, School of Natural and Applied Sciences)  
Washington University, St. Louis, MO, B.S., 1993; Concordia Theological Seminary, Ft. Wayne, IN, M.Div., 2009; Rice University, Houston, TX, Ph.D., 2000. At Concordia since 2011.

**Ann Schwartz** (Professor, Sociology)  
Trinity University, San Antonio, TX, B.A., 1992. University of Arizona, Tucson, AZ, M.A., 1996. University of Texas at Austin, Austin, TX., Ph.D., 2005. At Concordia since 1996.

**Amber Shammass** (Assistant Professor, Nursing)  
University of Texas, Austin, TX, B.S. 2001; M.S. 2005; Ph.D. 2016. At Concordia since 2013.

**Elana Skouratove** (Assistant Professor, Business)  
Yakutsk State University Financial Economic Institute, Russia, BBA, 1997; University of Alaska, Fairbanks, M.B.A., 2002; University of Texas, San Antonio, TX, Ph.D. 2012; At Concordia since 2012.

**Shane M. Sokoll** (Assistant Professor, Chief Strategy Officer; Business)  
Regent University, Virginia Beach, VA, M.B.A., 2002; Ph.D., 2013. At Concordia since 2008.

**Eric J. Staron** (Assistant Professor, Mathematics)  
The University of Notre Dame, South Bend, IN, B.S., 2006; University of Texas, Austin, TX, M.A., 2010; Ph.D., 2012. At Concordia since 2012.

**Claudia A. Teinert** (Professor, English)  
University of Texas at Austin, Austin, TX, B.S., 1976; Ph.D., 1992. Creighton University, Omaha, NE, M.A., 1979. At Concordia from 1989 to 1996 and since 2002.

**Carl C. Trovall** (Associate Professor, Ethics and History; Dean, College of Arts & Sciences)  
Concordia College, St. Paul, MN, B.A., 1983; Concordia Seminary, St. Louis, MO, M.Div., 1987; Southern Methodist University, Dallas, TX, Ph.D., 2010. At Concordia from 1997-2002 and since 2006.

**Jeffrey C. Utzinger** (Assistant Professor, English) Concordia University Texas, Austin, TX, B.A., 1992; Texas State University, San Marcos, TX, M.F.A., 1995. At Concordia 1998-2001 and since 2013.

**Michael G. Wallace** (Associate Professor, Education; Graduate Education) Southwest Texas State University, San Marcos, TX, B.S.Ed., 1975; Stephen F. Austin State University, Nacogdoches, TX, M.A., 1976; Baylor University, Waco, TX, Ed.D., 1998. At Concordia since 2007.

**Samuel C. Whitehead** (Assistant Professor, Environmental Science and Conservation)  
Texas Tech University, Lubbock, TX, B.S., 2000; M.S., 2002; Ph.D., 2012. At Concordia since 2012.

**Janet S. Whitson** (Professor, Biology; Dean, College of Professional Studies)

Concordia University Chicago, River Forest, IL, B.A., 1971; University of California, Irvine, CA, Ph.D., 1991. At Concordia since 2012.

**Randolph Wilt** (Assistant Professor, Business)

University of Texas, Austin, TX, B.B.A., 1979; Seton Hall University, South Orange, NJ, M.A., 2005; University of Wisconsin, Whitewater, WI, M.B.A., 2013; University of Texas, Austin, TX, PhD 2011. At Concordia since 2015.

**Chris Winkler** (Associate Professor, Education)

Texas A&M University, College Station, TX, BS; 1985; University of Texas at Austin, Austin, TX, M.Ed., 1992, Ph.D., 2008. At Concordia since 2009.

**Jacob L. Youmans** (Associate Professor, Education)

Concordia University, Irvine, CA, B.A., 1997; Concordia University, Seward, NE, M.S., 2003; George Fox University, Newberg, OR, D.Min., 2009. At Concordia since 2009.

*Emeriti Faculty*

**Thomas E. Cedel, B.S., Ph.D.** (President, Biology) At Concordia 2002 – 2014.

**Richard J. Dinda, B.A., M.A., M.L.S., D.Litt.** (Social Science and Latin) At Concordia 1952 – 1992.

**William C. Driskill, B.S., M.A., Ph.D.** (Education) At Concordia 1991 – 2010.

**Beryl A. Dunsmoir, B.Sc., Dip.Ed., M.A., Ph.D.** (Psychology) At Concordia 1996 – 2006.

**John H. Frahm, B.S., M.S., M.Div., Ph.D.** (Communication) At Concordia 1982 – 1999.

**Eric Gerstmann, B.A., M.S.W.** (Sociology) At Concordia 1981 – 1990.

**Gertrude M. Keiper, A.A., B.A., M.A., Ed.D.** (Education) At Concordia 1993-2012.

**David P. Kroft, B.S., M.F. A. (Fine Art)** At Concordia 1985 – 2013.

**Howard Lacey, B.A., M.B.A., D.B.A.** (Business) At Concordia 1985 – 2003.

**Linda Lowery, B.A.T., M.Ed.** (Physical Education/Athletic Director) At Concordia 1980 – 2007.

**Ray F. Martens, A.A., B.A., M.Div., S.T.M., S.T.D.** (President, Theology) At Concordia 1973 – 1993.

**James H. McConnell, B.A., M.A., Ph.D.,** (Education) At Concordia 2000 – 2013.

**Laurence Meissner, B.S., M.S., Ph.D.** (Science Education) At Concordia 1973-2014.

**Thomas H. Orton, B.A., M.A.** (Environmental Science, Geography, and History) At Concordia 1979 – 2011.

**Milton H. Riemer, B.A., M.Div., M.A., Ph.D., J.D.** (English and Law) At Concordia 1960 – 1998.

**Michal L. Rosenberger, B.S.Ed., M.S., Ph.D.** (Education) At Concordia 2000 – 2010.

**Walter C. Rubke, B.A., B.D., M.A., Ph.D.** (President, Theology) At Concordia 1964 – 1969

**Harold A. Rutz, B.S., M.Mus.** (Music) At Concordia 1964 – 1996.

**Kenneth Schmidt, B.S.Ed., M.A., M.F.A., Ph.D.** (Fine Arts) At Concordia 2006-2013.

**Woodard Springstube, B.S., M.B.A., M.A., Ph.D.** (Business) At Concordia 1996-2013.

**Susan Dean Stayton, B.A., M.A., Ph.D.** (English) At Concordia 1964-1967 and 1972-2012.

**James N. Stevenson, B.S., M.S., Ph.D.** (Chemistry) At Concordia 1992 – 2012.

**Leroy Tschatschula, B.S., M.Ed., Ph.D.** (Government and History) At Concordia 1961 – 1993.

**E. Glenn Vorwerk, B.A., M.B.A., Ph.D.** (Accounting and Business) At Concordia 1982 – 1992.

**David J. Zersen, M.Div., M.A., D.Min., Ed.D.** (President, Education and Theology) At Concordia 1994

– 2001.

**Theodore F. Zoch**, B.S., M.Ed., (Physical and Earth Sciences) At Concordia 1968 – 2007.

**Donald H. Zielke**, B.A., M.A., Ph.D. (Mathematics) At Concordia 1967 – 2010.



## 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*.

The CTX Alumni Association is also on social MEDIA. Feel free to interact with us through:



Facebook – CTX Alumni

Twitter – CTX Alumni

Linkedin – Concordia University Texas – Alumni

Website- [Alumni.Concordia.edu](http://Alumni.Concordia.edu)

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

[Alumni@concordia.edu](mailto:Alumni@concordia.edu)

512-313-4111