ACADEMIC CATALOG
UNDERGRADUATE AND GRADUATE

2013 – 2014

A comprehensive and coeducational Lutheran university
Founded in 1893, Concordia University is located in the midway neighborhood of Saint Paul, Minnesota.

The university operates under the auspices of the Lutheran Church – Missouri Synod, and currently grants the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Business Administration, and the Educational Specialist
MOTTO: In litteris proficere volo malo diligere Jesum
“I wish to be proficient in academics, but even more I wish to know Jesus.”

HERE PRIVATE EDUCATION IS A VALUE INVESTMENT
RESPONSIVE. RELEVANT. REAL.

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Dear Friends:

We are so pleased that you are interested in Concordia University, Saint Paul!

If you are a prospective student and are looking at our catalog for the first time, we hope you are planning to visit our campus to introduce yourself and tell us about your personal needs and aspirations for a college education. Even though we have not met you yet, we believe in you and your God-given potential. If you are already a Concordia University student we look forward to continuing with you on your journey of self-discovery and increasing knowledge and skills. We are committed to empowering you to take hold of your purpose for your life and career, as well as the unique opportunities to serve others, which will come your way in the decades ahead.

In the pages of this catalog, you can begin to get to know us, especially the outstanding undergraduate and graduate academic programs of our College of Arts and Letters, College of Business and Organizational Leadership, and College of Education and Science. I am very proud of our curriculum and the evidence of expertise and commitment to quality that it carries. I am confident that you would receive a superb education in the academic programs we offer at Concordia University, but even more I am confident you will find both a challenging and nurturing environment in which to study.

We remain committed to providing access to academic excellence at an affordable price. Concordia is recognized as one of the great values in higher education in all of Minnesota. We strive to offer an outstanding, student-centered learning environment where the Christian faith provides the context for intellectual inquiry and academic pursuits. Whether you are preparing for your first professional job, the next step on an already developing career, or further study in the graduate school of your choice, we are here to help. As a campus providing and requiring access to electronic technology, our students do research and communicate in ways that prepare them for future technological advances. In addition, we are located in one of the great metropolitan areas in the world, in the heart of a city where persons of virtually every race, creed, religion and color have converged to pursue personal goals and community progress.

On behalf of the faculty, staff, students and thousands of successful graduates of Concordia University, Saint Paul, I invite you to examine our programs, visit our campus and join us in the wonderful world of inquiry and learning.

Rev. Thomas K. Ries
President
2013 - 2014 Theme: “Walk in Love”

120th Academic Year

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www.csp.edu

The Concordia University Board of Regents operates Concordia University as an institution of higher education.

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Any persons having inquiries concerning Concordia University's compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact one of the following:

Mary Arnold, Director of Human Resources
Concordia University
1282 Concordia Avenue
Saint Paul, MN, 55104-5494
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Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.

College of Arts and Letters
College of Business and Organizational Leadership
College of Education and Science
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The Concordia University seal was originally designed by Dr. Theodore Buenger for Concordia College in 1895. The Lamp of Learning symbolizes the light of the knowledge of God’s Word illuminating the minds of the students as well as the darkness of the world. The Crossed Quills symbolize the writings of the student and the writings of the great individuals throughout history from which the student learns. The Moccasin Flower symbolizes the State of Minnesota and the beauty of God’s creation. The inscription places learning in the context of the Christian Gospel. Dr. Buenger used the Latin language in keeping with the classical ideals characteristic of our school: In litteris proficere vole, malo diligere Jesum. This may be translated, “I wish to be proficient in academics, but even more I wish to know Jesus.” It is based on Ephesians 3:19: “And to know the love of Christ that surpasses knowledge.”
### UNIVERSITY CONTACT INFORMATION

This catalog is designed to provide information about Concordia University, its curriculum, its academic policies and procedures, and other matters of interest to students, faculty, and staff. Further inquiries may be addressed to the appropriate office at Concordia University, Saint Paul, Minnesota. Contact the University using the telephone numbers listed below. Email addresses for specific offices, departments, or individual faculty or staff are available on the University website at [www.csp.edu](http://www.csp.edu).

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UNIVERSITY MISSION

The mission of Concordia University, a university of the Lutheran Church – Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, all within the context of the Christian Gospel.

This mission is achieved when students pursue programs grounded in the liberal arts and focused on education for vocation in home, workplace, community, and congregation.

Therefore, the university pursues the following purposes:

- To relate human learning and experience to the Christian faith as this faith is confessed within its Lutheran heritage;
- To provide education within the context of a global perspective;
- To structure personalized and integrated learning experiences in which students share with faculty the responsibility for their own intellectual, physical, social, emotional, and spiritual growth;
- To offer a variety of experiences in and out of the classroom designed to assist students in acquiring greater self-understanding, in achieving a growing realization of their abilities and interests, and in investigating options for service in home, workplace, community, and congregation.

VISION AND VALUES

The vision of Concordia University, Saint Paul is to be acknowledged as the leading Lutheran university offering exceptional opportunities for students from all backgrounds who seek relevant career preparation and a challenging academic experience coupled with the insights of Lutheran theology.

MOTTO

In litteris proficere volo malo diligere Jesum

“I wish to be proficient in academics, but even more I wish to know Jesus.”

PROMISE TO STUDENTS

Concordia University, St. Paul empowers you to discover and engage your purpose for life, career and service in a dynamic, multicultural, urban environment where Christ is honored, all are welcome, and Lutheran Convictions inform intellectual inquiry and academic pursuits.

LOGO

The Concordia University, Saint Paul logo is in the form of a window symbolizing Christian higher education as a window on life. Framed within the window, a cross emerges, which identifies Christ as the center of life. The asymmetrical window and cross reflect that life is not always logical or consistent, but Christ holds all things together. The four complementary colors represent harmony in diversity and harmony in Christ.

Cross The cross portrays our mission to educate students in the context of the Christian Gospel. The Good News of Jesus Christ forms the basis of life and education at Concordia.
Quill The quill is taken from our academic seal and represents our tradition and commitment to academic excellence and the love of learning.
Individual The individual represents our serving the individual student while encouraging their personal development and responsibility the education process. The outstretched arms imply reaching out to others, openness to community.
Globe The globe reminds us of our world community and Christ’s command to teach all nations. It also reflects our concern for enlightened care of God’s creation, which is part of our mission statement.
EDUCATIONAL EXPERIENCE

Concordia University is a coeducational and comprehensive Lutheran university that, at the undergraduate level, is grounded in the liberal arts. The University offers both undergraduate and graduate academic programs. Concordia University is selective in its admissions standards and offers a dynamic learning environment, the chance to get involved in activities outside the classroom and an opportunity to make lifelong friendships, and to explore the relationship between faith and learning. It is a private, not-for-profit university that is focused on preparing students for professional vocations (life, career, and service) and/or further opportunities in higher education. A majority of the students are undergraduates.

At the undergraduate level, Concordia University engages students in a multi-disciplinary, multi-cultural exploration of human knowledge and experience. The curriculum cultivates the basic skills students need to succeed in college and beyond, and introduces students to the traditional liberal arts disciplines through General Education coursework. The combination of coursework in General Education, a major and/or minors, and electives assist students in developing both breadth and depth in their college education. The function of the General Education program – known specifically as the "Framework for Learning" – is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia University students – both in and out of the classroom – is placed within this overarching structure. The Framework for Learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global. It is designed to introduce "students to academic content areas central to the classical liberal arts and to the university’s identity, as expressed in its mission statement, and to the most essential components of these areas; it develops and cultivates skills requisite to any intellectual or professional endeavor; and it does so in a manner attentive to the abstract or methodological dimensions of the subject at hand" (Faculty Handbook). The purpose of the general education curriculum is to provide Concordia University students with the opportunity to grow and develop:

- skill in analysis, synthesis, integration, research, or evaluation;
- skill in problem solving, or in the application of the foregoing abilities to solve problems;
- skill in creative expression or design;
- skill in ethical reasoning or decision-making (in part by applying such core concepts as Christian vocation, responsibility and rights, liberty and justice, etc.); or,
- appreciation for human interaction and expression in smaller and larger communities, with all of the complexity this entails.

A student’s General Education program consists of courses in 10 different academic areas and accounts for approximately 47 semester credits of the 128 required for graduation: fine arts, history and political science, communication, global studies, social and behavioral science, health and physical education, literature, mathematics and natural science, religion and theology, and writing.

In order to complete an undergraduate degree at Concordia University, students must complete the general education requirements, an academic major or two minors, and electives that total a minimum of 128 semester credits. A minimum of 32 semester credits and half of any major must be completed in residence at Concordia University. There are over 50 majors and over 30 minors from which to choose.

Concordia University has been offering graduate programs since 1991 and currently enrolls over 1,200 graduate students in 15 different areas of study. The graduate programs with the most students enrolled are teacher education, business, family life education, criminal justice, and sports management. The graduate programs are “stand alone” programs in that students complete coursework in their area of interest. Graduate programs range in size from 30 to 45 semester credits and are offered in three formats – face to face, blended, and fully online. The programs are well-established, well-respected, are career-focused and relevant to the workplace, are taught by innovative and supportive faculty, and are designed to be affordable and flexible for the working student. They are all offered through the use of a dynamic learning community – students typically begin and end with the same group of fellow scholars.

The Principles of Graduate Study at Concordia University include the following:
- Graduate coursework is more creative.
- Graduate coursework is more self-directed.
- Graduate coursework is more rigorous.
- Graduate coursework is more attentive to epistemological issues.
- Graduate coursework is more attentive to research.
- Graduate coursework is more a community of learners, rather than merely a teacher-student relationship.
- Graduate students give careful consideration to research, information, and bibliographic references.
- Graduate learning is not just remembering information, it is constructing knowledge.
- Graduate professors are actively engaged in research and learning.
**History of the University**

Concordia University was founded in 1893 to provide a Christian learning environment for high school students preparing to enter the professional ministries of The Lutheran Church – Missouri Synod. In the ensuing decade, Concordia continued to grow, adding a fourth year of high school and by 1921 had added the freshman and sophomore college years. The change made it possible for Concordia High School students to remain at their high school alma mater to complete their first two years of college work before transferring to a Concordia Senior College where they would finish their studies in the church professions or teaching. Concordia College admitted its first class of female students in fall 1950—a significant event that was much to the delight of the young men on campus and to the dismay of coeducational opponents who predicted a significant drop in academic achievement. Despite this new "distraction," students continued to excel in their studies. Concordia College entered a decade of intense expansion and growth. The college began granting Associate in Arts degrees in 1951 and earned accreditation as a two-year college in 1959.

Concordia College expanded its curriculum in 1962 to include a four-year college degree and awarded its first Bachelor of Arts degrees two years later. By 1967, Concordia had earned accreditation for its four-year liberal arts program, which allowed the college to join the Minnesota Private College Council. At this time, Concordia High School officially separated itself from the college, moved to its suburban location and adopted its new name, Concordia Academy.

Concordia College responded to a growing need for minority teachers in the public schools by forming Metropolitan Teacher Education Program Selection (MTEPS), which enrolled African-American and other under-represented students in a program designed to supplement the curriculum with scholarship support, personal counseling, tutoring as needed, academic planning and similar services. The program was reformed in 1983 as the Southeast Asian Teacher (SEAT) Licensure Program, which serves Hmong and other minority populations in a similar fashion.

A major curricular development in 1985 changed the Minnesota education landscape with the formation of a pioneering program that allowed students to complete their B.A. degree in an accelerated, one course at a time, format. In 1990, an accelerated M.A. program was added.

As Concordia moved into the new millennium, the institution implemented a number of important changes that would reflect the changing needs of the students, the church and the community. Foremost among these was restructuring that enabled Concordia to become a university. In 1997, Concordia College became Concordia University, Saint Paul, and adopted the semester system.

The University also developed its current mission and vision statements and refined its strategic priorities. Today, three colleges and two schools comprise Concordia University: the College of Arts and Letters, the College of Business and Organizational Leadership, the College of Education and Science, the School of Continuing Studies, and the School of Graduate Studies.

In 1999, Concordia University became the state’s first private university competing in NCAA Division II. Concordia University also was Minnesota’s first private, four-year institution to become a "laptop campus," providing a laptop computer to all full-time traditional students.

Concordia University continues to grow to meet the needs of students, the church and the community, while at the same time holding steadfast its historical values and mission.

<table>
<thead>
<tr>
<th>Past College and University Presidents</th>
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</thead>
<tbody>
<tr>
<td>Theodore Henry Carl Buenger</td>
</tr>
<tr>
<td>Martin A. H. Graebner</td>
</tr>
<tr>
<td>Willy August Pochler</td>
</tr>
<tr>
<td>Harvey A. Stegemoeller</td>
</tr>
<tr>
<td>Gerhardt Wilfred Hyatt</td>
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<tr>
<td>Alan Frederick Harre</td>
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<td>John Franklin Johnson</td>
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</tbody>
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CAMPUS MAP
ACADEMIC CALENDARS 2013–2015

PARENT CALENDAR AND CALENDAR FOR COHORT-DELIVERED PROGRAMS
2013–2014

Semester One: Monday, August 26 – Tuesday, December 31
Cohort Course 1) Monday, September 9 – Friday, October 25
Cohort Course 2) Monday, October 28 – Friday, December 20 (Thanksgiving Week off)

Semester Two: Wednesday, January 1 – Sunday, May 11
Cohort Course 1) Monday, January 13 – Friday, February 28
Cohort Course 2) Monday, March 3 – Friday, April 25 (Holy Week off)

Semester Three: Monday, May 12 – Sunday, August 24
Cohort Course 1) Monday, May 12 – Friday, June 27
Cohort Course 2) Monday, July 7 – Friday, August 22

TRADITIONAL UNDERGRADUATE ACADEMIC CALENDAR
2013–2014

FALL SEMESTER 2013
August 25 – August 28, 2013: Welcome Week
August 26, Monday: Start of fall semester
Classes begin for new freshmen
August 29, Thursday: Classes begin for all other traditional students

September 2, Monday – Labor Day: No classes
September 5, Thursday: Last day to add a full semester course
Last day to add or drop a first half semester course without record
September 12, Thursday: Last day to drop a full semester course without record

October 3, Thursday: Deadline for requesting Pass/No Pass grading
Last day to withdraw from a first half semester course (W)
October 10 – 13, Thursday – Sunday: Fall break, No classes
October 14, Monday: Classes resume
October 21, Monday: Midterm and end of first half semester courses
October 23, Wednesday: Second half semester courses begin
October 29, Tuesday: Last day to add or drop a second half semester course without record

November 11, Monday: Last day to withdraw from a full semester course (W)
November 18 – 21, Monday – Thursday: Registration for spring semester
November 26, Tuesday: Last day to withdraw from a second half semester course (W)
November 27 – December 1, Wednesday – Sunday: Thanksgiving break

December 2, Monday: Classes resume
December 13, Friday: Classes end
December 16 – 19, Monday – Thursday: Fall semester finals
December 20, Friday: Residence hall move out day
December 24, Tuesday: Grades due
December 21, 2013 – January 12, 2014: Semester break, No classes

SPRING SEMESTER 2014
January 13, 2014, Monday: Classes begin
January 17, Friday: Last day to add a full semester course
Last day to add or drop a first half semester course without record
January 20, Monday: Martin Luther King Day, No classes
January 27, Monday: Last day to drop a full semester course without record
February 17, Monday: Deadline for requesting Pass/No Pass grading
   Last day to withdraw from a first half semester course (W)

March 3, Monday: Midterm and end of first half semester courses
March 4, Tuesday: Second half semester courses begin
March 8 – March 16, Saturday – Sunday: Spring break, No classes
March 17, Monday: Classes resume
March 17, Monday: Last day to add or drop a second half semester course without record
March 31, Monday: Last day to withdraw from full semester course (W)

April – Academic Honors Convocation: to be announced
April 14, Monday: Last day to withdraw from a second half semester course (W)
April 16 – April 21, Wednesday – Monday: Easter break
April 22, Tuesday: Classes resume

May – Baccalaureate Service and Commencement Ceremonies: to be announced
May 2, Friday: Classes end
May 5 – 8, Monday – Thursday: Spring semester finals
May 9, Friday: Residence hall move out day

SUMMER SEMESTER 2014
May 12, Monday: Start of Summer Semester
May 19 – Monday through June 27, Thursday: Summer Session #1 for Traditional courses
May 26, Monday – Memorial Day: Campus offices closed, No Classes

June 28 – July 6: Holiday Week, No Classes

July 7, Monday through August 15, Friday: Summer Session #2 for Traditional courses

August 22, Friday: End of Summer Semester

PARENT CALENDAR AND CALENDAR FOR COHORT-DELIVERED PROGRAMS
2014–2015

Semester One: Monday, August 25 – Wednesday, December 31
   Cohort Course 1) Monday, September 8 – Friday, October 24
   Cohort Course 2) Monday, October 27 – Friday, December 19 (November 22–30 Break)

Semester Two: Thursday, January 1 – Sunday, May 10
   Cohort Course 1) Monday, January 12 – Friday, February 27
      Break Week (February 28 – March 8)
   Cohort Course 2) Monday, March 9 – Friday, May 1 (March 28 – April 5 Break)

Semester Three: Monday, May 11 – Sunday, August 23
   Cohort Course 1) Monday, May 11 – Friday, June 26
   Cohort Course 2) Monday, July 6 – Friday, August 21 (June 27 – July 5 Break)
TRADITIONAL UNDERGRADUATE ACADEMIC CALENDAR
2014–2015

FALL SEMESTER 2014
August 22 – August 24, 2014: Move in days and “Welcome Week”
August 25, Monday: Start of Fall semester
Classes begin for all traditional and undergraduate students
August 29, Friday: Last day to add a full semester course
Last day to add or drop a first half semester course without record

September 1, Monday – Labor Day: No classes
September 8, Monday: Last day to drop a full semester course without record
September 29, Monday: Last day to withdraw from a first half semester course (W)

October 15, Wednesday: Midterm and end of first half semester courses
Deadline for requesting Pass/No Pass grading
October 10 – 13, Thursday – Sunday: Fall break, No classes
October 20, Monday: Second half semester courses begin
October 24, Friday: Last day to add or drop a second half semester course without record

November 5, Wednesday: Last day to withdraw from a second half semester course (W)
November 17 – 20, Monday – Thursday: Registration for spring semester
November 21, Friday: Last day to withdraw from a second half semester course (W)
November 24 – November 30, Monday – Sunday: Thanksgiving Break, No Classes

December 12, Friday: Classes end
December 15 – 18, Monday – Thursday: Fall semester finals
December 19, Friday: Residence hall move out day
December 22, 2014 – January 11, 2015: Semester break, No classes
December 26, Friday: Grades due

SPRING SEMESTER 2015
January 12, 2015, Monday: Classes begin
January 16, Friday: Last day to add a full semester course
Last day to add or drop a first half semester course without record
January 19, Monday: Martin Luther King Day, No classes
January 26, Monday: Last day to drop a full semester course without record

February 16, Monday: Last day to withdraw from a first half semester course (W)

March 2, Monday: Midterm and end of first half semester courses
Deadline for requesting Pass/No Pass grading
March 3, Tuesday: Second half semester courses begin
March 7 – March 15, Saturday – Sunday: Spring break, No classes
March 16, Monday: Last day to add or drop a second half semester course without record
March 30, Monday: Last day to withdraw from full semester course (W)

April 1 – April 6, Wednesday – Monday: Easter break, No classes
April 17, Friday: Last day to withdraw from a second half semester course (W)
April – Academic Honors Convocation: to be announced

May 1, Friday: Classes end
May 4 – 7, Monday – Thursday: Spring semester finals
May 7, Thursday: Baccalaureate Service
May 8, Friday: Residence hall move out day
May 8 – 9, Friday – Saturday: Commencement Ceremonies
May 14, Thursday: Grades due (12:00 noon)
SUMMER SEMESTER 2015 (PENDING APPROVAL)
May 11, Monday – June 26, Thursday: Summer Session #1 (7 weeks)
May 25, Monday – Memorial Day: University offices closed, No classes

June 27, Saturday – July 5, Sunday: Holiday Week, No classes

July 6, Monday – August 21, Friday: Summer Session #2 (7 weeks)

August 21, Friday: Grades due (12:00 noon)

PARENT CALENDAR AND CALENDAR FOR COHORT-DELIVERED PROGRAMS
2015–2016

Semester One: Monday, August 24 – Thursday, December 31
   Cohort Course 1) Tuesday, September 8 – Monday, October 26
   Cohort Course 2) Tuesday, October 27 – Monday, December 21 (November 21–29 Break)

Semester Two: Thursday, January 1 – Sunday, May 10
   Cohort Course 1) Monday, January 11 – Friday, February 26
         Break Week (February 27 – March 6)
   Cohort Course 2) Monday, March 7 – Friday, April 29 (March 19 – 27 Break)

Semester Three: Monday, May 9 – Sunday, August 21
   Cohort Course 1) Monday, May 9 – Friday, June 24
   Cohort Course 2) Monday, June 27 – Friday, August 19 (July 2 – 10 Break)
ACCREDITATION

UNIVERSITY
Concordia University, Saint Paul, is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA). The University has been accredited since 1967, with re-accreditation given in 2008. The current accreditation is through 2018.

North Central Association of Colleges and Schools, Higher Learning Commission, 30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504; (312) 263-0456.

Concordia University is a member of the Council for Higher Education Administration (CHEA). A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognized 60 institutional and programmatic accrediting organizations.

Any current or prospective student may request a copy of the documents pertaining to the university’s accreditation or approvals by contacting the Office of Academic Affairs. In addition, the following programs hold specialized accreditations and approvals:

BUSINESS PROGRAMS
Concordia University is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Bachelor of Business Administration with the following majors. The most recent accreditation for the Bachelor of Business Administration was granted in April 2005.

- Accounting
- Finance
- Marketing
- Double majors – Accounting and Finance, Finance and Marketing

Accreditation Council for Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, KS 66211; (913) 339-6226.

FAMILY LIFE EDUCATION PROGRAMS
The National Council on Family Relations (NCFR) has fully accredited both the undergraduate and graduate programs in Family Life Education. The NCFR provides certification for the profession of family life education. Thus, students who complete the undergraduate or graduate FLE programs are eligible for certification as a Family Life Educator (CFLE). The NCFR accreditation is in place through 2015.

National Council on Family Relations, 1201 West River Parkway, Suite 200, Minneapolis, MN 55454; (888) 781-931.

TEACHER EDUCATION PROGRAMS
All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1969. NCATE is recognized by the United States Department of Education and the Council for Higher Education as a professional accrediting body for teacher preparation. NCATE determines which colleges of education meet rigorous national standards in preparing teachers and other classroom specialists. The Concordia University, Saint Paul, programs were most recently reviewed in 2008 and reaccreditation was granted through 2015. All graduate programs in education are also fully accredited by NCATE. Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching with the most recent approval completed in 2008 and through 2015.

National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036-1023; (202) 466-7496.

Minnesota Board of Teaching, 1500 Highway 36 West, Roseville, MN 55113-4266; (651) 582-8833.
ACADEMIC AFFILIATES
American Association of Colleges of Teacher Education (AACTE)
Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
Association of Collegiate Business Schools and Programs (ACBSP)
Concordia University System (CUS)
Council of Independent Colleges (CIC)
Higher Learning Commission (HLC) of the North Central Association (NCA)
Midwestern Association of Graduate Schools (MAGS)
Minnesota Association of Colleges of Teacher Education (MACTE)
Minnesota Department of Education (MDE)
Minnesota Office of Higher Education (OHE)
Minnesota Private College Council (MPCC)
National Association for Education of Young Children (NAEYC)
National Council for Accreditation of Teacher Education (NCATE)
National Council for Family Relations (NCFR)
ENROLLMENT (FALL, 2012 CENSUS)

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COLLEGES AND SCHOOLS

- College of Arts and Letters
- College of Business and Organizational Leadership
- College of Education and Science
- School of Continuing Studies
- School of Graduate Studies

ACADEMIC DEGREES

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Business Administration (B.B.A.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Science (M.S.) - in approval phase
- Educational Specialist (Ed.S.)
- Educational Doctorate (Ed.D.) - in approval phase
- Doctor of Physical Therapy (D.P.T.) - in approval phase
GRADUATE PROGRAMS

Business Administration (M.B.A.)
Business Administration with Health Care Management emphasis (M.B.A. HCM)
Christian Outreach Leadership (M.A. COL)
Criminal Justice Leadership (M.A. CJL)
Classroom Instruction (M.A.E. CI)
Classroom Instruction with Reading endorsement (K-12) (M.A.E. CIR)
K-12 Reading Endorsement (no M.A.)
Differentiated Instruction (M.A.E. DI)
Early Childhood (M.A.E. EC)
Educational Leadership (M.A.E. EdL)
Educational Specialist (Ed.S) in Educational Leadership
Educational Technology (M.A.E. ET)
Family Life Education (M.A. FLE)
Health Care and Gerontology
Human Services with emphasis in Forensic Mental Health (M.A.H.S.); certificate also available
Human Resource Management (M.A. HRM)
Leadership and Management (M.A. LM)
Sports Management (M.A. SM)
Strategic Communication Management (M.A. SCM)
Special Education (Emotionally Behaviorally Disordered; Learning Disabilities; Autism Spectrum Disorder)

UNDERGRADUATE PROGRAMS

MAJORS – TRADITIONAL UNDERGRADUATE

Accounting (B.A., B.B.A.)
Applied Mathematics/Dual – Degree Engineering (B.S. Traditional)
Art Design – see Design major
Art Education/Teaching (Grades K –12)
Art Studio
Athletic Training – an emphasis in Exercise Science; see Exercise Science major
Biology (B.A. and B.S.)
Business Management
Chemistry (self-designed)
Chemistry Education/Teaching (Grades 9 –12)
Child Learning and Development
Christian Ministry (with either DCE or DCO certification)
Church Music
Communication Arts and Literature Education/Teaching (Grades 5 –12)
Communication Studies
Community Arts
Community Health Science
Criminal Justice
Design
Director of Christian Education – see Christian Ministry major
Director of Christian Outreach – see Christian Ministry major
Director of Parish Music – see Church Music major
Early Childhood Education/Teaching (Birth – Grade 3)

Education – Teaching Licensure and Endorsement Programs
Art Education/Teaching – see Visual Art Education Teaching Major (K – 12)
Chemistry Education/Teaching (Grades 9 – 12)
Communication Arts and Literature Education/Teaching Major (Grades 5 – 12)
Communication Arts and Literature Education/Teaching (Grades 5 – 8 add on to an existing license)
Early Childhood Education/Teaching (Birth – Grade 3)
Elementary Education/Teaching (Grades K – 6)
English as a Second Language Education/Teaching (Grades K – 12)
Health Education/Teaching (Grades 5 – 12)
Kindergarten Endorsement (add on to an existing license)
Life Science Education/Teaching (Grades 9 – 12)
Mathematics with Secondary Education Certification (Grades 5 – 12)
Mathematics Education/Teaching (Grades 5 – 8 add on to an existing license)
Music Education/Teaching - Instrumental and/or Vocal (Grades K – 12)
Parent and Family Education/Teaching
Physical Education/Teaching (Grades K – 12)
Pre-Primary Education/Teaching Endorsement (Age 3 – Pre-Kindergarten)
Science (General) Education/Teaching (Grades 5 – 8 add on to an existing license)
Social Studies Education/Teaching (Grades 5 – 12)
Social Studies Education/Teaching (Grades 5 – 8 add on to an existing license)

English (emphasis areas: Creative Writing, Journalism, Literature, and Professional Writing)
Exercise Science (B.A. and B.S.)
Exercise Science with Athletic Training Emphasis
Family Life Education
Finance
Graphic Design
History
Kinesiology (see Community Health Science, Exercise Science, Sports Management, Sports Psychology)
Marketing
Mathematics (B.A. and B.S.)
Music
Music Business
Psychology (B.A. and B.S.)
Public Policy
Science – see for instance Biology, Chemistry, Pulmonary Science, or Radiological Science Leadership
Sociology
Sports Management
Sports Psychology
Theatre
Theology

MAJORS – DEGREE COMPLETION UNDERGRADUATE  BACHELOR OF ARTS UNLESS NOTED

Accounting
Business
Child Development
Criminal Justice
Exercise Science
Family Life Education
Food Industry Management
Health Care Administration
Hospitality Management
Human Resource Management
Information Technology Management
Marketing
Organizational Management and Leadership
Pulmonary Science (B.S.; self-designed)
Radiological Science Leadership (B.S.; self-designed)
### MINORS
Accounting  
Art History  
Art Studio  
Bible Translation  
Biblical Languages  
Biology  
Business  
Chemistry  
Communication Studies  
Community Arts  
Community Health Science  
Confessional Lutheranism  
Criminal Justice  
Dance  
Design  
Education  
English  
Environmental Science  
Family Studies  
Finance  
Food Industry Management  
Gerontology  
Health Care Administration  
History  
Hmong Studies  
Human Resources Management  
Information Technology Management  
International Studies  
Leadership  
Marketing  
Marketing Management  
Mathematics  
Music  
Non-Profit Management  
Photography  
Political Science  
Psychology  
Religion  
Sales and Business Development  
Sociology  
Spanish  
Special Education  
Theatre  
Urban Ministry (in cooperation with U4C: off campus)  
Writing  
Writing/Communication

### PROGRAMS
Director of Christian Education (DCE)  
Director of Christian Education (DCE) via colloquy  
Director of Christian Outreach (DCO)  
Director of Christian Outreach (DCO) via colloquy  
Director of Parish Music (DFM)  
Director of Parish Music (DFM) via colloquy  
Lutheran Classroom Teacher (LCT)  
Lutheran Classroom Teacher (LCT) via colloquy  
Pre-Chiropractic Studies  
Pre-Deaconess Studies  
Pre-Engineering Studies  
Pre-Law Studies  
Pre-Medical Studies  
Pre-Nursing Studies  
Pre-Physical Therapy Studies  
Pre-Theological Studies  
Pre-Veterinary Studies

### CERTIFICATES/CERTIFICATIONS
Child Care Professional Administrator (12 credits)  
Coaching (18 credits)  
Early Childhood Education (12 credits)  
Human Resource Management (12 credits)  
Leadership (8 credits)  
Marketing (15 credits)  
Online Instruction (11 credits)  
Parent Coaching (12 credits)  
School Age Care (12 credits)
CAMPUS

Concordia University is located in the Midway district of Saint Paul, Minnesota, on Marshall Avenue between Snelling and Lexington, immediately south of United States Interstate 94, which joins Saint Paul and Minneapolis, often referred to as the "Twin Cities."
The 51-acre campus includes residence halls; classrooms; a science building; a music building; an art center and student union; a theatre arts center; a library technology center; a chapel; a cafeteria; a gymnasium and health and fitness center; and administration and faculty complexes. These facilities are conveniently located and many of them are interconnected. Athletic fields and university-owned apartment buildings are nearby. All teaching, activity, and ground level housing areas are accessible to those with disabilities.

Concordia University students are only minutes away from all that the metropolitan Twin Cities has to offer. Whether students seek employment possibilities, recreational pastimes, educational enrichment, service learning and community service opportunities, cultural enjoyment, or leisure activities unique to their own needs, at Concordia there are excellent opportunities for fulfillment.

FACILITIES

ARNDT SCIENCE HALL
The 26,000-square-foot Arndt Science Hall was constructed in 1965 and remodeled in 1989. The Science Hall offers a cadaver laboratory (new in fall, 2011), audio-visual facilities, faculty offices, a student lounge, a research lab and classrooms for physics, chemistry, biology, and math. Professor Edward L. Arndt, in whose memory the building is named, served at Concordia from 1897-1910 as the "first professor of science" and taught physics, geology, botany, zoology, and physiology.

BUENGER EDUCATION CENTER (BEC)
The BEC is named in honor of Dr. Theodore Buenger, Concordia's first president, who served in that capacity from 1893 - 1927, and continued as a faculty member until 1943. The BEC offers faculty offices, as well as a 4,000-square-foot event room. The BEC event room seats between 175 - 225 people and is commonly used for networking events, receptions, banquets, lectures, and club events.

BUETOW MEMORIAL MUSIC CENTER
Constructed in 1972, the 31,000-square-foot music center was named in honor of the late Herbert P. Buetow, a Saint Paul industrialist, philanthropist and Lutheran layman. The Center includes piano and organ teaching studios and practice stations; choral, orchestra, and band rooms; general classrooms; art exhibit area; and faculty offices. The uniquely designed recital hall, seating nearly 500 people, also houses the 44-rank Schlicker concert organ, a gift from local entrepreneurs, Mr. and Mrs. Paul A. Schilling.

CONCORDIA ART CENTER
The 23,000-square-foot Student Union was remodeled and renamed the Concordia Art Center in 2009 and houses facilities for the University's Art Department. In addition to faculty offices, there is working space for students enrolled in graphic design, ceramics, photography, printmaking, painting, and other art studies.

MEYER HALL
The 37,000-square-foot Classroom Building, as it was originally known, was constructed in 1917. The building was renamed Meyer Hall in 2006 in honor of Dr. Loma Meyer. Although primarily used for instructional purposes, the building also accommodates several administrative offices.

STUDENT LIFE CENTER
The Student Life Center is located at the northern end of the campus' six main buildings which form a corridor. It includes a dining hall on the second floor; the Hoffmann Institute and the Health Center on the top floor. The President's Conference Room is on the lower level.

FANDREI CENTER
The Fandrei Center was acquired from the City of Saint Paul in 2003 and was dedicated in honor of Philip and LaVerne Fandrei. This building houses staff offices, athletic department offices, a classroom, and a locker room for the football team.
GANGELHOFF CENTER
The 70,000-square-foot Gangelhoff Center was completed in 1993 and was named after its benefactors, Ronald and Doris Gangelhoff. The center serves the university's academic, health, physical fitness, and recreational needs. This structure features a 45,000-square-foot arena that boasts four full-size basketball courts; a 200-meter running track; and an arena floor that accommodates basketball, volleyball, tennis, badminton, and indoor soccer. The Gangelhoff Center arena has a seating capacity of more than 3,000 and has hosted conventions, concerts and trade shows. It also provides a strength and conditioning room, a classroom and lounge areas for breakout sessions including a concession stand and a fully staffed athletic training room.

GRAEBNER MEMORIAL CHAPEL
Graebner Memorial Chapel, built in 1911, was formerly the school's gymnasium and was transformed into the chapel in 1955. It currently accommodates up to 400 people. The chapel is named for Dr. Martin Adolph Henry Graebner, who served as second president of Concordia from 1927 - 1946. The 3,500-square-foot Cross of Christ Fellowship Center addition was completed in 2008, where events are now held. The Fellowship Center also includes the Carlander Room and the Underground, which are primarily used for meetings.

LIBRARY TECHNOLOGY CENTER (LTC)
The 43,000-square-foot Library Technology Center, completed in 2003, provides academic materials, study space and LTC staff offices. The lower level houses up to 124,000 circulating collection of books and also serves as a space for special collections, meeting rooms and staff offices. The circulation desk and reference desk, as well as the curriculum and reference collections, are located on the main floor of the building. The upper level of the LTC is comprised of seven classrooms and the Faculty Scholarship Center. Concordia's virtual library, the Cooperating Libraries in Consortium (CLICnet), provides 1.5 million holdings representing up to one million unique titles.

LUTHERAN MEMORIAL CENTER (LMC)
The 30,000-square-foot Lutheran Memorial Center was opened in 1953 as the school's gymnasium, but was remodeled in 1999 to house the College of Business and Organizational Leadership, the School of Continuing Studies, and other administrative department offices. The LMC is dedicated to those young men and women who lost their lives during World War II. The building currently houses the offices of Admissions, Financial Services, University Advancement and the Office of International Student Services.

POEHLER ADMINISTRATION BUILDING
Dedicated in 1970, this three-story, 25,000-square-foot structure houses faculty offices for the departments of Communication Studies, Education, English and Modern Languages, History and Political Science, Social and Behavioral Science, and Theology and Ministry, and other administrative offices. The building is named in honor of Concordia's third president, Dr. William A. Poehler, who served from 1946 - 1970.

SEA FOAM STADIUM
Sea Foam Stadium was opened in 2009. It seats up to 3,500 spectators and includes an athletic field with artificial turf, an 8-lane running track, field equipment, bleachers, concession facilities, and an inflatable dome during the winter months. The opening of Sea Foam Stadium brought football back on-campus for the first time in 30 years, when the original field was sacrificed to highway construction.

THEATRE ARTS CENTER
The Concordia Theatre Arts Center, which is connected to the Buetow Music Center, was completed at 35,000-square-feet in 1994. The new facility supports theatre education and experiences for students, as well as community audiences. It houses the 350-seat flexible proscenium E.M. Pearson Theatre; rehearsal, dance, costume, and scenery studios; theatrical classrooms; a 100-seat Westlund black box theatre laboratory; elevator orchestra pit; state-of-the-art lighting and sound control systems; and offices.
RESIDENCE HALLS

HYATT VILLAGE
At 28,000-square-feet, Hyatt Village is an air conditioned, suite-style apartment housing complex which was dedicated in 1984. Each suite has two 10’ by 12’ rooms and one private bathroom.

LUTHER HALL
The 36,000-square-foot Luther Hall was dedicated in 1925 as first-year, female student housing. Each room is 12’ by 18’. The hall is connected to the campus tunnel.

HOLST HALL
This 102,000-square-foot, apartment-style residence hall houses 300 upperclassmen. The building was originally called the Residence Life Center when it opened in 2008. The RLC was rededicated as Holst Hall in May 2011 in honor of the Rev. Dr. Robert Holst, who retired as Concordia’s eight university president. Holst Hall offers apartment-style 4-bedroom, 2-bedroom and studio units. Each suite includes a private bathroom, fully equipped kitchen, and furnished living room and bedrooms. Building amenities include a fitness center, laundry facility, media room and meetings spaces for student groups.

WOLLAEGER HALL
The 35,000-square-foot Wollaeger Hall serves as first-year, male student housing on the upper level. This hall is air conditioned and houses two students per 12 foot by 18 foot room. Wollaeger features the Barbara Schoenbeck Early Learning Center and the Hand-In-Hand Child Care Center on the main floor.
DIVERSITY INITIATIVES

DIVERSITY AFFAIRS OFFICE
The Diversity Affairs Office serves as an advocate and resource for students, and works collaboratively with staff and faculty to promote an inclusive, Christ-centered campus community. With support from inter- and intra-campus offices, organizations, and programs, the Diversity Affairs office provides:

- vision and leadership for the university's diversity efforts through creative programming, consultation and partnerships;
- supportive and sustaining relationships with students, colleagues and various public constituents;
- attention to needs, issues, and concerns impacting diversity throughout the campus;
- oversight of the university's strategic diversity priorities;
- coordination of activities that promote the identity of students of color, and
- opportunities for celebration of the harmony in diversity on the campus and within the community.

For inquiries relating to any diversity initiatives, please contact Dr. Cheryl Chatman, Executive Vice President and Dean of Diversity at chatman@csp.edu or at (651) 603-6151.

Various academic, social and intercultural programs and activities are linked with the Diversity Affairs Office. These include the Building Opportunities for Leadership and Development (BOLD) Program, Shades of Harmony Gospel Choir, the Emerge Leadership Program, Concordia Sisterhood of Empowerment and more. Scholarships, leadership, internships, mentoring and special programs are initiated and/or supported by the Diversity Affairs Office. Below are a few of the major initiatives that this office oversees annually.

C.A.R.E. COMMITTEE (COALITION AGAINST RACISM FOR EVERYONE)
The C.A.R.E. committee is comprised of Concordia staff and faculty who began an organized effort to identify, engage and eliminate racism as it exists in its many forms at Concordia and beyond. The mission of the committee is to promote equality and peaceful coexistence through developing awareness of self and others, sharing knowledge, encouraging mutual understanding, and healing the historical and continuing trauma of racism. The committee aims to support a campus community where the dignity, value, and human potential of each member is equally honored and respected through the creation of a campus environment free from violence and discrimination. Annual events and efforts sponsored by C.A.R.E. for the campus and wider community include interactive dialogues, focus groups, panels, sensitivity and awareness training, written and verbal communications and exchanges, unity activities, support of community issues and actions, and presentations at local and national conferences. Student involvement on all levels of this work is essential and critical to this team. Collaboration with on- and off-campus groups, departments and organizations is central to the planning and execution of events led and supported by C.A.R.E.

UNITED MINDS OF JOINT ACTION (UMOJA)
United Minds of Joint Action (UMOJA) is an organization that provides students opportunities for leadership, mentoring, advocacy, outreach, internships, and culture-specific educational, social and recreational activities. Opportunities to serve as officers, committee chairs, artists, performers and ambassadors exist from the freshmen to senior years. The mission of UMOJA is to:

- foster academic achievement and service,
- address issues and concerns particularly affecting students who are culturally aware, in relation to all students,
- promote an understanding and appreciation of cultural differences, and
- create unity among students of multi-cultural heritage within Concordia University and the surrounding community.

For more information about UMOJA, contact the organization’s advisors, Adrian Perryman, Assistant Director of Admission at perryman@csp.edu or (651) 641-8843; or Donnay Green, Assistant Director of Financial Aid at green@csp.edu or (651) 641-8205.

CONCORDIA HMONG UNITY STUDENT ASSOCIATION (CHUSA)
Concordia has an active Hmong organization and support program, which provides advocacy, leadership experiences, internship opportunities and social connections. CHUSA’s mission is to promote Hmong culture, practices, and history through academic leadership workshops, events and collaborations. CHUSA offers students a channel to make meaningful connections with other students and the overall campus. From simulations and workshops/lectures to the Ua Tsaug (Thanksgiving) event, CHUSA’s presence on campus is widely known and highly respected. The goals of the association are:

- to promote and understand Hmong Cultural awareness through cooperation and unity at Concordia University, Saint Paul
- to promote the Hmong Minor program and other Hmong related initiatives at Concordia University, Saint Paul
- to promote and develop an effective communication and understanding of the Hmong people at Concordia and throughout the Twin Cities community
**LEGAL NOTICES**

The Concordia University Board of Regents operates Concordia University as an institution of higher education. All information in this Academic Catalog was current at the time of publication. However, the information in this catalog does not constitute a contract between Concordia University and the student. The material contained in this catalog is for information only. The University reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice. All questions may be referred to the Office of Academic Affairs. Concordia University, Saint Paul, is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions of higher education.

**NOTICE OF NON-DISCRIMINATION**

Concordia University does not discriminate for admission of students on the basis of race, color, creed, religion, national or ethnic origin, disability, sex, age, marital status, veteran or veteran disability status, or sexual orientation.

Any persons having inquiries concerning Concordia University's compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact one of the following:

- Mary Arnold, Director of Human Resources
  Concordia University
  1282 Concordia Avenue
  Saint Paul, MN, 55104
  (651) 641-8268 or marnold@cspp.edu

- Dr. Cheryl Chatman, Title IX Coordinator
  Concordia University
  1282 Concordia Avenue
  Saint Paul, MN, 55104
  (651) 603-6151 or chatman@cspp.edu

Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – CONFIDENTIALITY**

Students enrolled at Concordia University, Saint Paul, are required to give certain information in order that the University may make reasonable judgments about them, provide services, and give informed advice regarding courses to be followed. Such personal data and information may become part of the student education record. Students may make the justifiable assumption that the University, as custodian of this data, will preserve the data's private nature. By requiring or requesting such information, Concordia University gives assurance that the information will be protected against improper disclosure.

Concordia University observes the following principles:

1. Appropriate Concordia University officials are held directly responsible and accountable for the careful protection of student education records against possible misuse.
2. Within Concordia University, student education records will be used only for appropriate research, educational, and Concordia University administrative functions. Access to those records is allowed only to those members of Concordia University community whose designated responsibilities reasonably require access or to persons to whom the student has given written permission for access.
3. Concordia University provides the student with the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.
4. Concordia University gives students the right to request amendment of the contents of student education records, to have a hearing if the result of the request for amendment is unsatisfactory, and to include a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.
5. Concordia University notifies students annually of their privacy rights, their right to file complaints concerning alleged failures of Concordia University to comply with their privacy rights, and where copies of the Concordia University policy and procedures on access to student records may be obtained.
6. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.
STUDENT EDUCATION RECORDS

DIRECTORY INFORMATION - CATEGORY I
The student's name, address, electronic (E-mail) address, home town, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), major, minor, adviser, photo, college and class, academic awards and honors received (including dean's list recognition), curricular and co-curricular activities, and (in the event of the student's graduation) the degree(s) received/conferred (including dates), are matters of public record or directory information. Therefore, Concordia University officials and departments may provide this information, in answer to inquiries, without requiring authorization from the student. However, students may prohibit disclosure of directory information at any time during their enrollment. The entire student file may be marked confidential if the student completes a Student Information Suppression / Release Form. The form is available in the Bear Center. Records remain suppressed until a Student Information Suppression / Release Form is completed to release information.

DIRECTORY INFORMATION CATEGORY II (FOR STUDENT ATHLETES ONLY)
Past and present participation in university sponsored athletics, physical factors (height, weight of athletes) and birth date are considered directory information for athletes only.

OTHER STUDENT EDUCATION RECORDS
Student education records other than directory information include, but are not limited to: transcripts, test scores, college advising records, disciplinary files, financial aid information, housing records, and records of educational services that are provided to students. Such records are not disclosed to anyone except:

1. The student and others on written authorization by the student;
2. Persons within Concordia University who have a legitimate interest in the information for educational, administrative, or research purposes;
3. Other educational institutions in which the student seeks to enroll, provided the disclosure is limited to official copies of student transcripts or test scores from the appropriate Concordia University office;
4. Other organizations conducting educational research studies provided the studies are conducted in a manner that will not permit identification of students and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
5. Persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student in advance of compliance thereof;
6. Appropriate persons in connection with an emergency, provided the information is necessary to protect the health or safety of the student or other individuals;
7. Accrediting organizations and state or federal education authorities when the information is needed for auditing, evaluating, or enforcing legal requirements of educational programs, provided the accrediting organizations and authorities protect the data in a manner that will not permit the personal identification of students and personally identifiable information is destroyed when no longer needed;
8. Appropriate persons or agencies in connection with a student's application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid;
9. Parents of a dependent student as defined under the Internal Revenue Code. (Each time a parent requests access to records the parent must submit a current tax statement listing the dependent student.)

OTHER STUDENT RECORDS – NON-ACADEMIC
Concordia University maintains other records that contain information about students. Information in medical or psychological counseling records, including results of examinations by Concordia University personnel, is afforded greater protection. Concordia University obtains such information with a commitment as to its highly private nature. Such records should not be disclosed except (a) under direct written authorization by the student, (b) pursuant to a court order signed by a judge, or (c) as otherwise required by law. Concordia University Security and Human Resources records contain information about students, but are not student education records and are not covered by this policy. University offices which are responsible for such records observe information release policies which protect the subjects of such records against improper disclosure and are consistent with applicable laws.

The Title IX implementing regulations at 34 C.R.F. 106.8(a) require that each recipient designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The coordinator's responsibilities include investigating complaints communicated to the recipient alleging noncompliance with Title IX. Section 106.8(a) also requires the recipient to notify all students and employees of the name, address, and telephone number of the designated coordinator. Section 106.8(b) requires that each recipient adopt and publish grievance procedures providing for prompt and equitable resolution of
student and employee complaints under Title IX. To file a grievance regarding possible Title IX Compliance, grievance must be submitted in writing to Christine McIntosh, Title IX Compliance Officer.

**FEDERAL TITLE II REPORTING FOR TEACHER EDUCATION**

In compliance with public disclosure requirements for institutions of higher education in the Higher Education Act, Title II, sections 207(0)(1) and 207 (0)(2): The Educational Testing Service (ETS) has reported the following institutional pass rates for Concordia University regarding program completers in teacher education:

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<th>Professional Knowledge</th>
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<th>Academic Content</th>
<th>Total</th>
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<td>2007/2008</td>
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**STUDENT CONSUMER INFORMATION**

Concordia University fully complies with Public Law 101-542 The Student Right-to-Know and Campus Security Act, as amended by Public Law 102-26, the Higher Education Technical Amendments of 1991. Under these laws, retention and completion rates for entering students are kept by the associate dean of enrollment and are available to all current and prospective students. The Safety and Security office makes available to all students various policies and statements regarding campus security, including statistics on various types of crime that may have occurred. A copy of the campus Alcohol and Drug Policy can be found in the Student Policies Handbook.
ADMISSION: UNDERGRADUATE TRADITIONAL PROGRAMS

GENERAL ADMISSION INFORMATION
Candidates for undergraduate admission to Concordia University must be graduates of a regionally accredited high school or home school or hold the General Education Diploma (GED). Applicants must be persons of good moral character. First year students may apply for admission beginning with fall or spring terms. Transfer students may apply for admission for the fall, spring, or summer terms. Early application is encouraged.

ACADEMIC REQUIREMENTS AND PROCEDURES
Transcripts should demonstrate that candidates have successfully completed requirements in the following high school subjects: four years of English, two years of history/social sciences, two years each of mathematics and science, two years of fine arts, and one year of health/physical education. Applicants who have not had the college preparatory courses indicated above may be admitted upon examination of their academic records, provided they meet other admission criteria.

FIRST-YEAR STUDENTS
1. Complete the Undergraduate Application for Admission and include a $30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, www.csp.edu. The fall term deadline is August 1 and winter term is December 1.
2. Request that an official transcript of the high school record to date be sent to Concordia University, and also a FINAL official transcript after the senior year's grades and graduation have been recorded. Passing General Education Development (GED) scores may be accepted in lieu of verification of graduation.
3. Complete the ACT or SAT and have an official Student Profile Report sent directly to the Concordia University Office of Undergraduate Admission. Arrangements for taking the ACT or SAT should be made through the high school counselor's office.
4. Submit one letter of recommendation on forms provided by the Office of Undergraduate Admission. The form is to be completed by a guidance counselor or a teacher.
5. First-time freshmen who graduated from high school five or more years before application may submit a statement of educational objectives in lieu of items 3 or 4 above.

TRANSFER STUDENTS
1. Complete the application for admission and include a $30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, www.csp.edu. The fall term deadline is August 1 and winter term is December 1.
2. Submit official transcripts from each college or post-secondary school attended. If currently enrolled, submit a final transcript after completion of studies. If applicants have not completed one year (45 quarter credits or 20 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.
3. Submit a letter of recommendation on the form provided by the Office of Undergraduate Admission from the dean of students of the institution last attended.

Transfer students should have maintained an overall grade point average of "C" or better in previous courses. Concordia University accepts an Associate of Arts degree or the Minnesota Transfer Curriculum in lieu of our general education requirements. Exceptions include the 8 credits of Religion and requirements within majors that include general education courses not previously completed.

NOTE: Admission to specific majors is required beyond general admission to the university. See the appropriate departmental major and/or the Office of Undergraduate Admission.

APPLICATION CONTACTS
Persons seeking undergraduate admission should direct all correspondence to:
Office of Undergraduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494

Students may also submit an on-line application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Undergraduate Admission.
ACCEPTANCE TO CONCORDIA UNIVERSITY
All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Undergraduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

IMMUNIZATION
Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs. In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to the campus nurse.

POST-BACCALAUREATE TEACHER LICENSURE
Persons possessing an undergraduate degree from an accredited institution may satisfy teaching licensure requirements in any of the licensure areas offered by Concordia University by completing the undergraduate requirements for the license or endorsement desired. Students have the option of attending as full-time students or as part-time students. Contact the Office of Undergraduate Admission (651) 641-8230 or Professor Rick Benson at (651) 641-8245 or benson@csp.edu for more information.

SOUTHEAST ASIAN TEACHER LICENSURE PROGRAM (S.E.A.T.)
Concordia University offers a program leading to a degree and/or teacher licensure for students currently working in schools. The state of Minnesota supplies some of the scholarship money for this program. Contact the Office of Undergraduate Admission (651) 641-8230 or Director of the SEAT program, Professor Sally Baas at (651) 603-6188 or baas@csp.edu for more information.

VISITING STUDENTS
Concordia University welcomes students on a temporary basis who have been regularly admitted to another regionally accredited postsecondary institution. This enrollment is generally offered to provide special courses at Concordia University that may not be available at the other institution, to meet a temporary special interest, or to provide coursework in the student's present local environment.

In order to be admitted as a visiting student, a basic demographic information form must be completed by the previous college or university (where student was regularly admitted) as well as a form verifying the student's admission and giving the institution's approval for the student's registration plan.

Course requests are submitted to the registrar who acts as advisor to the student. If the student wishes to complete a program, regular admission procedures apply.

RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY
1. Apply for re-admission through the Office of Undergraduate Admission two weeks prior to the start of the term. No application fee is required.
2. Submit information concerning activities since last attending Concordia University, send appropriate letters of recommendation if required, and include a statement of educational objectives.
3. Request official transcript of credits earned at other institution(s) to be sent to the Registrar.

INTERNATIONAL STUDENTS
1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.
2. Submit evidence of one or more of the following:
   a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test.
   b. Equated score of at least 70 on the Michigan test.
   c. Completed level 112 from English Language Services (ELS). Based on these test results Concordia University's testing program results, and the student's classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.
   d. IELTS overall band score of 5.5 or higher (International English Language Testing System).
   e. Completion of Level 6 at an approved English school.
3. Demonstrate ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.

4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.

5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

**POST-SECONDARY ENROLLMENT OPTION PROGRAM (P.S.E.O.)**

Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University’s Post-Secondary Enrollment Options (PSEO) program. A limited number of students are initially accepted on a space available basis. Students with a 3.5 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 1 each year.

Application procedures include submitting the following:
1. PSEO Application
2. Official High School Transcript
3. Writing Sample
4. Guidance Counselor Letter of Recommendation
5. Minnesota Postsecondary Enrollment Options Program Notice of Student Registration

Students admitted to the Concordia University PSEO program have the opportunity to take 100-200 level course. Upper-level courses are available only with the permission of the university’s PSEO Coordinator. Religion courses, independent studies, and summer courses are excluded. Additional fees may not be covered by the PSEO program (i.e. technology fees, private music lessons, etc.)

Academic Disqualification – PSEO students who receive a cumulative GPA of less than 2.00 will be academically disqualified and dismissed from the Concordia University PSEO program. Students may appeal their academic disqualification to the university’s PSEO Coordinator.

**ADVANCED PLACEMENT PROGRAM**

Concordia University will grant credit for most College Board Advanced Placement (AP) Examinations to students with a grade of three, four, or five. Students should have an official score report sent to Concordia University (code number 6114). Concordia University’s AP credit policy is posted on [www.csp.edu](http://www.csp.edu).

**COLLEGE-LEVEL EXAMINATION PROGRAM**

Concordia University will grant credit for most College-Level Examination Program (CLEP) results to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, Saint Paul – code number 6224. Information about the CLEP examinations can be found at [www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html). Concordia University’s CLEP credit policy is posted on [www.csp.edu](http://www.csp.edu).

**NEW STUDENT ORIENTATION**

Both first-year students and transfer students are required to attend one New Student Orientation (NSO) session offered in June or August. Students begin to build relationships with other students, faculty, and staff. They receive pertinent non-academic information, meet with an academic advisor, and then helped to register for classes. Students also receive information about non-academic aspects of life at Concordia University relative to parking permits, voicemail, books, technology, and co-curricular activities, etc.

Fall Semester: All first year students begin the College Transitions class on the first day of Welcome Week. Students are assigned to their College Transitions class by the Office of Academic Advising. During Welcome Week, they spend time with other students, along with a Peer Advisor and Faculty Advisor. Transfer students and returning students are invited to attend Welcome Week activities prior to the beginning of classes. Welcome Week activities build a foundation for enhancing community and promoting academic growth in a Christian environment.

Spring Semester and Summer Semester: First year students and transfer students are required to attend and NSO/Transfer session in December for spring semester and May for summer.
ADMISSION: UNDERGRADUATE DEGREE COMPLETION PROGRAMS

LEARNING CONCEPT
The goal of the undergraduate degree completion programs is to link learning directly to a student’s present or planned career activities – connecting coursework to life experience. This educational model is designed specifically for adult learning.

- Prior collegiate and extra-collegiate learning derived from academic, personal, and professional experiences since high school may be evaluated for college credit.
- Past and present work experience will serve as a catalyst in the learning process. At the heart of the education model is a major project, which continues throughout the program, blends study and experiential learning.

Concordia University faculty are devoted to this educational model and fully respects students’ prior learning as worthwhile and valuable in the educational setting. Experienced in their respective fields, instructors come from Concordia University faculty ranks or are adjunct faculty who have proven expertise and enjoy working with adult students.

GENERAL ADMISSION INFORMATION
Candidates for undergraduate admission to Concordia University, Saint Paul, must be graduates of a regionally accredited high school or home school or hold the GED certificate. Applicants must be persons of good moral character. Early application is encouraged.

ACADEMIC REQUIREMENTS AND PROCEDURES
1. Submission of Undergraduate Application for Admission
2. Submission of $30 application fee
3. Submission of official transcripts from all previously attended institutions indicating a minimum of 36 semester credits, transferable, from accredited colleges or universities, or a combination of transferable credits and extra collegiate learning experience equaling 36 semester credits
4. Verification of a cumulative grade point average (CGPA) of 2.0 or better.
5. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, double-spaced)

Upon receipt of official transcripts, an academic advisor will review them and determine the number of transferable credits that have been satisfied. When the above requirements have been met and the University's Admissions Office has received and processed the completed application, the file will be reviewed for acceptance.

INTERNATIONAL STUDENTS
1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education
2. Submit evidence of one or more of the following:
   a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test
b. Equated score of at least 70 on the Michigan test
c. Completed level 112 from English Language Services (ELS). Based on these test results, Concordia's testing program results, and the student's classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel

3. Demonstrate an ability to meet the expenses of university fees, tuition, room and board, transportation, and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full

4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only

5. Any transcripts provided must be evaluated by an outside agency for American equivalents

APPLICATION CONTACTS
Persons seeking undergraduate admission should direct all correspondence to:
Office of Undergraduate Admission (Degree Completion)
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494

Students may also submit an on-line application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Undergraduate Admission.

ACCEPTANCE TO CONCORDIA UNIVERSITY
All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Degree Completion and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

IMMUNIZATION
Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs. In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to the campus nurse.

RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY
1. If less than five years since last date of attendance, students are to contact their academic advisor for re-admission
2. If more than five years since last date of attendance, students must apply for re-admission through the Office of Undergraduate Admission. No application fee is required
3. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives
4. Request official transcript of credits earned at other institution(s) be sent to the registrar

ADVANCED PLACEMENT PROGRAM
Concordia University will grant credit for most College Board Advanced Placement (AP) Examinations to students with a grade of three, four, or five. Students should have an official score report sent to Concordia University (code number 6114). Concordia University's AP credit policy is posted on www.csp.edu.

COLLEGE-LEVEL EXAMINATION PROGRAM
Concordia University will grant credit for most College-Level Examination Program (CLEP) results to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, Saint Paul - code number 6224. Information about the CLEP examinations can be found at www.collegeboard.com/student/testing/clep/about.html. The CLEP credit policy is posted on www.csp.edu.
ADMISSION: GRADUATE PROGRAMS

GENERAL INFORMATION
Candidates for graduate admission to Concordia University, Saint Paul, must be graduates of an accredited university and hold a bachelor's degree. Applicants must be persons of good moral character. Early application is encouraged to ensure priority consideration.

ACADEMIC REQUIREMENTS AND PROCEDURES

1. Submission of Graduate Application for Admission
2. Submission of $50 application fee (waived for those who have completed an undergraduate degree at CSP)
3. Submission of official transcripts from a regionally accredited college or university issuing the baccalaureate degree
4. Verification of an overall undergraduate G.P.A. of 3.0 on a 4.0 scale
5. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, double-spaced)
6. Professional Resume

Additional requirements for specific programs may be required; please consult appropriate degree information. A partial list of additional requirements includes:

MA in Criminal Justice Leadership, Early Childhood, and Family Life Education
• Students must be currently working or volunteering in the program "field"

MA in Christian Outreach Leadership
• A letter of recommendation from the applicant's pastor; two letters of recommendation from individuals who can verify applicant's outreach ministry experience or knowledge
• Outreach work experience resume
• Written expression of applicant's rationale for pursuing the degree
• Documentation of completion of Biblical and Christian coursework

APPLICATION CONTACTS

Persons seeking admission to graduate programs should direct all correspondence to:

Office of Graduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494

Students may also submit an on-line application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Graduate Admission.

ACCEPTANCE TO CONCORDIA UNIVERSITY

All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Degree Completion and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

APPEAL OF POLICY AND PROCEDURE

Students not approved for graduate admission may appeal the admission decision. Steps for appeal include:

1. All appeals must be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed
2. Students consult directly with the Director of Graduate Admission. The formal appeal process will be offered and explained in detail
3. Students submit a formal written appeal to be reviewed by the Degree Completion and Graduate Admissions Committee.
4. Appeals are reviewed within two weeks of submission
5. Communication of formal appeal provided in written letter to the graduate applicant
6. Decisions of the Degree Completion and Graduate Admissions Committee may be made to the Vice President for Academic Affairs
IMMUNIZATION
Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs. In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to the campus nurse.

RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY
1. If less than five years since last date of attendance, students are to contact their academic advisor for admission.
2. If more than five years since last date of attendance, students must apply for re-admission through the Office of Undergraduate Admission. No application fee is required.
3. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives.
4. Request official transcript of credits earned at other institution(s) be sent to the registrar.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA), ATHLETICS AND ELIGIBILITY
Intercollegiate athletics are considered an integral part of Concordia University's educational experience. Concordia University is a member of the National Collegiate Athletic Association (NCAA) Division II and the Northern Sun Intercollegiate Conference. The university agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students’ participation in intercollegiate athletics are available through the office of the athletic director.

The director of athletics supervises and directs the intercollegiate program of athletics and the intramural program for men and women. The director of athletics recommends the appointment of coaches for the various teams.

The compliance coordinator and faculty athletic representative are charged with the responsibility of ensuring that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the NCAA prior to their representing the institution in any manner. The Equity in Athletics Disclosure Report can be found in the athletic department. The report can be requested from the athletic compliance officer.

FIRST-TIME ENTERING FIRST-YEAR STUDENTS MUST MEET THE FOLLOWING ENTRY LEVEL REQUIREMENTS SET FORTH THE BY NCAA
A student-athlete who enrolls in a Division II institution as an entering freshman with no previous full-time college attendance shall meet the following academic requirements, as certified by an initial-eligibility clearinghouse approved by the Executive Committee, and any applicable institutional and conference regulations, to be considered a qualifier and thus be eligible for financial aid, practice and competition during the first academic year in residence.

QUALIFIER
A qualifier is defined as one who is a high-school graduate and who presented the following minimum academic qualifications:

A minimum grade point average of 2.00 (based on a maximum 4.00) in a successfully completed core curriculum of at least 16 academic courses.

1. The record of the above courses and course grades must be certified by the NCAA Eligibility Center using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution's department of University Enrollment, Marketing and Enrollment, and
2. A minimum combined score on the SAT verbal and math sections of 820 or a combined score of 19 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

The student-athlete must demonstrate continued academic achievement in subsequent years while participating in athletics.

To participate the second season in a sport, the student must have accumulated 36 quarter or 24 semester institutional degree credit hours with at least a total cumulative grade point average of 2.00 on a 4.00 scale.

To participate the third season, the student must have accumulated 72 quarter or 48 semester institutional degree credit hours with at least a total cumulative grade point average of 2.00 on a 4.00 scale.

Also, a student-athlete shall designate a program of study leading toward a year of enrollment (fifth semester or seventh quarter) and thereafter the credits used to meet the satisfactory-progress requirements must be degree credit toward the student's designated degree program. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution.

To participate the fourth season, the student must have accumulated 108 quarter or 72 semester institutional degree credit hours with at least a total cumulative grade point average of 2.00 on a 4.00 scale.

Students who have attended college previously are eligible to participate in intercollegiate athletics under other regulations. It is important that the prospective student-athlete determine, with the help of the compliance coordinator, which set of rules apply.

Returning student-athletes are governed by the following rules:

1. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below "100" in the number system and repeated courses do not count toward satisfying the "normal progress" rule.

2. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of "D" (or the equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of "C" or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.

3. All athletes must maintain a cumulative grade point average of 2.00.

4. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sport season shall retain eligibility in the particular sport for participation in post season approved events.

5. A student must meet the standards of the athletic conference and associations of which the university is a member.

6. A student must meet the requirements listed under medical examination in order to be eligible.

7. All athletes must be covered by health and hospitalization insurance.

8. Financial authority regarding participation rests with the director of athletics.

9. A student who officially withdraws from the university within 21 calendar days following official opening date of a class as stated in the catalog and does not transfer to another institution will not be charged with a term of attendance.

10. The director of athletics may refer hardship cases to the compliance coordinator. "Hardships" deal only with seasons of competition and must receive final approval by the conference of the NCAA Student-Athlete Reinstatement Committee.

The university does NOT provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.
**Tuition and Fees 2013–2014**

**Undergraduate Traditional Programs (including BA, BS, BBA)**

Public and private universities are immeasurably different, particularly in how they are funded. One major difference is that private schools rely on their own financial resources. The State of Minnesota provides no operating dollars for Concordia University. Tuition and fees make up a great deal of operating budget for Concordia University. (Additional funding is provided by the generosity of donors and gifts supplied by friends of the university.) As a result, every effort is being made to maintain the moderate cost of attending Concordia University. However, unexpected rising costs may necessitate a change in fees at the beginning of any semester.

<table>
<thead>
<tr>
<th></th>
<th>Fall/Spring Semesters</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td>$9,850</td>
<td>$19,700</td>
</tr>
<tr>
<td><strong>Residence Hall / Food Services</strong></td>
<td>$3,875</td>
<td>$7,750</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$13,725</td>
<td>$27,450</td>
</tr>
</tbody>
</table>

**Undergraduate (per credit hour, for students registered for 6-11 credits)** $820  
**Undergraduate (per credit hour, for students registered for 1-5 credits)** $450  
**Summer School (2014) per credit hour** $450  
**Auditing (per class)** $175  
**Course overload (per credit hour, over 19 credits)** $260  
**DCE or DCO Internship (in lieu of on-campus tuition)** $9,850

**Optional Fees**

<table>
<thead>
<tr>
<th></th>
<th>No charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking</td>
<td>No charge</td>
</tr>
<tr>
<td>Single Room (additional charge per semester)</td>
<td>$1000</td>
</tr>
<tr>
<td>Room Charge (per day for early-arrival students)</td>
<td>$30</td>
</tr>
<tr>
<td>Extra institutional credit (includes credit by examination-per credit hour)</td>
<td>$270</td>
</tr>
<tr>
<td>Colloquy tuition rate (per credit hour)</td>
<td>$270</td>
</tr>
<tr>
<td>Technology fee for part-time students</td>
<td>$100</td>
</tr>
<tr>
<td>Technology fee for part-time students 9 –11 credits</td>
<td>$100</td>
</tr>
<tr>
<td>Technology fee for part-time students 6 – 8 credits</td>
<td>$200</td>
</tr>
<tr>
<td>Technology fee for part-time students 1 – 5 credits</td>
<td>$400</td>
</tr>
<tr>
<td>Post-Secondary Education Option (PSEO)</td>
<td>$100</td>
</tr>
<tr>
<td>Private Music Instruction (private lessons)</td>
<td>$215</td>
</tr>
<tr>
<td>Private Music Instruction (honors lessons)</td>
<td>$430</td>
</tr>
<tr>
<td>Science Lab Fees (varies by course)</td>
<td>$25-$50</td>
</tr>
<tr>
<td>Fine Art Fees (varies by course)</td>
<td>$25-$50</td>
</tr>
<tr>
<td>Biology and Chemistry Research Fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

**Required Fees**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for admission</td>
<td>$30</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
</tr>
<tr>
<td>Transcripts</td>
<td>$7 each</td>
</tr>
</tbody>
</table>
DEGREE COMPLETION PROGRAMS, CERTIFICATES, POST–BACCALAUREATE LICENSURE

Once a student enrolls in an undergraduate degree completion cohort, tuition will not change for that student as long as the student is continuously enrolled in that program and cohort.

PER CREDIT FEES FOR DEGREE COMPLETION PROGRAMS (2013-2014)

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$420</td>
</tr>
<tr>
<td>Business Management</td>
<td></td>
</tr>
<tr>
<td>Food Industry Management</td>
<td></td>
</tr>
<tr>
<td>Heath Care Administration</td>
<td></td>
</tr>
<tr>
<td>Hospitality Management</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>Information Technology in Management</td>
<td></td>
</tr>
<tr>
<td>Marketing Management and Innovation</td>
<td></td>
</tr>
<tr>
<td>Organizational Management and Leadership</td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Family Life Education</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td></td>
</tr>
<tr>
<td>Pulmonary Science</td>
<td></td>
</tr>
<tr>
<td>Radiological Leadership</td>
<td></td>
</tr>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Auditing (per class)</td>
<td>$175</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
</tr>
</tbody>
</table>

DEPOSITS

Undergraduate Tuition Deposit
The tuition deposit is due prior to your orientation date, is non-refundable after May 1, and is applied toward the first semester costs.

<table>
<thead>
<tr>
<th>Deposit</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td></td>
</tr>
</tbody>
</table>

Residence Hall and Apartment Down Payment
The residence hall down payment is paid by students when applying for housing. The down payment is credited to fall semester room and board charge. It is not refundable after May 1.

<table>
<thead>
<tr>
<th>Deposit</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$125</td>
<td></td>
</tr>
</tbody>
</table>

PAYMENT OF FEES

Tuition and fee charges, including any balance due after disbursement of financial aid*, must be paid using one of the below options.

Payment in Full
Payment in full (or the total balance due after accounting for financial aid*) by the first due date of the CSP Installment Plan (below). Students may pay online, by mail or in person.

- Online – Make a payment online 24/7 by credit card or bank transfer from a checking or savings account online
- By Mail – Send check or money order to:
  Concordia University–St. Paul
  NW 5884
  P.O. Box 1450
  Minneapolis, MN 55485-5884
  Please reference your Concordia ID number
- In person – Check, money order, or cash is accepted at the cashier’s window on campus.
  Cashier Hours: 8:00 am – 4:30 pm, Monday – Friday

*Financial aid awards typically include loan opportunities, for which you must apply and sign a Promissory Note.
**CSP Installment Plan**
In this plan, you will make payments in up to two installments, plus a $35 enrollment fee, per semester according to the timeline found in the Tuition and Fee Payment Procedure for each semester.

- Fall Semester Tuition and Fee Payment Procedure. (PDF)
- Spring Semester Tuition and Fee Payment Procedure. (PDF)

Students who have an outstanding balance due, or have not completed financial aid requirements, by the first due date, will be automatically enrolled in the CSP Installment Plan. All late payments will incur a 1% finance charge.

**Summer Semester**
Summer tuition is due by June 15. Concordia University reserves the right to modify payment plans during the time of student enrollment, specifically from year to year.

**Book Purchase Credit**
The only students that will be considered for a Book Purchase Credit will be Pell Grant Eligible AND expecting a refund. The amount of the voucher will be the annual published books and supplies allotment.

### PER CREDIT FEES FOR GRADUATE PROGRAMS (2013-2014)

<table>
<thead>
<tr>
<th>College of Arts and Letters</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• MA in Christian Outreach Leadership</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Strategic Communication Management</td>
<td></td>
<td>$475</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Business and Organizational Leadership</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• MA in Criminal Justice Leadership</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Human Resource Management</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Human Services with emphasis in Forensic Mental Health</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Leadership and Management</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• Master of Business Administration</td>
<td></td>
<td>$625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education and Science</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• MA in Education: Early Childhood Emphasis</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Education: Classroom Instruction Emphasis</td>
<td></td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Classroom Instruction with K-12 Reading Endorsement</td>
<td></td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Differentiated Instruction Emphasis</td>
<td></td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Educational Leadership Emphasis</td>
<td></td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Educational Technology</td>
<td></td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Family Life Education</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Human Services with emphasis in Health Care and Gerontology</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Sports Management</td>
<td></td>
<td>$475</td>
</tr>
<tr>
<td>• Ed.S in Education</td>
<td></td>
<td>$395</td>
</tr>
</tbody>
</table>

| Application Fee | $50 |
| Graduation Fee  | $125 |
REFUND POLICY FOR TRADITIONAL UNDERGRADUATE STUDENTS

Business Day: Business Days are defined as Monday through Friday, excluding posted Holidays. 
http://concordia.csp.edu/humanresources/EmployeeBenefits/Paid_Holidays.html

Business Service Hours:
ON CAMPUS BUSINESS HOURS: Are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.
ON-LINE BUSINESS HOURS: Are defined as 24 hours per day, 7 days per week, including holidays.

Traditional Undergraduate Student: Traditional undergraduate students are defined as learners enrolled at the undergraduate level in a 15 week term, which may be offered in a variety of settings including (but not limited to) on-campus delivery and on-line delivery format(s).

Total Drop: A drop from all registered courses done before the start of the 11th day of the term. Dropped courses do not appear on a transcript and do not affect academic standing. See refund schedule below.

Total Withdrawal: A withdrawal from all registered courses from the 11th business day through the end of the 50th business day of the term. Withdrawal courses appear on a transcript as a “W” and have a direct impact on academic standing and financial aid status. See refund schedule below.

TOTAL DROP PERIOD
100% Refund before the start of the 6th business day of the term
75% Refund 6th business day to before the start of the 11th business day of the term

TOTAL WITHDRAWAL PERIOD
50% Refund 11th business day to before the 16th business day of the term
25% Refund 16th business day to before the 21st business day of the term
0% Refund 21st business day of the term to end of 50th business day of the term

REFUND SCHEDULE FOR TRADITIONAL STUDENT WITHDRAWING FROM THE UNIVERSITY

100% Refund before the start of the sixth business day of the term
75% Refund before the start 11th business day of the term
50% Refund before the start of the 16th business day of the term
25% Refund before the start of the 21st business day of the term
0% Refund on or after the 21st business day of the term

Dates for the various refund periods for traditional students withdrawing from the University during fall term 2013:
Through September 5: 100% Refund
Sept. 6 - September 12: 75% Refund
Sept. 13 - September 19: 50% Refund
Sept. 20 - September 26: 25% Refund
After September 26th: No Refund

Dates for the various refund periods for traditional students withdrawing from the University during spring term 2014:
Through January 19: 100% Refund
January 20 - January 27: 75% Refund
January 28 - February 3: 50% Refund
February 4 - February 10: 25% Refund
After February 10th: No Refund

Partial Drop: A drop from at least one, but not all registered courses. No refunds are granted for partial drops. Dropped courses do not appear on a transcript and do not affect academic standing.

Partial Withdrawal: A withdrawal from at least one but not all registered courses. No refunds are granted for partial withdrawals.
CURRENT ADD/DROP/WITHDRAWAL SCHEDULE:

Fall 2013 – Traditional Term August 29 – December 19, 2013

Classes which meet the entire semester:
Last day to add full semester course: September 5, 2013
Last day to add a full semester Internship or Independent Study: September 12, 2013
Last day to drop a full semester course without academic record: September 12, 2013
Last day to withdraw (W) from a full semester course: November 11, 2013

Classes which meet the first half of the semester:
Last day to add first half semester course: September 5, 2013
Last day to drop a first half semester course without academic record: September 5, 2013
Last day to withdraw (W) from a first half semester course: October 3, 2013

Classes which meet the second half of the semester:
Last day to add second half semester course: October 29, 2013
Last day to drop second half semester course without academic record: October 29, 2013
Last day to withdraw (W) from a second half semester course: November 26, 2013

All Registration Restriction forms must have appropriate signatures for approval and must be turned into the Registrar's Office by closing time of that day.

Spring 2014 – Traditional Term January 13 – May 8, 2014

Classes which meet the entire semester:
Last day to add full semester course: January 17, 2014
Last day to add a full semester Internship or Independent Study: January 17, 2014
Last day to drop a full semester course without academic record: January 27, 2014
Last day to withdraw (W) from a full semester course: March 31, 2014

Classes which meet the first half of the semester:
Last day to add first half semester course: January 17, 2014
Last day to drop a first half semester course without academic record: January 17, 2014
Last day to withdraw (W) from a first half semester course: February 17, 2014

Classes which meet the second half of the semester:
Last day to add second half semester course: March 17, 2014
Last day to drop second half semester course without academic record: March 17, 2014
Last day to withdraw (W) from a second half semester course: April 14, 2014

All Registration Restriction forms must have appropriate signatures for approval and must be turned into the Registrar's Office by closing time of that day.

REFUND POLICY FOR ADULT UNDERGRADUATE AND GRADUATE STUDENTS

Business Day: Business Days are defined as Monday through Friday, excluding posted Holidays

Business Service Hours:
ON CAMPUS BUSINESS HOURS: Are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.
ONLINE BUSINESS HOURS: Are defined as 24 hours per day, 7 days per week, including holidays.

Adult Undergraduate Student: Adult undergraduate students are defined as learners enrolled at the undergraduate level in a term consisting of two seven week sessions which may be offered in a variety of settings including (but not limited to) on-campus delivery and on-line delivery format(s).

Graduate Student: Graduate students are defined as learners enrolled at the graduate level in a term consisting of two seven week sessions which may be offered in a variety of settings including (but not limited to) on-campus delivery and on-line delivery format(s).
Drop: Students are allowed to drop any course before the start of the sixth business day of each term. Students who drop a course will receive a full refund of tuition. Dropped courses do not appear on a transcript and do not impact academic standing.

Withdrawal: Students are allowed to withdraw from any course from the sixth business day of each term through the end of the 25th business day of the term. Withdrawal courses appear on a transcript as a “W” and have a direct impact on academic standing and financial aid status. No refunds are granted for withdrawals.

CURRENT ADD/DROP/WITHDRAWAL SCHEDULE

2013-14 Adult Undergraduate, Graduate and SCS Add/Drop Dates

Fall 2013
First Seven Weeks (September 9 – October 26)
- Last day to add a first half semester course: September 8, 2013
- Last day to drop (without record or charge) a first half semester course: September 15, 2013
- Last day to withdraw (“W” grade) a first half semester course: October 13, 2013

Second Seven Weeks (October 28 – December 21)
- Last day to add a second half semester course: October 27, 2013
- Last day to drop (without record or charge) a second half semester course: November 3, 2013
- Last day to withdraw (“W” grade) a second half semester course: December 8, 2013

Spring 2014
First Seven Weeks (January 13 – February 29)
- Last day to add a first half semester course: January 12, 2014
- Last day to drop (without record or charge) a first half semester course: January 19, 2014
- Last to withdraw (“W” grade) a first half semester course: February 16, 2014

Second Seven Weeks (March 3 – April 26)
- Last day to add a second half semester course: March 2, 2014
- Last day to drop (without record or charge) a second half semester course: March 9, 2014
- Last day to withdraw (“W” grade) a second half semester course: April 6, 2014

Summer 2014
First Seven Weeks (May 12 – June 27)
- Last day to add a first half semester course: May 11, 2014
- Last day to drop (without record or charge) a first half semester course: May 18, 2014
- Last day to withdraw (“W” grade) a first half semester course: June 15, 2014

Second Seven Weeks (July 7 – August 22)
- Last day to add a second half semester course: July 6, 2014
- Last day to drop (without record or charge) a second half semester course: July 13, 2014
- Last day to withdraw (“W” grade) a second half semester course: August 10, 2014
FINANCIAL AID

All students applying for financial aid must:
1. be accepted for admission and maintain good academic standing, and
2. complete the Free Application for Federal Student Aid (FAFSA). The FAFSA will provide instructions on how to have your financial information sent to the university (Concordia University's code is 002347). Students wishing to be considered for Financial Aid MUST complete the FAFSA on-line each calendar year after taxes for the previous year have been filed (typically between January and April of each year). The FAFSA can be referenced at www.fafsa.ed.gov. The posted University Deadline for priority of funding including (but not limited to) SEOG Grant, Perkins is May 01st.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID POLICY (SAFAP)

Federal and state regulations require monitoring of credits for all students and will apply the following minimum cumulative standards of progress at the end of each semester after completion of six (6) attempted credits (see below). Students will be evaluated for SAFAO according to federal guidelines, including possible retroactive fund disbursements should disqualification be impending based on the standards indicated below:

Qualitative:
Students are expected to meet or exceed a cumulative earned grade point average (GPA) of 2.00 for Undergraduate Studies and 3.00 for Graduate Professional Studies.

Quantitative:
Students must complete a minimum cumulative of 67% of all attempted course work at CSP. Any course with a grade of withdraw (W), (F), incomplete (I), progress (PR), audit (AU) or No Credit (NC) shall be considered not completed. A course is counted as completed only once, regardless of how many times attempted, or the grade earned. Transfer credit(s) will be counted as attempted and completed, thus affecting a student’s cumulative completion rate.

Maximum Timeframe (MTF):
Students must complete their program within 150 percent of the credit hours required by their program of study. Students who have reached their maximum allowable credit hours will be suspended from receiving financial aid. Developmental or remedial hours are excluded from this calculation. The MTF calculation counts all attempted hours including repeated courses, program of study ineligible courses and courses transferred from other colleges, and grade(s) of withdraw (W), (F), incomplete (I), progress (PR), audit (AU) or No Credit (NC). MTF also includes hours taken under a previous major(s) and hours for which a student did not receive financial aid.

Additionally, failure to meet standards for financial aid purposes at CSP is defined as:

Maximum Time-Frame:
A student in excess of 150% of the published credit length of the program shall be immediately suspended from financial aid Title IV eligibility.

Financial Aid Warning:
A student failing to meet the minimum cumulative qualitative or quantitative standards, or close to violating the Maximum Time Frame Standard of academic progress shall be placed on financial aid warning. A student on warning status will remain eligible for financial aid for one term, but must remedy all SAP standards, or full financial aid suspension will be fully implemented.

Financial Aid Probation:
A student failing to meet the minimum cumulative qualitative or quantitative standard of academic progress who is placed on Financial Aid Suspension may appeal for reinstatement based on extenuating circumstances. Learners with approved appeals may be placed on Academic Probation for one or more terms as determined by the SAP Academic Performance Committee.

Any student(s) on Academic Probation will be placed on an Academic Performance Plan (APP) that must be followed. Violation of an APP may lead to immediate Financial Aid Suspension reinstatement.

Continuation of Students on Probation Status:
A student on probation who meets a term 2.0 GPA Undergraduate and/or 3.00 Graduate standard and the 67% earned percentage standard during the probationary term and has met all other terms set forth by the
university for continuation of academic success as defined by the SAP Appeal Committee, may be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as: (a) the student has met the cumulative standards and is therefore reinstated in good academic standing, or (b) the student fails to meet both the cumulative standards and the term standards, and is therefore suspended, or (c) it is determined it is not possible for the student to meet the cumulative standards within the maximum timeframe allowed, and is therefore suspended.

Suspension:
A student on probation failing to meet the minimum cumulative qualitative or quantitative standard of academic progress during his/her next term of enrollment being immediately placed on suspension, unless the student meets Continued Probation standards. A student on suspension will not be allowed to any financial aid funding related to Title IV, including Federal and State, if applicable.

IMMEDIATE FINANCIAL AID SUSPENSION
A student may be immediately suspended in the event of extraordinary circumstances, including (but not limited to) a student who was previously suspended, then reinstated and whose academic progress falls below minimum standards of progress, or a student whose higher education attendance pattern demonstrates the abuse of receiving financial aid.

STUDENT RIGHT TO APPEAL
Appeal Policy
Students suspended from financial aid may appeal their suspension if there were extenuating or unforeseen circumstances affecting their progress. All appeals must explain and document all terms in which progress was not met. Each appeal must also address how the circumstances that caused the suspension have/will be resolved. Students interested in appealing must submit an appeal form with all required documentation. Appeals will be thoroughly reviewed and reinstatement of financial aid will depend on the qualifying extenuating circumstances as outlined by CSP (see below) that directly contributed to deficient academic performance, as well as other probable factors. Appeals are evaluated on a term-by-term basis. Should a student’s appeal be approved, the student is required to sign an Appeal Contract for either one or multiple terms. Both options will require students to meet certain conditions each term of attendance, such as earning a specified GPA, maintaining a specified completion rate, and registering for a certain number of credit hours. To facilitate understanding, a copy of the contract will be provided to the student.

1. Probationary Appeal (for use for one term only)
Students who fall in this category are below the required 2.0 GPA (Undergraduate Students)/3.0 GPA (Graduate Students) and 67% completion rate. At the end of the appealed term these students must have at least a 2.0 GPA (Undergraduate Students)/3.0 GPA (Graduate Students), have completed 67% of their attempted classes, and not have exceeded their maximum allowable hours (MTF). If the learner fails to meet these requirements, they will be suspended and future appeals may not be approved. Financial Aid Probation contracts do not apply to students who have exceeded their maximum allowable hours (MTF). However, MTF suspensions and other appeals requiring more than one term to meet SAP or complete a program may be approved on an Academic Plan (see below).

2. Probation Appeal Plan with APP (for use for multiple terms)
An Academic Performance Plan (APP) is given to a student whose appeal has been approved for resolved extenuating circumstances but who will need more than one term to meet cumulative SAP standards. The APP Contract is similar to the Financial Aid Probation contract; however, it requires completing a required number of credits with a particular grade point average over more than one term. Should a student on an APP contract not meet the requirements in any given term, the student would automatically be suspended and future appeals may not be approved. Students on an APP contract who skip a term may also be suspended unless it is part of the APP Contract.
QUALIFYING EXTENUATING CIRCUMSTANCES

Students have the right to appeal Financial Aid Warning and/or Suspension in the case of extenuating circumstance(s) including, but not limited to:

- Death of an immediate family member. *Immediate* shall be defined as: child, spouse, biological parent or legal guardian.
- Serious Illness. Serious illness shall be defined as lasting longer than 20% of the term in duration or one that required hospitalization
- Other extenuating circumstance of relevant nature.

To appeal, send a letter of explanation as outlined above including supporting documentation (i.e. Obituary, letter(s) from health professionals, etc.) to:

Director of Financial Aid
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, MN 55014

The Official Financial Aid SAP Policy can be found on-line at:

FINANCIAL AID FOR CHURCH VOCATIONS

Church Vocation Scholarships are available to those students enrolled in an undergraduate church work program in the College of Arts and Letters or the College of Education and Science. To receive this scholarship, students must apply annually to their home church district and to their home congregation. Application documents are available on line at:

ELIGIBILITY FOR FINANCIAL AID

For consideration of Financial Aid from sources derived from the Free Application for Student Aid (FAFSA) students in Undergraduate Program(s) must be enrolled in at least six credits per semester, be in good standing related to other Stafford Loans borrowed prior (ie. not in default), and be within lifetime usage limits as defined by the US Department of Higher Education (DOE). Students enrolled in 3 to 5.5 credits may qualify for Pell Grant or a Minnesota State Grant only. Unless otherwise stated, undergraduate traditional (non-Cohort) financial aid awards will be made for one academic year (fall and spring semesters). Application procedures must be completed each year financial aid is requested by completing the FAFSA and/or other required documents as determined by the DOE.

FINANCIAL AID FOR SUMMER SCHOOL

Financial aid eligibility for Summer Semester for Traditional Undergraduate Students may be limited. Students are encouraged to connect with the Student Financial Services Office to determine summer aid eligibility if applicable.

FINANCIAL AID AND WITHDRAWING/DROPPING FROM CONCORDIA UNIVERSITY

If a learner has received Financial Aid and subsequently withdraws and/or drops from some or all courses at Concordia University, then the school or the student may be required to return all or some of the federal funds awarded to the student. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, all or some of an expected Refund Check may be returned to the grant, scholarship, and/or loan source from which the assistance was received.

All students needing to Withdraw from the University must initiate an official Change of Status with the Registrar’s office.
**STUDY ABROAD**

Students participating in study abroad opportunities approved by the university (listed in the academic catalog) are considered "in-residence." Most academic and need-based financial aid applies toward study abroad. Exceptions include work-study, music performance, and athletic scholarships, all of which require students to be on campus.

**FINANCIAL AID PROGRAMS AVAILABLE**

* Denotes undergraduate students only  
** Denotes traditional undergraduate students enrolled in the College of Arts and Letters, the College of Business and Organizational Leadership or the College of Education and Science.

**FEDERAL**

Consult the United States Department of Education Student Guide to Financial Aid. The Student Guide is available through the financial aid office or the undergraduate admissions office. The Student Guide is also available through most high school counselors.  
* Federal College Work Study Program (FCWS)  
Federal Stafford Student Loan(s)  
* Federal Perkins Loan  
* Federal Parent PLUS Loan  
* Federal Pell Grant  
* Federal Supplemental Educational Opportunity Grant (SEOG)  
TEACH Grant (Graduate Students in qualifying programs only)  
Federal PLUS Loan (Graduate Students only)

**STATE OF MINNESOTA**

* Minnesota State Grant  
* Student Educational Loan Fund (SELF)  
* Minnesota Childcare Grant  
Minnesota GI Grant  
* Minnesota Work Study  
Minnesota Indian Scholarship

**SCHOLARSHIPS**

**ATHLETIC SCHOLARSHIPS**

Athletic scholarships are available in all sports offered at Concordia University. Students must be accepted to the traditional undergraduate program at the University and meet NCAA II eligibility for scholarship consideration. The head coach in each respective sport selects the scholarship recipients and determines the scholarship. Scholarships are granted in one year periods only and are renewable under NCAA guidelines.

**UNIVERSITY MERIT SCHOLARSHIPS**

Renewable merit scholarships for new freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia University. The amounts of the merit scholarships range from $2,500 to $10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Academic Achievement. They are renewable for three additional years if a certain grade point average (GPA) is maintained.

**PRESIDENTIAL STUDENT OF COLOR MERIT SCHOLARSHIP**

The Student of Color Merit Scholarship is a competitive scholarship available to freshmen in the traditional undergraduate program and is renewable for three additional years. This is renewable with the appropriate GPA.

**LUTHERAN HERITAGE SCHOLARSHIP**

The Lutheran Heritage Scholarship is available to new, full time, first year and transfer students from Lutheran Church – Missouri Synod (LCMS) congregations who meet regular admissions standards. This scholarship is renewable with the appropriate GPA.
**University Church Vocation Scholarship**
Scholarships up to $2,000 to undergraduate students who intend to serve The Lutheran Church-Missouri Synod in a full-time professional ministry after graduation. Students must enroll full-time in a church vocation program and apply to their home congregations and districts. The scholarship, as well as any assistance given by the student’s congregation and district, will be part of the financial aid package, reducing need-based loans and work-study. This is renewable with the appropriate GPA.

**Church Assurance**
New first year and transfer students from LCMS congregations who are preparing for church professions may be eligible for a $10,000 assurance. Thus, qualified students preparing for a church profession will be assured of receiving at least $10,000 of grants from all sources (not counting church and district grants). These are renewable with the appropriate GPA.

**Need-based Grants**
These need-based grants are to students who demonstrate financial need.

**Synodical District Grants from The Lutheran Church – Missouri Synod (LCMS)**
District grants, scholarships, and/or loans are often available to church work students. Some LCMS districts, the Lutheran Laymen's Leagues (LLL) of the districts, and the Lutheran Women's Missionary Leagues (LWML) of the districts may offer financial assistance. Amounts, types, and criteria vary by synodical district.

**LCMS Forward in Remembrance Music Scholarship**
A program administered by the LCMS providing scholarships to church vocation students who excel in music.

**LCMS Forward in Remembrance Scholarship**
A program administered by the LCMS providing scholarships to church vocation students.

**LCMS Minority Scholarship**
A program administered directly by the LCMS providing scholarships to minority church vocation students.

**Scholarships – Endowed Funds**
Endowed scholarship funds are funds provided to support undergraduate students. The principle of the endowed fund is never used because only the generated interest is used for the designated purpose. Endowments are important to the university because they will provide annual income to Concordia University for years to come. The following endowed funds are currently available:

- David Aasved Scholarship – church work students
- Richard M. and Susan G. Arndt Scholarship – church work students; elementary teacher education program
- Athletic Scholarship Fund – students in athletic programs
- Leon Avenson Family Scholarship – church work students
- Willi and Adeline Ballenthin Scholarship – church work students
- Bob Barnes Scholarship – physical education students
- Harry G. Barr Scholarship – Hoffmann Institute students
- John Barthel Scholarship – pre-ministerial students
- Harold and Lovine Bartz Scholarship – church work students
- Carl and Amanda Behm Scholarship – church work students; preference given to students from Minnesota North District of the LCMS
- Kenneth Behm Scholarship – church work students; preference given to students of Trinity Lutheran Church, Janesville, Minnesota
- Marvin and Luella Behm Scholarship – pre-ministerial students
- Larry and Judy Behnken Scholarship – pre-ministerial students
- Dr. W. Leroy and Marie L. Biesenthal Scholarship – pre-ministerial or Director of Christian Outreach students
- Earl D. and Helen Bohlen Family Scholarship – church work students
- Rev. Traugott P. and Ilse Bradtke Scholarship – pre-ministerial students; preference given to Christ Lutheran Church in Marshfield, WI or students from the North Wisconsin District/LCMS
- Rev. Louis F. and Olga D. Brandes Scholarship – church work students
- Kerry (Schlichting) Brandvold DCE Scholarship – Director of Christian Education students
- Professor Friedrich and Ann Brauer Scholarship – church work students; music emphasis
Bredehoft Family Scholarship – psychology students
Rev. Paul F. Buck and Clara (Wacker) Buck Scholarship – pre-ministerial students; seniors
Edwin H. Buegel, Edna L. Buegel and John E. Buegel Scholarship – church work students from Minnesota
Lorraine and Vernon Buesing Scholarship – Director of Christian Outreach students
Buetow Scholarship – general; academic performance and/or financial need students
Irwin J. Burkart Scholarship – general; financially needy students
L.H.B. Scholarship – general
Coach John Chiapuzio Scholarship – teacher education students; emphasis in Physical Education
Church of the Holy Spirit Scholarship – church work teacher education students; junior or senior
Michael Colgrove Family Scholarship – church work students
Colloquy Scholarship – church work financial need students
Communication Scholarship – communication students; high academic standing and financial need
Concordia Business and Economics Scholarship – business administration and/or accounting students; 3.0 GPA
Concordia General Endowment – general; board designated/directed
Concordia Guild Scholarship – church work students; female
Concordia Scholarship – general
Concordia Scholarship for Full-time Church Work Students – pre-ministerial or church work students
Concordia Pre-Ministerial Scholarship – pre-ministerial students
Erna and Robert Cordes Scholarship – church work students
Ruth Proft Danning Scholarship – pre-ministerial and/or church work students
Richard A. and Hilda Danowsky, Sr. Scholarship – pre-ministerial students; junior or senior
Director of Christian Education Scholarship – Director of Christian Education students
Rev. Professor William A. Dobberfuhl Scholarship – pre-ministerial students
Kenneth Duerr Scholarship – church work students
Earth Science Scholarship – earth science students; high cumulative GPA
Pastor Henry F. and Marie C. Eggers Ministerial Scholarship – LCMS pre-ministerial students
Paul W. Eggert Scholarship – church work students
Emery and Almeda Eickhoff Scholarship – church work students
Environmental Science Scholarship – environmental science students; high cumulative GPA
Fred O. Erbe Memorial Scholarship – pre-ministerial or teacher education church work students; from specific parishes in Iowa
Donald and Leone Erickson Scholarship – teacher education church work students; preference given to students of Trinity Lutheran Church of Lake Johanna, Arden Hills, MN
Leonard C. Ewald-Norman Brandt Memorial Scholarship – church work students
Forward in Remembrance Scholarship
Michael Gangelhoff Scholarship – church work students
Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students
Edward and Clara Gesch Scholarship – church work students
Omar E. and Verna R. Glessing Scholarship – church work students
Lester A. Gottschalk Scholarship – teacher education church work students
Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students
Leona M. Groth Scholarship – revolving scholarship; church work students and pre-med students
Rev. Dr. Richard L. Guehne Scholarship – pre-ministerial students
Alvina Haack Ministerial Scholarship – pre-ministerial students; German descent with high academic standards
Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students
Halvorson/Sohre Memorial Scholarship – general; financial need and/or high academic standards
Mabel M. Harmel Memorial Scholarship – church work students
William Randolph Hearst Scholarship – general; economically disadvantaged students of color
Walter and Leone Helmkamp Scholarship – church work students
Hispanic Outreach Scholarship – Hispanic students
Otto and Sophia Holte Scholarship – outdoor/environmental biology teacher education students
Dr. Gerhardt W. Hyatt Memorial Scholarship – general; deserving students
Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ
Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students
Walfred and Julia Johnson Scholarship – church work students
Kaden Family Scholarship – church work students

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Warren and Marilyn Kluckman Scholarship – church work students
Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students
Martin H. and Alma H. Krettschmar Scholarship – pre-ministerial students
William H.O. Kroll Scholarship – church work students
Frieda W. Krueger Scholarship – church work students
Elise Kruse Scholarship – pre-ministerial students
Theodore and Caroline Kuhn Scholarship – pre-ministerial students
Edward A. Lange Writing Award – students excelling in writing
Dr. Paul Lassanske Scholarship – church work students
Kenneth O. and Kathleen D. Lenz Scholarship – church work students
Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students
Rev. Walter Luedtke Scholarship – pre-ministerial students
Dr. Ernest A. Lussky Scholarship – church work students
Dr. Martin Luther Scholarship – pre-ministerial and teacher education church work students
Lutheran Brotherhood Scholarship for Lutheran Students – Lutheran students; financial need; Lutheran
Charlotte Mack Scholarship – Director of Christian Outreach students
Dr. and Mrs. Paul Martens Scholarship – church work students
Harold Mattfeld Family Scholarship – church work students
Dr. R. Brownell and Ann McGrew Scholarship – Hoffmann Institute
Rev. Dr. August Mennicke Scholarship – church work students; music or psychology emphasis
Dr. Gerhardt and Dr. Loma Meyer Scholarship – church work students; priority given to teacher education students
Pastor Gerhard and Augusta Michael Scholarship – church work students
Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students
Thomas and Chris Milbarth Football Fund – Athletic students participating in football; minimum 2.5 GPA
Rev. Fred and Frieda Miller Scholarship – pre-ministerial students
Minority Student Scholarship – minority students
William Moenkenmoeller Scholarship – general; deserving students
Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students
Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students
Theodore F. Neils, Sr. Scholarship – worthy students
Paul and Diane Netsch Scholarship – pre-ministerial students
Richard E. Norris Scholarship – band program students majoring in instrumental music education
Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
Dr. Stanley and Eleanor Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
Stanley and Miriam Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
Hoffmann Institute Scholarship – church work students interested in working in the area of outreach; two years' experience at Concordia University and/or have been admitted to a professional program; spiritual maturity and significant contribution to Christian outreach.
Mr. and Mrs. Theodore Olsen Scholarship – pre-ministerial or church work students
William H. and Georgia B. Olson Scholarship – pre-ministerial students
Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship – pre-ministerial or other church work above average students
E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students
Outdoor/Environmental Biology Scholarship – elementary education students; concentration in outdoor/ environmental biology; at least two quarters remaining, demonstrating academic excellence
Frank and Elsie Papke Scholarship – pre-ministerial students
Parents' Appreciation Scholarship – church work students
Jan Pawel Scholarship – pre-ministerial students
Rachel Ann Pocnich Scholarship – teacher education students; early childhood or elementary
Esther Podevils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students
Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students
W.A. Poehler Alumni Scholarship – church work students; high academic achievement; financial need
Irene Reinking Scholarship – church work students
Rev. Louis Rosin Scholarship – pre-ministerial students
Henry and Lela Rossow Church Teacher Scholarship – church work teacher education students; male
Henry and Lela Rossow Ministerial Scholarship – pre-ministerial students
Pastor Kenneth and Lorraine Roufs Scholarship – pre-ministerial American Indian students or pre-ministerial minority
students
Edward and Natalie Rudnick Scholarship – Hoffmann Institute students; merit based
Rev. Palmer and Lois Ruschke Scholarship – female church work students or pre-ministerial
James M. and M. Martha Ryan Scholarship – church work students
Walter and Cora Scharf Scholarship – church work students
Scheels-Mueller Pre-Seminary Scholarship – pre-ministerial students
William T. and Alma H. Schluter Scholarship – general
Victor and Harriet Schmidt Scholarship – church work students
Fritz Schneider Scholarship - church work students
Mr. and Mrs. Herman Scholl Scholarship – church work students
Ray Schrader Family Scholarship – church work students
Mr. and Mrs. Edward C. Schroeder Scholarship – general; financial need and academic leadership students
Ted and Edna Schroeder Scholarship – general; financial need students
Arthur J. Schuette Scholarship – church work students
Leigh and Rose Schulze Church Work Scholarship – church work sophomore, junior or senior students
Steven Schutte Scholarship – church work teacher education students
Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
Rev. Paul and Regina Selz Scholarship – church work students
Sohn Ministerial Scholarship – pre-ministerial students
Rev. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter's Evangelical
Lutheran Church, Edina, MN
Gary and Eileen Specketer Scholarship – pre-ministerial students
John and Elsie Stach Scholarship – general; 3.0 overall GPA and 3.25 GPA religion classes
Arthur Stanz Scholarship – pre-ministerial students
Albert J. Stehr Scholarship – church work students
Alfred and Ruth Steinberg Scholarship – church work students; Minnesota North District
Mary Behrens Stelter Scholarship – pre-ministerial students
Rev. Roger and Lois Stoehr Scholarship – pre-ministerial students
Paul W. Stor Biology Scholarship – biology students; preference given for teaching or pastoral vocations
Paul W. Stor Chemistry Scholarship – chemistry students; preference given for teaching or pastoral vocations
Jim and Candi Storm Annual Scholarship – freshman students of color; arts related program
Rachel Tegtmeier Scholarship – general; preference given to students working with mentally challenged individuals
Esther S. Tiernan Pre-Ministerial Scholarship – pre-ministerial students
Dr. and Mrs. Leon Titus Band Scholarship – active band member students
Carl and Wilhelmina Toensing Scholarship – church teacher and/or church music program students; seniors
Carol Anne Trapp Scholarship – church work students
Thomas Trapp Pre-Ministerial Scholarship – pre-ministerial students
Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
Linus Ulbricht Memorial Scholarship – general
Martin and Loretta Vanseth Scholarship – church work students
General John and Avis Vessey Scholarship – Hoffmann Institute students
Kristin Aleta Vetter Memorial Scholarship – general; Lutheran Church of the Triune God students, Brooklyn Center
Leroy Vogel Scholarship – pre-ministerial students
Volpert Family Scholarship – church work students
Mr. Hubert and Mrs. Audrey Voth Scholarship – church work students
Harvey C. Wagner Family Scholarship – church work students
Erlo Warnke Math/Science Scholarship – math or science students; sophomore or juniors with high GPAs
Richard and Jeanne Wegner Director of Christian Outreach Scholarship – Director of Christian Outreach students
Dr. and Mrs. Henry Werling Scholarship – church work students in social science programs
Arnold and Bernice Westlund Scholarship – church work students; junior or senior with a music major or minor
Elsie L. and Lea A. Wildung Perpetual Scholarship – church work students
William P. Winter Memorial Scholarship – general
Steve Wise Family Scholarship – church work students
Della Wolf Scholarship – church work students
Max Wolf Scholarship – speech department students
Rev. Otto H. Zemke Family Scholarship – pre-ministerial students
George C. and Erna B. Zietske Scholarship – general
Rev. E.W. Zimbrick Scholarship – church work students
**Scholarships – Annual Gifts**

Annual gift scholarships are those gifts to the university designated specifically for scholarship purposes during the current year. The money is awarded to students according to criteria determined by the donor and Concordia University.

- Nettie G Adamek Memorial – female students; financial need
- Charles and Ellora Alliss Scholarship – general; full-time undergraduate students
- Concordia Publishing House Scholarship – church music students
- Fine Arts Scholarship – art, drama or music students; junior or senior
- Carmen P. Henschen Scholarship – general; financial need
- Donald L. Hohenstein Memorial Fund for Church Musician Awards – church work music students
- Kopp Investment Advisors President Scholarship – teacher education minority students; financial need
- LCMS Evangelism Scholarship – Director of Christian Outreach students
- Daniel Lillehaug Annual Scholarship – church work; pre-ministerial or teacher education students
- Carroll E. and Helen L. Bierwagen Peter Scholarship – music and natural science majors; students with a 3.0 or higher GPA
- Randalin Powell Scholarship – Concordia School of Accelerated Learning students
- Pre-Ministerial Greek Scholarship – pre-ministerial students
- Redeemer Lutheran Church, New Ulm, Minnesota Scholarship – church work students
- Adolph Schmidt Scholarship – Director of Christian Outreach or Director of Christian Education students
- Norma H. Stevens Scholarship – church work students
- Hulda Suomi Scholarship – general; freshman students experiencing challenges

**Work Study**

All full-time international students in F1 status are eligible to work on campus. See the Office of Financial Aid for an application.
STUDENT SERVICES

ACADEMIC ADVISING

FOR STUDENTS IN TRADITIONAL PROGRAMS
To help traditional undergraduate students make informed decisions regarding their educational and career goals, Concordia University provides ongoing academic advising and support by University faculty and other advising professionals. New students are assigned a faculty advisor based on indicated interests or intended academic majors. Advisors provide guidance and support around setting career goals, choice of major, course selection, class scheduling, degree requirements and other academic concerns. Peer Advisors provide additional assistance to first-year students and incoming transfer students. For more information about faculty advising in the traditional programs, contact the Director of Traditional Student Advising at (651) 603-6318.

FOR STUDENTS IN DEGREE COMPLETION COHORT PROGRAMS AND GRADUATE PROGRAMS
Students enrolled in cohort-based graduate and undergraduate programs are assigned an academic advisor to help them determine how they will meet their academic requirements and reach their educational goals. Advisors are assigned based on the student’s current program. They help students navigate various university processes, familiarize them with university policies and procedures, and advise and encourage them during their higher education journey. For more information about academic advising in the cohort programs, contact the Lead Academic Advisor at (651) 603-6271.

CAREER SERVICES
Career Services at Concordia University is committed to preparing individuals to make thoughtful and informed choices about their vocation, to integrating career planning with academic and life experience, and to teaching skills that contribute to successful career management. For those students unsure of a career direction, career assessment and counseling are available to help in career planning and decision-making. Numerous resources are available to assist students in investigating different careers, internships, and job opportunities. Part- and full-time job postings and internship listings are available. Access to local and on-campus job and internship fairs is provided through this office. A career development course is also available: Career Exploration and Assessment (SSS 150). Contact the Director of Career Services at (651) 603-6241 or visit Career Services.

COUNSELING SERVICES
Students sometimes experience stress, problems in their relationships with others, confusion about their life plans or career goals, or other kinds of emotional distress. These problems frequently interfere with academic success. Concordia Counseling Services can provide support for students experiencing such problems, and assist them in their process of self-understanding and problem resolution. When additional resources are necessary, Counseling Services can also provide information about other helping services in the Twin Cities area. Contact counselors at (651) 641-8252 for an individual appointment.

STUDENT ACCESSIBILITY SERVICES
Concordia University is committed to providing an accessible education to qualified, currently enrolled students who have either temporary or longer-term disabilities. A student with a disability is one who has a condition (physical, emotional, cognitive or even medical) that impacts their ability to perform daily activities at the same level as other students. Student Accessibility Services can:

- help to determine if you may have a disabling condition that impacts educational programs or services
- provide referral for additional testing or supportive services
- set up academic supports that may help in classes (e.g., test taking, note taking, etc.)
- provide individual consultation on a wide variety of disability related issues

Any student with a question regarding disabilities should contact: SAS@csp.edu, our campus website: www.csp.edu/student-life/student-services-offices/disability-services, Telephone (non-texting): (651) 641-8272, or (651) 641-8207, TTY users: Minnesota Relay (711).
HEALTH SERVICES AND INSURANCE

The Director of Health Services is a registered nurse, who works in conjunction with local health care providers. State law requires that all students be immunized and that Health Services have a record of those immunizations on file. Students are required to provide this information to Health Services prior to the start of classes. All students with special health needs and/or chronic illness should contact the Health Services nurse. Together, the student and the nurse will formulate a plan to meet those needs while the student is at Concordia University. All care and counseling received at Health Services is confidential. No information is released without written permission of the client.

All students are urged to have health and hospitalization insurance. Concordia University offers a plan for students at a competitive price. Students who contemplate any university-related activity deemed to include higher than normal risk must certify satisfactory coverage, or they will be prohibited from participating. Students should carefully check their individual or parents’ insurance plans and verify that coverage is provided, given the student's age and location. The university does not accept responsibility for the payment of medical bills or any other damages.

LEARNING SERVICES

Learning Services staff assists students in learning skills and strategies that help them achieve academic and personal success. Learning assistance is provided through individual counseling and through several credit-bearing courses. For more information and learning resources, visit the Learning Services website at www.csp.edu.

STUDENT SUPPORT SERVICES COURSES (SSS)

SSS 101 College Transitions – The College Transitions course guides and supports students making the transition from high school to university study. It helps students develop the necessary skills, habits, strategies, and values that will empower them to deal effectively with college life. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in a high-school-setting-only are required to take this course their first semester on campus.

SSS 110 College Reading – This course prepares students for the complexity and intensity of college-level reading demands. The course focuses on the types of textual material students will encounter in various academic disciplines, e.g., history, psychology, science, literature, and so on. Emphasis is placed on developing the critical thinking required by college professors when they ask students to read a text in their discipline. Students with ACT scores of less than 20 in Reading are required to take this course their first semester.

SSS 120 College Turning Points – This course is designed to teach students on academic probation successful strategies, learning techniques, practical knowledge, and life management skills to stay on course in their college journey. Students use journals and class discussion to reflect on personal mindset and decision-making.

SSS 150 Career Exploration and Assessment – Students relate self-understanding, life-style choices, personality inventory results, and career information to decisions about their own careers. Students will apply new insights about themselves to their investigation of career options and future life plans.

SSS 200 Leadership Development – Learn about your own leadership potential and build skills in conflict management, boundary-setting, team building, group facilitation, stress management, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a service-learning component.)

TUTORING SERVICES

Tutoring for courses and subjects other than writing and composition (which the Writing Center provides) is available free of charge to Concordia University undergraduate students to help them achieve academic success and improve their study skills. Students who would like to improve their grades from B's to A's as well as students who might be struggling in classes may request services.

Students who excel in subjects may apply to become Peer Tutors. This position provides students with the opportunity to explore their interests, connect with others, practice workplace skills, and enjoy the additional benefits of increasing their understanding of a subject. Contact the Tutoring Coordinator at (651) 603-6216 for more information.
**WRITING CENTER**

Students are encouraged to use the Writing Center, located in Administration Building Office 200, at any stage during the writing process. Writing Center tutors, who include students, staff, and faculty, are trained to assist writers with focus, content, clarity, grammar, and mechanics in their works-in-progress. Students not only receive help on their writing projects, but also learn how to improve their writing skills. Some of these skills may include prewriting, planning, drafting, using sources, revising, and editing. Students may sign up for a half or full-hour appointment by stopping by the Center or calling (651) 603-6233.

**SERVICE LEARNING**

Service-learning at Concordia University is defined as an experiential approach to teaching and learning that intentionally combines meaningful community or public service with an academic application, development of civic responsibility and personal growth. Service-learning opportunities are ones that are mutually beneficial. Service-learning opportunities can be either curricular – that is, tied to a class – or co-curricular, and these opportunities may involve direct service, indirect service, advocacy, or research. In addition to several course offerings, the Service-Learning Office also offers a variety of other opportunities for students to engage, including (but not limited to) a student club around homelessness issues, National Hunger and Homelessness Awareness Week and National Environmental Awareness Week, social justice Immersion trips over winter and spring breaks, and tutoring/mentoring at the PLUS Time after-school program. For more information, contact the Service Learning Coordinator at (651) 603-6318 or check out the website at the Service Learning website.

**CAMPUS MINISTRY**

The purpose of campus ministry at Concordia University, Saint Paul, is to provide a Christ-centered, team based approach to ministry that supports the spiritual formation of a diverse student population within the context of the Christian Gospel.

Vision – Concordia University Campus Ministry is centered upon Jesus Christ, the Living Word of God. Campus Ministry is focused upon serving the spiritual needs of Concordia University students as they experience their spiritual journey. Regardless of one’s spiritual background, the Concordia University student may find a place of dialogue, rest, and service within the Campus Ministry experience.

**MINISTRY OPPORTUNITIES**

- Devotion and Worship
- Chapel – Mornings and Evenings (five weekdays at 11:00 am and four evenings each week)
- Chapel Assistants
- Lectors
- Liturgical Assistants
- Musician
- Sound Technicians
- Scripture Study

**SCRIPTURE STUDY**

- Small Group Ministry
- Faith Talks
- Specialized Scripture Study Groups
- Special Topic Studies
- Campus Ministry Center Organizations

**PRISMS**

- Fellowship of Christian Athletes
- AEX (Pre-pastoral/pre-deaconess students)
- FISH
- Matthew 25 (Christian service)
- Lutheran Student Fellowship
WORSHIP IN THE CHRISTIAN COMMUNITY
The University's sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition. Worship and devotions are at the center of campus life and relate to all campus activities, whether academic, social, cultural, or co-curricular. All members of the campus community are welcomed as participants in the devotional assembly: campus devotions each morning and evening, seasonal afternoon or evening or services, festival celebrations, devotional activities in residential units, or individual rooms. Campus worship is facilitated by the Campus Chaplain and normally takes place in Graebner Memorial Chapel.

PASTORAL CARE
Growth in personal life and faith for each student constitutes a concern of the entire campus. Personal and academic counseling services are described elsewhere in this catalog. Above all, however, the university president exercises pastoral leadership for the campus. Spiritual and very personal matters, moreover, may be referred to the Campus Chaplain. All pastoral care is given under the normal assurances of clerical confidentiality and in keeping with Lutheran practice.
STUDENT HOUSING, FOOD SERVICE, SECURITY, AND PARKING

RESIDENCE HALL POLICIES

First-year and second-year students are required to live in university-owned housing unless living with their parents. Exceptions to the policy must be requested in writing and approved by the Student Housing Office. New students are mailed the housing application and agreement by the Office of Undergraduate Admissions.

Returning students obtain a housing application and agreement from the Office of Student Affairs. All room assignments are made by the Associate Dean for Residence Life. Special requests for roommates may be honored. Students are assigned two to a room, except for some larger rooms where three are assigned. Single rooms may be assigned upon request based on availability and seniority for additional charge. Changes in room and roommate assignments must be approved in advance by the Associate Vice President for Student Life. Housing agreements run for the entire academic year.

All residence students are charged an inclusive room and board fee. Refunds are not made for meals missed during the week or for weekends.

Additional information regarding services and expectations that pertain specifically to residential students is included in the Residence Life Handbook which is distributed to residential students and available in the Office of Student Affairs.

Each residence hall room is equipped with local telephone service including voicemail, cable television service, and computer network connections. Rooms are furnished with a bed and mattress, desk and desk chair for each resident, wardrobe and dresser space, and window coverings. Residents must provide their own telephone and linens. Long distance telephone service is available through the university or through a vendor of the student's choice.

Residence halls are normally closed for vacation periods of more than one week. Students may occupy residence halls for vacation periods of one week or less. Food service is not available when classes are not in session. Please refer to the current housing agreement for information on break and vacation periods. All policies and regulations remain in effect during vacation and break periods.

Each residence hall includes laundry facilities, twenty-four hours lounge areas and study rooms for student use. Laundry machines operate with the Concordia University Debit Account feature of the student ID card. Microwave ovens are available in common areas for student use, but are not permitted in student rooms.

Resident Assistants (RAs) aid the Associate Vice President for Student Life in the management of the residence halls. Occupants of residence halls are responsible for rooms and furnishings supplied by Concordia University.

To protect student rights to privacy and other legitimate rights, inspections of rooms will normally be made only when the room occupant is present. The University reserves the right to enter student rooms for cause (health and safety checks, requested or emergency repairs which affect the living unit, room inspections made to protect university property, suspected violations of university regulations or state laws which are obvious to an RA or member of the university staff, requests made by law enforcement agencies, concern for the occupants, and the like).

Student should respect one another's right of quiet enjoyment for purposes of study and sleep. The RA is charged with the responsibility of promoting and maintaining a safe, pleasant and wholesome environment.

The University provides reasonable security services to protect student property. It is expected that students at the University will act in a mature, law-abiding and responsible way. They are expected to obey national, state and local laws and ordinances, respect the rights and privileges of others, be forthright and honest in social and academic conduct and conduct themselves in a manner which brings credit to themselves and the university. In addition, students are expected to obey university regulations which are based on policies established by the Board of Regents and the faculty.
FOOD SERVICE

The university contracts with a company called Sodexho to provide meals in the Student Life Center, as well as to cater other special functions on campus. Sodexho is the exclusive food vendor on campus. No other group, individual, or organization may provide food or food services without the expressed written permission of the food service director.

Residential and commuting students are offered several options for meals on campus. Any resident student, commuting student, faculty, and staff member can purchase a declining balance account of any amount through the director of food service. This allows them to use their Concordia University identification card to purchase items at Union Station or the dining hall for themselves or their guests. A 10 percent incentive bonus is also added to these accounts. Cash purchases are always welcome at any food service location on campus for students, families, employees, and friends of the university.

UNIVERSITY-OWNED APARTMENTS

Concordia University makes apartment units available on a limited basis to those for whom residence hall life is not well suited. Priority is given based on the date of application and personal circumstances. Apartment agreements with deposits are required. Information about priority and availability of housing may be obtained from Residence Life/Housing at (651) 641-8228.

SECURITY

The Concordia University Safety and Security Departments exist to ensure a safe environment for all members and guests of the campus community. This includes educating students, faculty, and staff so that they may identify safety hazards and security problems. University Security Officers patrol the campus properties to deter potential theft, guard against injury, and provide emergency and non-emergency assistance. Concordia University Security is staffed 24 hours a day, seven days a week, and 365 days a year.

The Department of Security works closely with the Saint Paul Police Department as well as other state and local authorities. Concordia University receives timely police services to help protect life and property in a manner, which is sensitive to both the rights of the individual and the values of the university.

More information about the Department of Security, access to the Campus Crime Report and information pertaining to parking at Concordia University may be found at www.csp.edu/security.

PARKING

The Concordia University parking policy requires that all motor ever on campus used by University students, faculty, and staff be registered with the Department of Security. Vehicles parked in University lots must have a valid Concordia University Parking Permit properly attached to the rear view mirror, facing the windshield. There is no cost to register a motor vehicle with the Department of Security. Failure to register motor vehicles will result in ticketing, immobilizing, and/or the eventual towing of illegally parked vehicles at the owner's expense. Registration of motor vehicles may be completed in the Security Office located on the first floor of Meyer Hall at 275 North Syndicate Street or during Welcome Week.

The university maintains parking lots for students. These are: Lot C, Lot D, Lot E, Lot G, and Lot H. Lots located behind campus apartments may be used by residents of apartments only. Residents will be given a special permit and ONLY they have exclusive rights to park in the apartment lots.

Concordia University is not responsible for any loss or damage to vehicles parked on University property. For further information, contact the Department of Security at (651) 641-8717 or check out the Department of Security web site at www.csp.edu/security.

CO-CURRICULAR ACTIVITIES, CLUBS AND ORGANIZATIONS

Co-curricular activities grow out of the curriculum of the university. All co-curricular activities are approved, coordinated and budgeted by the university and/or the Concordia student association. Co-curricular activities include intramural and intercollegiate athletics, social and recreational events, clubs and special interest groups. Standards of eligibility for participation in co-curricular activities have been established by the faculty. Consult the Concordia University Student Policies Handbook for additional information.
THE STUDENT ASSOCIATION

All students, full-time and part-time, are members of the student association and are privileged to participate in all activities sponsored or controlled by the association.

CLUBS AND ORGANIZATIONS

- Business Club
- CHAMPS – Health, Physical Education, and Kinesiology Club
- Chemistry Club – Tetra Delta
- College Democrats
- College Republicans
- Communication Club – Concordia Communication Association (CCA)
- Communication Honor Society – Lambda Pi Eta
- Collegiate Chapter of the National Association for Music Education
- Criminal Justice Club
- DCESnet – anyone with church work interest
- Detail – The CSP Student Television show
- EXTREME Club – Rock climbing, etc.
- History Club
- Lacrosse Club
- Mathematics Club
- Psychology Club
- Science Club – Concordia Science Organization (CSO)
- SEASA – Southeast Asian Student Association
- StAC – Student Alumni Council
- Student Senate/Concordia Activities Board-Elected to represent students, voice their concerns, and take action on their behalf
- Teacher Education Club – Concordia Student Education Association (CSEA)
- The Club – for all commuter and transfer students
- Sword – Campus newspaper
- UMOJA-United Minds in Joint Action; Develops unity, a deeper consciousness, and a greater sense of service among African-American students

INTRAMURAL PROGRAM AND ACTIVITIES

The university offers intramural programs that are designed to provide recreational opportunities for both male and female students. These programs are planned, coordinated, and supervised through the Director of Intramural Sports. Different sports and game competitions are offered throughout the year. A student advisory council provides input to the director. The Student Senate partially funds the program. Participation is voluntary. Some intramural activities are coeducational. Offerings may include the following:

- Aerobics classes
- Ballroom Dancing
- Basketball (includes 3-person and 5-person team formats)
- Billiards
- Football, flag (Coeducational)
- Floor Hockey
- Kickboxing
- Soccer
- Softball (Coeducational)
- Sand Volleyball Tournaments
- Volleyball (Coeducational)
- Racquetball
- Table Tennis
**Music, Theatre, and Visual Arts**

- Art Club
- Chapel Band
- Christus Chorus and Jubilate choir (both by audition)
- Drama Ministry: Creation and performance of Christian themes and issues
- Instrumental Groups: Concert Band, Jazz Band (auditioned) Chamber Ensemble, instrumental ensembles (Brass, Flute, Guitar, Handbell, Jazz Combo, Percussion, Saxophone, String, Woodwind), and vocal ensembles
- Shades of Harmony Multicultural Gospel Choir
- S.T.A.G.E.-Student Theatre Association for Greater Education
- Theatre productions
- New York and London Theatre tours
- Vox 9 (Vocal Jazz Ensemble) (auditioned)

**Ministry Opportunities**

- AEX – Adelphoi en Xristou (Brothers in Christ); for students interested in learning about pastoral ministry
- Campus Ministry Center
- CBS – Campus Bible Studies
- CMS – Concordia Mission Society; plans and implements service projects at various mission sites such as Florida, Texas, Jamaica, Mexico
- FISH – Wednesday night praise and prayer worship
- PRISMS – Outreach program, reaching youth through weekend retreats
FINE AND PERFORMING ARTS

ALL STUDENT JURIED ART EXHIBITION
The department of art annually sponsors a show of student art work in the main art gallery on campus. It is open to all students from all colleges and is judged by an outside juror. The work should have been completed within the last year, but need not have been done within the context of course work on campus. The exhibition is traditionally displayed in the months of April and May.

MUSIC GROUPS
The Christus Chorus, Jubilate choir, Concert Band, Jazz Ensemble, Shades of Harmony Multicultural Gospel Choir, Chapel Band, Chamber Choir, Jazz Combo, Handbell Ensemble, Beginning Handbells, Brass Ensemble, Chamber/String Ensemble, Flute Ensemble, Guitar Ensemble, Percussion Ensemble, Saxophone Quartet, Woodwind Ensemble, and vocal ensembles are open to those students who meet eligibility requirements for the respective organization. Auditions for new students are normally held during summer orientation and registration sessions and at the beginning of each academic year during Welcome Week. Choral auditions are also available at the end of each semester. Students participating in instrumental groups usually are expected to furnish their own instruments, but a limited number of instruments are available for a nominal rental fee.

THEATRE ARTS OPPORTUNITIES
The department of theatre arts offers students the opportunity to participate in the theatre arts under the supervision of the artistic and technical faculty and staff. A full schedule of major productions is presented throughout the year including student directed plays and showcases. The theatre program is especially committed to the presentation of musical theatre.

ATHLETIC ASSOCIATIONS AND ACTIVITIES
- Cheer Team (by tryout)
- Fellowship of Christian Athletes (FCA)
- Super Fan – Pep club for games

NCAA DIVISION II ATHLETICS
Intercollegiate athletics are considered an integral part of Concordia University's educational experience. Concordia University is a member of the Northern Sun Intercollegiate Conference and a member of the NCAA Division II. The university is a member of the National Collegiate Athletic Association (NCAA) and agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students' participation in intercollegiate athletics are available through the office of the Athletic Director.

The Director of Athletics supervises and directs the intercollegiate program of athletics and the intramural program for men and women. The Director of Athletics recommends the appointment of coaches for the various teams.
- Baseball, Men
- Basketball, Men
- Basketball, Women
- Cross Country, Men
- Cross Country, Women
- Football, Men
- Golf, Women
- Golf, Men
- Soccer, Women
- Softball, Women
- Track, Men
- Track, Women
- Volleyball, Women
OTHER ACTIVITIES AND ORGANIZATIONS

BOOK OF THE YEAR
Each year Concordia University, Saint Paul selects a "Book of the Year" for students, faculty, and staff to read. The Book of the Year selection committee is comprised of faculty from various academic departments, staff members, and students. Some previous years' selections have been The Greatest Generation Speaks by Tom Brokaw, Pay It Forward by Catherine Ryan Hyde, Profiles in Courage For Our Time introduced and edited by Caroline Kennedy, Choice of Weapons by Gordon Parks, and Growing An Inch by Stanley Gordon West.
The Book of the Year committee selects books based on the following criteria:
- quality of the literature
- connection to classes
- potential to involve students, faculty and staff and to generate meaningful campus-wide activities; connection to fine arts
- relevance to our university's promise, mission, vision and strategic priorities
- potential for convocations and presentations

CENTER FOR HMONG STUDIES
In the fulfillment of Concordia's mission to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, the Center for Hmong Studies was founded in 2005 to provide a significant place to cultivate the heritage of the Hmong people, promote education and empower the Hmong community to pursue their respective vocations, recognize their strengths and abilities, and utilize their skills for service. The Center for Hmong Studies seeks to cultivate the past, interpret the present, and enrich the future through research and publication, curriculum and teaching, and conference and convening.

MISSION
The mission of the Center for Hmong Studies is to cultivate the past, interpret the present and enrich the future through research and publication, teaching and curriculum, and conferences and convening.

VISION
The Center for Hmong Studies strives to create a high academic program that will strike a balance between academic study and community engagement.

GOALS
1. Make Concordia University, Saint Paul a higher educational institution of choice for Hmong as well as for non-Hmong students throughout the world who have an interest in Hmong history, culture and language.
2. Make Concordia University, Saint Paul the place "to go to" for Hmong scholars, researchers, the media, businesses and government institutions on Hmong related issues and topics.
3. Enrich the lives of each graduating student and expand their knowledge about the Hmong people through the teaching and learning of Hmong history, culture and language.
4. Encourage, promote and facilitate scholarly research in the Hmong community.

OBJECTIVES
1. Offer an academic minor in Hmong Studies.
2. Offer an academic conference every other year for scholars to promote and share their research findings on the Hmong people and society.
3. Initiate one scholarly research project a year on topics that would be beneficial and of interest to the Hmong and the community at large.
4. Conduct one Hmong study tour a year to Asia.

For further information, contact Professor Lee Pao Xiong, Director of the Center for Hmong Studies, at xiong@csp.edu or (651) 641-8870. The center's website is www.csp.edu/hmongcenter
OSWALD HOFFMANN INSTITUTE FOR CHRISTIAN OUTREACH

This organization was formerly known as the Oswald Hoffmann School of Christian Outreach. The Institute is the center for Evangelism and Mission studies creating mission vision and equipping outreach leaders centered at Concordia University. The purpose of the Hoffmann Institute is to:

1. prepare students for professional outreach ministries
2. encourage and develop an active outreach consciousness within the campus community and
3. raise outreach vision, commitment, involvement and leadership throughout the church

In partnership with Concordia University, the Hoffmann Institute faculty serve as professors in the classroom and teach courses offered in the undergraduate outreach major and minor which lead toward certification as a Director of Christian Outreach (DCO). In addition, the Hoffmann Institute developed and manages the Master of Arts in Christian Outreach Leadership (MACOL) which also offers DCO certification for satisfactory completion of all requirements. These degrees prepare students for outreach in:

1. congregational based cross-cultural and same culture ministries
2. cross-cultural outreach ministries in the states and around the world and
3. Bible translation and literacy ministries in foreign contexts

Outreach education for mission-minded students pursuing other careers also enroll in these courses such as Directors of Christian Education, Directors of Parish Music, Lutheran Classroom Teachers, Pre-pastoral, and liberal arts students.

The contact information for the Hoffmann Institute is: (651) 641-8701 and https://www.hoffmann-institute.org/

As a separately funded, donation-supported outreach organization of the university, the Hoffmann Institute develops programs on- and off-campus to serve the church in outreach through the following:

- Courses, convocations, and workshops including distance education
- World Mission and Evangelism Weeks
- Mission Fairs and other special events
- Participation in the work of the church
- Student projects
- Intentional in-depth outreach training
ACADEMIC INFORMATION – UNDERGRADUATE PROGRAMS

Definition of Academic Terms

There are three 14-week semesters offered at Concordia University. The traditional academic year consists of fall and spring semesters plus final examination days each semester, fall and spring.

**Bachelor of Arts degree** consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 128 credits.

**Bachelor of Business Administration degree** consists of a major in Accounting, Business Management, Finance, or Marketing, general education courses, and electives courses totaling a minimum of 128 credits.

**Bachelor of Science degree** consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 128 credits.

A **certificate of proficiency** is awarded by the faculty when prescribed courses are met and proficiencies are demonstrated.

**Certification for church work** is the process by which the faculty approves candidates for placement in the public ministry of the Lutheran Church-Missouri Synod (LCMS); including teacher, Director of Christian Education, Director of Christian Outreach, and Director of Parish Music.

A **credit** means a semester hour credit. It represents one class meeting of 50 minutes or a laboratory double period of one hundred minutes each week for one semester of the academic year.

An **elective course** is a course chosen in addition to major, minor, or emphasis requirements.

An **emphasis** consists of 12 to 16 credits taken in courses in one area or related areas of study.

The **Framework for Learning** is a statement of the “university outcomes” that the faculty have determined are the essential “learnings” for any student who attends Concordia University, Saint Paul. The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. The Framework for Learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

The purpose of the **General Education program** of coursework in 10 different “goal areas” that includes 47 to 52 semester credits of coursework that is designed to provide Concordia University students with the opportunity to grow in their ability to:

A. discover, confront and explore unfamiliar information and ideas;
B. use available academic resources and skills to think analytically, critically, and synthetically;
C. use appropriate and current technology for research and problem solving; and
D. ideally move beyond the academic data itself to formulate and express new insights and ideas.

An **academic hour** is a 50-minute period per week required in a given course to earn a semester hour credit.

An **integrative course** is comprised of two or more disciplines, is team-taught, and makes connections to life beyond academic material.

A **teaching licensure** is recommended by the university after completion of requirements for the desired license and is granted by the state of Minnesota.

An **academic major** normally consists of 32 to 44 credits taken in courses in one area or related areas of study prescribed by the faculty.

An **academic minor** normally consists of 20 to 24 credits taken in courses in one area or related areas of study prescribed by the faculty.

A **prerequisite** is a course which students are required to take before being eligible to enroll in an advanced course.

A **specialization** or **specialty** is a focused group of courses required in addition to a major to attain a certification such as for teaching licensure.
Summer school for traditional academic programs consists of three, three-week course sessions in May, June, and July. Courses typically meet daily for 14 days and can usually be completed in one of the summer sessions. Undergraduate degree completion programs and graduate programs have seven week summer sessions as a part of the regular calendar.

A track is one of two or more alternative sets of courses prescribed by the faculty within a major. The purpose of a track is to provide direction to a student in meeting interest, vocational, or other needs while fulfilling the requirements of a major.

A transcript of credits is a certified record of all grades earned and all courses attempted at a given school, college or university.

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION
The requirement for completion of an undergraduate degree at Concordia University, Saint Paul, is 128 semester credits. Graduate degrees can be earned for 30 or more semester credits depending on the program. The average academic load for a full-time undergraduate student is 16 credits. The maximum load for undergraduate students without payment of additional fees is 19 credits. Students who desire an academic overload without the required cumulative grade point average must petition through the advisor for permission.

Ordinarily freshmen and sophomore students register for courses numbered from 100 to 299. Faculty and/or Staff Advisors assist in the planning and approval of course registration. Credits earned in courses numbered less than 100 are not applicable to graduation requirements.

In undergraduate degree completion programs, enrollment is considered continuous throughout the program or until the student informs their academic advisor about a discontinuation. Students who stop participating but have not officially discontinued are liable for the cost of attendance.

TIME LIMITS
There is no time limit for completion of a degree in undergraduate programs at Concordia University.

CLASSIFICATION OF STUDENTS

Full–Time Students
Full-time students are those who have satisfied the entrance requirements, have been admitted to the university and are registered for a minimum of 12 credits per semester. The Minnesota State Grant program defines a full-time student as one who is registered for a minimum of 15 credits per semester.

Part–Time Students
Undergraduate students are considered part time when they carry 11 credits or fewer during a semester. Undergraduate students carrying 9 to 11 credits are classified as three-fourths time students; students carrying 6 to 8 credits are classified as half time students.

Undergraduate students are placed in a class according to the total number of credits earned:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>up to 31 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>32 to 63 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>64 to 95 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>96 credits and above</td>
</tr>
</tbody>
</table>

REPEATING COURSES
Students may repeat a course. If students repeat a course, both courses remain on the student’s transcript but only the higher/highest grade is used in computing a student’s cumulative grade point average (CGPA).

AUDITING COURSES
Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. The course fee is at a reduced rate unless the course fits under the regular credit limit of 19 credits per semester. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the
student's permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Students may change regular registration to an audit before the end of the eighth week of the semester. Registration may be canceled for non-attendance.

**CO-CURRICULAR ACTIVITIES**

Members and managers of an intercollegiate team (one complete season) and cheerleaders and drill team members may apply a maximum of three credits in three different athletic activities toward graduation requirements as electives. Any additional credit earned in the same or other co-curricular activities will be indicated on the transcript but will not meet graduation requirements.

**INDEPENDENT STUDY**

Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 35 clock hours of academic work.

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Office of the Registrar.

**INTERNSHIPS**

Students may apply for internship programs with the approval of the instructor, the advisor, the department chair, the director of advising and the registrar. Internship guidelines are available from the appropriate department. Application blanks are available in the academic advising office and on the web. No more than one-third of a major or a minor may consist of internship credits; normally, no more than 12 field-based experience credits may be applied toward the minimum of 128 credits required for the baccalaureate degree. The number of credits applicable to a major, minor or emphasis is determined in advance by the appropriate department(s). Separate learning contracts are written with the department(s) and work is evaluated by a faculty member or an adjunct faculty member from each department involved. The Director of Christian Education and Director of Christian Outreach programs require an internship. Separate guidelines apply to these internships. The Pass/No Pass grade is given for all field-based learning experiences.

**ATTENDANCE IN CLASS AND COMPLETION OF ASSIGNMENTS**

The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of emergencies and/or unforeseen circumstances students are expected to notify their instructors and arrange for any possible "makeup" assignments; however, instructors are not required to allow for such "makeup" assignments. Instructors will record attendance and specify procedures for handling absences in course syllabi.

The undergraduate degree completion programs are unique and typically offer an accelerated calendar for adults which require fewer but more intense class sessions, chats sessions, and the like. Since these courses are only seven weeks in length, missing "class" is highly discouraged and may affect the final grade and/or course completion. In cases of extreme emergencies and unforeseen circumstances students are expected to notify their instructors and arrange any possible "makeup" assignments; however, instructors are not required in any way to allow for such "makeup" assignments.

All course assignments are also to be competed according to established deadlines. Instructors are not required in any way to accept coursework beyond the established deadline. Missing assignment deadlines will most certainly impact a grade in a course.

Additional attendance guidelines and requirements for degree completion undergraduate students:

- If a student misses a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignments(s) and complete a make-up assignment that contributes to the subject being studied and enhances the class-learning environment. A missed class/chat may result in a grade reduction.
- If a student misses two classes/chats, the instructor and the student need to discuss the student's ability to complete the course. In addition, the student will be required to complete his/her regular assignment(s) and extra work. Two missed classes/chats will result in additional grade reduction.
- Any additional absences will require retaking the course. The student will be billed and a grade will be issued each time the course is taken.
• Regular attendance is a key factor in determining the continuing financial aid support.
• Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
• It is the student's responsibility to contact the instructor to make appropriate arrangements.

ACADEMIC CREDIT FOR PRIOR EXPERIENCE
Degree-seeking students may earn up to 32 credits of coursework for experiences from any of the following: non-accredited institutions, life experience, work experience, or military. Credits are typically for elective coursework. Credit for coursework in majors and minors must be approved by the respective academic department. General Education coursework must be approved by the General Education Committee. The office of the Registrar may grant such credit.

Up to four credits of the 32 credits of prior experience may be earned through a written essay that demonstrates knowledge of a particular content area gained from a prior experience. Submissions cost $125. The process is as follows:

1. Essays should be submitted via email with the $125 payment to the Office of the Registrar.
2. Essays are delivered to faculty who are experts in the academic field correlating with the essay topic.
3. Faculty readers evaluate the learning gained through an experience for equivalent college level coursework and awards 0 through 4 credits.
4. Essays and completed evaluation sheets are returned to students typically within two weeks. Students will either receive credit for essays or allowed one rewrite. Rewrites must be completed within 90 days of receiving rewrite notification.
5. Rewritten essay submissions do not require additional payment. Essay rewrites are returned to the faculty reader for final evaluation. Student will either be awarded credit or no credit.
6. The Life Experience Essay must follow the following format:
   a. Title (reflecting the content and scope of the essay)
   b. Introduction (a paragraph of what the essay covers)
   c. Description of the experience
      What did you do, why, when, where, for how long? Were others involved? What was the breadth and depth of your experience? What were the other experiences that contributed to the knowledge gained?
   d. Observations and Reflections
      Describe and analyze the results of the experience. What worked and what didn’t. What did you learn about yourself, others, the situation? What did you notice as a result of your experience?
   e. Concepts and Generalizations
      Describe the principles underlying or explaining what happened. What theories, patterns, rules, methods, beliefs, did you discover? Why do they work? What patterns, overarching principles and higher level college learning occurred from this experience? What expert knowledge was gained? It may help to search out courses on the topic and research what objectives instructors or experts in the field view as essential knowledge for proficiency.
   f. Testing or applying concepts in the situation
      Describe how you can use or have used what you learned. How can you use this knowledge in other situations in the future? Of what use is this knowledge? Does it apply to other organizations, other people?
   g. Conclusion (paragraph)
   h. References

ASSESSMENT OF STUDENT LEARNING AND OTHER MATTERS
Concordia University conducts a series of activities to assess - among other things - student learning, program effectiveness, and student perceptions of faculty effectiveness. The assessment program at Concordia University, Saint Paul is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia University students compare in certain subject areas to students across the country. Many of the assessment activities are part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia University education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.
DROP REGISTRATION FROM COURSES “WITHOUT ACADEMIC RECORD”

Full Semester Courses
Students may withdraw from a course without record during the first two weeks of the course.

Half Semester Courses (7 Week Courses)
Students may withdraw from a course without record during the first week of the course.

WITHDRAWAL FROM COURSES/WITHDRAWAL WITH ACADEMIC RECORD

Full Semester Courses
Students may withdraw from full semester courses any time after the second week of the course through the eleventh week and receive a "W" grade.

Half Semester Courses
Students may withdraw from half semester courses any time after the first week of the course through the fifth week and receive a "W" grade.

Withdrawal Procedures
- Students are able to drop courses online through the drop dates posted on the academic calendar.
- After the drop period is over, students must submit a signed Course Change Form with instructor and advisor signatures.
- Effective dates for withdrawals will be determined by the date when the properly completed Course Change Form is received in the Registrar’s Office.
- Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the course starting. See financial policies for further information.

Withdrawal from the University
Students who desire to discontinue from the university, take a leave of absence, or changing their cohort must discuss their plans with their advisor. Traditional undergraduate students will contact the Director of Academic Advising, Renee Rerko at (651) 603-6318 or rerko@csp.edu for an exit interview. It is the student’s responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. Contact the Director of Academic Advising, Renee Rerko at (651) 603-6318 or rerko@csp.edu.

GRADING SYSTEM – UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>No pass</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>Audit</td>
<td>zero grade</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Continuing registration for more than one term</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
W  Withdrawal  Student officially withdrew from a course during the third through eighth week of the semester.
I  In progress  This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work.

REQUESTING AN “IN PROGRESS” GRADE
An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students’ probationary and disqualification status (See Satisfactory Progress Policy). Process:

- Prior to the end of the term the student files a form with the professor requesting an “I” grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. In degree completion programs, an “in-progress” grade should be removed within two weeks.
- In traditional programs, an in-progress should be completed and removed by the seventh week of the following semester in which the “I” grade was incurred or at a date set by the professor on the form provided. In degree completion undergraduate programs and graduate programs, all course requirements must be completed within four weeks from the last day of class.
- The grade of “I” will be changed to the grade of “F” by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
- Permission may be granted by the instructor to extend the time of an “I” grade to a maximum of one year.
- The maximum number of In-Progress grades students may carry at one time is two.
- When extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the registrar.

PASS/NO-PASS GRADING
A course usually graded A through F may be taken Pass/No Pass by a student if the course is an elective and not part of the general education curriculum or part of a major or minor. A course is designated as elective when it is not used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis, or professional courses. To take a course usually graded A through F as a Pass/No Pass course, a student must file the appropriate form with the Office of the Registrar before the course is half over – the end of the third week for a seven week class or the end of the seventh week for a full semester course. Pass/No Pass courses transferred in by students as required courses (a course is designated as required when it is used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis or professional courses) are acceptable only from colleges where the grading system is the normal system as described above.

There is a four-credit limit of PN courses per semester for sophomores, juniors, and seniors. Internships (see below) which are normally graded by the Pass/No Pass system do not count towards these limits.

Field experiences, internships, and co-curricular athletic activities are offered ONLY on a Pass-No Pass basis. A student may earn a maximum of eight credits in the combined music/drama area and one credit in each area of athletics that are applicable to the total credits for graduation requirements. The maximum credit limit applies to students who are not completing a music/drama major, minor, or emphases. Although these courses apply toward graduation requirements, they are not calculated into the cumulative grade point average.

ACADEMIC GOOD STANDING
A student in good standing is one who:
- Is registered for the current term
- Is attending class in accordance with the class attendance policy
- Has no financial obligations to the university
- Is not on disciplinary probation and
- Is not on academic probation.

Eligibility to participate in certain interscholastic activities necessitates the fulfillment of additional requirements.
SATISFACTORY ACADEMIC PROGRESS POLICY

This policy provides early identification and intervention for students of Concordia University who have difficulty maintaining satisfactory academic progress. In an effort to help all students achieve satisfactory academic standards and successfully progress through their chosen curriculum, the university will extend professional assistance.

Students are expected to meet satisfactory academic progress standards for each term. Students not maintaining the specified standards will be required to meet with their advisors to assist in detecting and alleviating problems they may be experiencing.

To be eligible to register continuously without conditions, a student must achieve satisfactory progress by maintaining a 2.00 Cumulative Grade Point Average AND a minimum of 12 credits each term. Incompletes (I) and withdrawals (W) do not count toward completion. Students taking 9 to 11 credits will need to pass 9 credits and students taking 6 to 8 credits will need to pass 6 credits.

To be eligible to return for a second term, a student must achieve at least a 1.0 GPA their first term. When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student’s eligibility for enrollment and financial aid:

1. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar. Students placed on academic probation may enroll for no more than 16 credits for the following term Academic probation status appears on the student’s internal records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new term to complete a Student Success Plan. All students on academic probation are required to take and successfully complete SSS 120 - College Turning Points (a student success course) during their probationary term. Students who achieve a 2.5 term GPA and complete the minimum required credits while on probation will be allowed to register for a subsequent term on probation without disqualification.

2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms, or first-term students do not achieve a 1.0 GPA. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

DISQUALIFICATION APPEAL PROCESS

A Disqualification Appeal Form must be submitted to the academic appeals committee. The academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student’s inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only. Students may also show successful completion of 12 semester credits with a CGPA of 2.0 or higher from another accredited institution to indicate that they have overcome the challenges that caused the original disqualification.

HONOR RECOGNITION – DEAN’S LIST

Traditional undergraduate students, who earn a grade point average (GPA) of 3.50 and above in a given academic semester, are included on the dean’s list. To be considered, all course incompletes must be removed by the end of the second week after the week of final examinations.

GRADUATION HONORS

Full-time students in bachelor degree programs at Concordia University who have earned at least 64 credits at Concordia University and who have earned a cumulative grade point average of 3.90 or higher are designated as graduating summa cum laude; those students with a cumulative grade point average of 3.75 to 3.89 are designated as graduating magna cum laude; those students with a cumulative grade point average of 3.60 to 3.74 are designated as graduating cum laude.

Students in bachelor degree programs who have earned fewer than 64 credits at Concordia University and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 64 credits and have a GPA between 3.75 and 3.89 will be recognized as graduating "with distinction."
ACADEMIC HONORS CONVOCATION

Students receiving dean's list recognition, special departmental awards, and merit scholarships will be recognized at the annual Academic Honors Convocation held during the spring semester.

HONORARY SOCIETIES FOR STUDENTS

LAMBDALPHAETA
Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). The Nu Beta chapter of Lambda Pi Eta was chartered at Concordia University in 2001. As an accredited member of the Association of College Honor Societies (ACHS), Lambda Pi Eta has nearly 300 active chapters at colleges and universities worldwide. Lambda Pi Eta was founded in 1985 at the University of Arkansas, became a part of the National Communication Association (NCA) in 1988, and became the official honor society of the NCA in July 1995. Lambda Pi Eta represents what Aristotle described in his book, Rhetoric, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics. The goals of Lambda Pi Eta are to:

- recognize, foster, and reward outstanding scholastic achievement;
- stimulate interest in the field of communication;
- promote and encourage professional development among communication majors;
- provide an opportunity to discuss and exchange ideas about the field;
- establish and maintain close relationships and understanding between faculty and students; and
- explore options for further graduate studies.

http://www.natcom.org/StudentOrgs/LPH/LPH.HTM

SIGMATAUDelta
Sigma Tau Delta, The National English Honor Society, was founded in 1924. In 1987, the Mu Chi Chapter was established at Concordia University. Membership is open to students who have completed at least five semesters of college work with a minimum of 3.00 grade-point average in English and who rank in the top 35 percent of their class in general scholarship. The purposes of the society are to:

- confer distinction for high achievement in English language and literature;
- to promote interest in literature and the English language on the campus and in the surrounding community; and
- to foster the discipline of English in all its aspects, including creative and critical writing.

PARTICIPATION IN COMMENCEMENT CEREMONIES

Students who have 15 or fewer credits left to complete at the time of the annual commencement ceremony in May are allowed to participate. Contact the Registrar’s Office for more information.

CHANGE OF STATUS

A Change of Status form must be completed by your advisor if you drop or add a course, discontinue, or take a leave of absence. Most students never use a Change of Status during the entire program. You are allowed two, and after those two, a fee of $75 will be charged for each Change of Status.

FINANCIAL HOLD

Students who are not current in their financial obligations to Concordia University, are placed on financial hold. While on financial hold, students:

- may have their course management system (CMS: WebCT, Blackboard, Moodle) disabled
- may be subject to late fees
- may have financial aid canceled for future terms
- may be de-registered from future class registration
- may be unable to receive grades, transcripts, or diplomas

RESEARCH WITH HUMAN SUBJECTS

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia
ACADEMIC INTEGRITY

Academic integrity is essential to any academic institution and is in keeping with the mission of the University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines.

Academic integrity includes working honestly on tests and assignments, honestly reporting research findings, properly citing the source of any materials quoted, paraphrased or modified in the work one submits. A popular handbook for writers defines properly citing source material in this manner:

“To plagiarize is to present another person’s words or ideas as if they were your own. Plagiarism is like stealing. The word plagiarize comes from the Latin word for kidnapper and literary thief. Plagiarism can be intentional, as when you submit as your own work a paper you did not write. Plagiarism can also be unintentional, but not less serious an offense if you are unaware of what must be acknowledged and how to do so with documentation.” (Troyka, L. Handbook for writers, Simon and Schuster, 6th ed.)

Violations of academic integrity include “cheating” and “plagiarism” as defined by the university’s Student Code of Conduct (SCC).

OFF-CAMPUS SEMESTER STUDY

Concordia University encourages students to broaden their horizons and explore their surrounding world through off-campus study programs. In order to apply for off-campus study, students must meet certain criteria dependent upon the study option. Concordia University will allow only two semesters of off-campus study or a maximum of 32 off-campus study credits to be applied to the 128 credits for the bachelor’s degree. The university’s Bachelor of Arts and Bachelor of Business Administration graduation requirements will remain in effect. Students enrolled in pre-approved off-campus study will also be considered in the financial aid process. In no way will program leaders or instructors of programs/courses be responsible for personal injury or property damage arising out of the act or negligence of any direct carrier, hotel, or travel service or any other person rendering any service offered in connection with off-campus study.

OFF-CAMPUS ENROLLMENT

Students wishing to apply for Off-Campus Enrollment (OCE) for required courses must be:

- currently registered for six or more credits
- maintaining satisfactory progress as defined in this academic catalog
- experiencing an unavoidable class conflict which prevents them from graduating on time, or
- planning to take a course that is a part of their approved major and/or minors but not currently taught at Concordia University.

Although new courses, majors, and minors will not be created through an OCE, the student may earn majors and minors at other institutions and transfer them to Concordia University. Students who meet these criteria may complete the OCE form and have it signed by their academic advisor. Following approvals, the student accounts office will provide authorization to register at the host institution. Students must request the host institution to send a transcript to the Registrar at Concordia University for final documentation. If the transcript is not received by the Registrar within three months of the OCE completion, the student's account will be assessed the fees paid to the host institution.

GLOBAL OFF-CAMPUS ENRICHMENT STUDY

Another off-campus study option available to students is our short-term Global Off-Campus Enrichment (GOE) trips. New faculty-led programs are approved annually and courses are offered around the world in many different disciplines. In order to participate, students must be in good standing. For further information, contact the Community Action, Leadership, and Learning Center (CALL Center) at (651) 641-8236.
RESERVE OFFICERS TRAINING CORPS (ROTC)

AIR FORCE ROTC
A cooperative program between Concordia and the University of Saint Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at Saint Thomas. Air Force Reserve Officer Training Corps is an educational and leadership development program designed to prepare students for commissioning as second lieutenants in the United States Air Force. Air Force ROTC complements the academic major of the student's choice and increases the student's career options. Students incur no obligation by enrolling in the courses; the Aerospace classes are free and are paid by a University of Saint Thomas grant. Credit is transferable. Scholarships are available, especially in engineering, mathematics, physics, computer science, and nursing. For more information, contact the Department of Aerospace Studies at the University of Saint Thomas, (651) 962-6320 or 1-800-328-6819, ext. 6320.

ARMY ROTC
ROTC trains and prepares men and women for a commission as an officer in the regular Army, Army Reserve and National Guard. In addition to instruction in military fundamentals, ROTC develops leadership qualities and self-confidence essential to success in today's world.

Concordia's program, six semesters in length, is completed concurrently with course work required for a B.A. degree through the University of Minnesota. The first two semesters constitute the Basic Program, while the four remaining semesters are the Advanced Program.

Cadets/students are under no legal obligation while in the Basic Program. Upon entrance into the Advanced Program the students sign a contract and begin receiving a monthly stipend from the ROTC program. Traditional Concordia University students who are also Army ROTC scholarship winners shall receive a room and board scholarship assurance each term while they are on a scholarship contract. Non-traditional degree completion students enrolled as cadets in the University of Minnesota Corps of Cadets by means of a scholarship contract shall receive a $500 per semester stipend for each semester they are enrolled in an undergraduate degree completion program. For further information, call (612) 626-1584.

NAVAL ROTC
Naval ROTC two-year scholarship and non-scholarship programs allow students to earn a commission in the U.S. Navy or U.S. Marine Corps. Concurrent completion of degree requirements at Concordia and Naval Science requirements at the University of Minnesota results in an active duty commission. Career options include aviation, submarine warfare and surface warfare (Navy), or aviation and ground office positions (Marines). For further information, call (651) 625-6677.
GRADUATION REQUIREMENTS

ASSOCIATE OF ARTS DEGREE (A.A.)

Students may obtain the Associate in Arts (A.A.) degree at Concordia University, by completing a 64-credit program that includes the equivalent of the 47 credits of general education curriculum. A minimum of 24 credits must be earned at Concordia University. In addition, students must:
1. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
2. Complete all general education requirements.
3. Complete all assessment activities and outcome examinations required for general education.
4. Complete, if desired, an area of emphasis to complete the total number of credits required for graduation.

Areas of emphasis as a part of the A.A. program are 16 credits. Students may select an area of emphasis with the approval of their academic advisor. The academic department and the Registrar must approve the area of emphasis in order for it to be listed on the student’s transcript.

BACHELOR OF ARTS DEGREE (B.A.)

The Bachelor of Arts (B.A.) degree from Concordia University carries the following general requirements. Students will:
1. Complete 128 total credits applicable to graduation of which 32 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47 credits of general education program distributed according to the "Framework for Learning" goals and competencies.
3. Complete the course requirements for an academic major – typically 40 to 44 credits for the BA – or two academic minors – typically 20 to 24 credits each. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Traditional undergraduate students - meet with the Registrar after applying for graduation to review final requirements. It is recommended to apply and meet with the Registrar before registering for the entire senior year to allow for any contingencies. The deadline for the graduation application is set for the Friday before Thanksgiving for students planning to complete the following spring, summer, or fall to participate in the upcoming May ceremony. Students in the undergraduate degree completion programs are to communicate with an academic advisor on a continuing basis.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

NOTE: Special requirements for Teacher Education majors are listed in the College of Education section.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE (B.B.A.)

Admission to the degree programs for all Bachelor of Business Administration (BBA) majors:
1. Complete all freshman/sophomore required business and prerequisite courses.
2. Earn no more than 8 credits of D/F grades in the freshman/sophomore required business and prerequisite courses. All D/F credits from all prior enrollments in courses that a student repeats are counted as D/F credits for the purposes of admission to the majors in the BBA program. Accounting and Finance majors also earn B, C or C, B in ACC 201 and ACC 202.

The BBA degree from Concordia University carries the following general requirements. Students will:
1. Complete 128 total credits applicable to graduation.
2. Complete all requirements for the degree within eight (8) years of entering Concordia University. The 128 credits consist of general education courses, basic business core courses, major courses, elective courses, and all necessary prerequisites.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence.
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or better in the major and a 2.50 in all minors.
5. Complete the Major Field Test in Business.
If a student has earned the grade of D in a course that is part of the BBA basic business core and has taken that course at a school other than Concordia University, the course will not substitute for a course that is part of the business core. A student may earn transfer credit for a lower-level (100 or 200 level) course that is part of the business core only if the student took the course at an accredited institution of higher education.

**BACHELOR OF SCIENCE DEGREE (B.S.)**
The Bachelor of Science (B.S.) degree from Concordia University carries the following general requirements. Students will:
1. Complete 128 total credits applicable to graduation of which 32 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47+ credits of general education program distributed according to the "Framework for Learning" goals and competencies.
3. Complete the course requirements for a Bachelor of Science academic major – typically 45 to 60 for the B.S. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Traditional undergraduate students - meet with the Registrar after applying for graduation to review final requirements. It is recommended to apply and meet with the Registrar before registering for the entire senior year to allow for any contingencies. The deadline for the graduation application is set for the Friday before Thanksgiving for students planning to complete the following spring, summer, or fall to participate in the upcoming May ceremony. Students in the undergraduate degree completion programs are to communicate with an academic advisor on a continuing basis.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.
THE CURRICULUM: FRAMEWORK FOR LEARNING, UNIVERSITY OUTCOMES, AND GENERAL EDUCATION

FRAMEWORK FOR LEARNING

The Framework for Learning was created by the faculty as a conceptual model to organize the learning of students at Concordia University. The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia students – both in and out of the classroom – is placed within an overarching structure called the Framework for Learning. The Framework includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

In turn, the 11 University Outcomes have been derived from the Framework for Learning. It is expected that all students will accomplish these University Outcomes through a variety of experiences and various coursework: general education coursework, major coursework, and elective coursework. Further, the General Education program of coursework has been designed to address the University Outcomes.

GOALS AND COMPETENCIES

AESTHETIC
Goal: to increase awareness, understanding and informed critical appreciation of artistic expression and to foster creative talents within the student.

Competencies: With the help of the Concordia community the student will:
A. understand the importance of artistic expression in reflecting and shaping the life of human communities;
B. appreciate the arts by exploring them in relation to philosophical, religious and social thought;
C. appreciate the arts by experiencing major forms of artistic communication;
D. appreciate and examine the relationship of the arts and ineffable aspects of human experience;
E. value one's self as a contributor to, appreciation of and participant in various avenues of artistic expression.

INTELLECTUAL
Goal: to develop the ability to think critically, incorporating skills for imagining, organizing, analyzing and evaluating.

Competencies: With the help of the Concordia community the student will:
A. reason logically, reflectively and independently;
B. examine, analyze and integrate ideas, applying inductive, quantitative and abstract thinking;
C. synthesize and formulate new ideas;
D. arrive at thoughtful, informed and ethical decisions;
E. use appropriate and current technology in problem solving, research and analysis.

PHYSICAL
Goal: to foster informed healthful living, balanced service to God and humanity and enlightened care for self.

Competencies: With the help of the Concordia community the student will:
A. demonstrate strategies that promote lifelong health;
B. implement and evaluate a personal physical fitness plan;
C. implement a health-conscious lifestyle, including intellectual and emotional wellness;
D. balance health of physical self and service to God and humanity.

SPIRITUAL
Goal: to foster understanding of the Gospel and its Biblical source from the perspective of Lutheran theology, including implications of the Gospel for human experience and for vocation in home, workplace, public life and congregation.

Competencies: With the help of the Concordia community the student will:
A. appreciate and understand the content of the Bible, with appropriate reference to the Gospel and Lutheran theology;
B. describe the Christian tradition, noting the university’s Lutheran heritage and examine the range of Christianity’s influence on human history and culture;
C. relate with sensitivity to various religious traditions;
D. understand the complexities of the intersections of religion and society, including questions of ethics and vocation;
E. serve the larger community and reflect on the significance of that service.

**COMMUNICATION**
Goal: to develop an awareness of communication processes and the desire and skill to improve writing, speaking, research, synthesis and analysis.

Competencies: With the help of the Concordia community the student will:
A. understand and demonstrate the writing and speaking process, developing theoretical knowledge of and applying skills in interpersonal, public and intercultural communication contexts;
B. respond to texts with attention to logic, style, voice, organization and effect;
C. use skills of logic, research, evaluation and synthesis in a variety of contexts;
D. describe communication factors in the development, maintenance and dissolution of relationships;
E. demonstrate a responsible, ethical use of all forms of communication;
F. demonstrate application of technology as a communication tool.

**INTERPERSONAL**
Goal: to develop understanding of self and self in relation to others.

Competencies: With the help of the Concordia community the student will:
A. understand human behavior individually, in groups and in organizations;
B. understand his/her own experience and paradigms, discover biases and their effects on behaviors, thought processes, feelings and spirituality;
C. develop empathy and understanding for others from similar as well as from different backgrounds;
D. develop self-understanding within the context of relationships with others;
E. demonstrate cooperative approaches to conflict resolution.

**CIVIC**
Goal: to understand the structure and operations of governments as well as the dynamic interplay between individual and corporate identities; to examine patterns and processes of culture and social structure.

Competencies: With the help of the Concordia community the student will:
A. evaluate and understand current and historical societal issues;
B. compare and contrast issues, societal institutions and policies in the U.S. with those of other countries;
C. articulate a coherent democratic and just vision for the U.S., including the rights and responsibilities of its citizens and the role of the state;
D. participate in the body politic: campus, city, state, national, or international.

**GLOBAL**
Goal: to facilitate an informed understanding of our global interdependence and the ability to interact effectively with people, language and cultures other than a student’s own.

Competencies: With the help of the Concordia community the student will:
A. relate with an informed perspective to people of at least one other culture of the world;
B. relate with an informed perspective to people of at least one other culture of the United States;
C. identify economic, political, religious, scientific, technological, geographical, environmental and other links in our global community;
D. work towards justice and environmentally responsible living within a global perspective;
E. recognize and act upon the difficulties caused by ethnocentrism.

As indicated above, the Framework for Learning shapes the entire Concordia University educational experience, entailing not only overt academic work but also chapel and spiritual life opportunities, service learning, foreign study, internships and a wide array of campus life activities. All academic coursework – majors and minors, study in professional programs, electives and especially the general education curriculum – is explicitly guided and informed by the Framework for Learning and is designed to support its goals.
UNIVERSITY OUTCOMES FOR ALL GRADUATES

Concordia University graduate will be able to ...

Critical Thinking – Identify the problem/issue; articulate solutions/ perspectives; identify and assess key assumptions; identify and assess data and evidence; identify and consider the influence of context; evaluate of the ethical dimensions and apply ethical principles; and synthesize conclusions, implications, and consequences.

Information Literacy – Prepare for research; generate search strategy and access resources; evaluate and process information; transfer and apply learning; incorporate information technology; practice legal and ethical use of information.

Oral Communication (formal presentation and/or small group) – Organize the presentation, develop the topic, language style, delivery, incorporating references, and center the presentation on the audience. Regarding group discussion: tailor the content, language, delivery and references to effectively communicate in a group-centered manner.

Quantitative Reasoning – Translate verbal or written assertions into quantitative data; read, analyze, and interpret quantitative data, such as graphs, charts, or statistics; use models; and translate quantitative evidence and reasoning back to verbal or written assertions and support conclusions.

Writing – Relate content to an audience, to develop and organize material, to construct fluent sentences using standard grammar, mechanics and references.

Aesthetic Values – Understand the value of artistic expression in reflecting and shaping the life of human communities; relate artistic expression to philosophical, religious, and social thought; and recognize the importance of major forms of artistic communication.

Civic Values – Understand the necessity for participation in the civic infrastructure of the United States; recognize the similarities and differences between American civic policies, institutions, and beliefs and those of other communities, nations, cultures, and peoples throughout the world; and recognize the civic responsibility of the citizen and all levels of government to ensure a democratic and just vision for society.

Global Values – Understand the relationships between the members of the global community; philosophical, religious, and social thought from global cultural contexts; the importance of global cultural expression; and the difficulties caused by ethnocentrism.

Interpersonal Values – Display effective interpersonal skills during interactions with students, faculty or staff, understand the value of effective interpersonal skills, accept and deliver constructive criticism, and effectively resolve conflicts.

Physical Values – Demonstrate strategies that promote lifelong health; implement and evaluate a personal physical fitness plan; implement a health-conscious lifestyle, including intellectual and emotional wellness; balance health of physical self and service to God and humanity.

Spiritual Values – Demonstrate an understanding of how the essentials of the Christian faith inform one's life individually and in community, and a sympathetic appreciation of the pertinence of the Christian faith to the total intellectual enterprise.
GENERAL EDUCATION REQUIREMENTS

The purpose of the general education curriculum is to provide Concordia University students with the opportunity to grow in their ability to:

A. discover, confront and explore unfamiliar information and ideas;
B. use available academic resources and skills to think analytically, critically, and synthetically;
C. use appropriate and current technology for research and problem solving; and
D. ideally move beyond the academic data itself to formulate and express new insights and ideas.

FINE ARTS (four credits required; two courses from two different areas – Art, Music, and Theatre)

The fine arts curriculum increases students' awareness, understanding and critical appreciation of varied aesthetic expression; and seeks to foster their creative talents.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art #</td>
<td>2</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Listening to Life: Global and Popular Music #</td>
<td>2</td>
</tr>
<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
</tbody>
</table>

# Recommended for Teacher Education students

HISTORY AND POLITICAL SCIENCE (4 credits required)

History offerings help students understand historical sources on their own terms and to recognize the interplay of political, intellectual, social, economic and cultural factors in the development of civilizations. It thereby provides one method whereby present-day circumstances can be better understood and evaluated. Political science courses help students understand their own government and the role of each citizen in the democratic process. Applied globally, political science pertains to the relationships between different governments and peoples and explores how their interests and welfare are connected by many of the same factors examined by historians.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 111</td>
<td>Western Civilization to 1648</td>
<td>4</td>
</tr>
<tr>
<td>HIS 113</td>
<td>Western Civilization since the Reformation</td>
<td>4</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
<td>4</td>
</tr>
<tr>
<td>POL 131</td>
<td>American Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 241</td>
<td>Contemporary World Problems: Global Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

COMMUNICATION (4 credits required)

Communication courses pertain to the study of verbal and nonverbal messages between communicators in interpersonal, group, public, intercultural and mass media contexts. Communication theory and analysis informs student choice of ethical as well as effective strategies and skills used to relate and respond to ideas.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals: Interpersonal</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
</tbody>
</table>

GLOBAL STUDIES (4 credits required)

Very broadly construed, global courses help students recognize global interdependence and/or cultural connections; as such, they enhance students' ability to work constructively with a people, language, or culture other than their own.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ED 290</td>
<td>Language and Society</td>
<td>4</td>
</tr>
<tr>
<td>ENG 376</td>
<td>World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>GRK 211</td>
<td>Beginning Greek I</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>HIS 121</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 221</td>
<td>World of Culture: Greece and Rome</td>
<td>4</td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HMG 201</td>
<td>Hmong Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Beginning College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Beginning College Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>THL 350</td>
<td>Religions of the World</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>International Study programs (e.g., England, India, Mexico, Thailand)</td>
<td>4</td>
</tr>
</tbody>
</table>

**SOCIAL AND BEHAVIORAL SCIENCE (4 credits required)**

Social and behavioral science courses provide the perspectives and tools for students to understand human behavior individually, in groups and in organizations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology #</td>
<td>4</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>
# Recommended for Teacher Education students

**HEALTH AND PHYSICAL EDUCATION (3 credits required)**

The health and physical education curriculum provides students with the resources and strategies necessary for healthy, balanced and vigorous lives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 110</td>
<td>Health and Human Movement</td>
<td>3</td>
</tr>
</tbody>
</table>

**LITERATURE (4 credits required)**

The literature curriculum helps students develop their abilities to think critically about, write coherently on and discuss enthusiastically a variety of literary texts; students develop both an intellectual understanding of the power of literature and an aesthetic appreciation for diverse literary works.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

**MATHEMATICS AND NATURAL SCIENCE (8 credits required)**

Mathematics offerings are designed to develop students' understanding of basic mathematical concepts, to develop their abilities to analyze and solve mathematical problems and to promote mathematical awareness in the analysis of problem solving strategies and the interpretation of results. Natural science courses examine the physical nature of the world. Biology involves plant, animal and human life; physical science deals with the processes of the earth; while earth science studies the earth and the universe.

All students must take a total of 8 credits of mathematics and natural science, with the prescribed number of credits in each of the following three areas.

**MATHEMATICS (MINIMUM 3 CREDITS REQUIRED)**

A Mathematics Placement Examination is required of all incoming students. Students who do not pass this examination must successfully complete Intermediate Algebra (MAT 100) before taking a general education math course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 101</td>
<td>Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>Foundations of Elementary Math #</td>
<td>3</td>
</tr>
</tbody>
</table>
# Recommended for Teacher Education students

**BIOLOGY (MINIMUM 3 CREDITS REQUIRED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology Today</td>
<td>3</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
</tbody>
</table>

**PHYSICAL SCIENCE (MINIMUM 2 CREDITS REQUIRED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>Perspectives in Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 141</td>
<td>Household Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>
ENV 120  Introduction to Environmental Science  3
ESC 120  Observational Geology  3
ESC 140  Observational Astronomy  3
ESC 160#  Earth Science #  4
PHS 111  Principles of Physics (Trigonometry-based)  3
PHS 112  General Physics I (Trigonometry-based)  4
PHY 221  General Physics I (Calculus-based)  4

# Recommended for Teacher Education students

RELIGION AND THEOLOGY (8 credits required; 4 Introductory, 4 Intermediate)

Students meet their general education requirements in theology by taking a minimum of three credits from the "Biblical" category and four credits from the "Intermediate" category. Students in professional church work programs must select from those courses in both categories that are also requirements in the minor in confessional Lutheranism.

NOTE: * courses are designed for professional Church Work students only

INTRODUCTORY (4 CREDITS)
THL 100  The Biblical Heritage of Christianity  4
THL 215  History and Literature of the New Testament *  4

INTERMEDIATE (4 CREDITS)
THL 270  Our Living Faith *  4
THL 310  Archeology and the Bible  4
THL 320  Global Christianity  4
THL 325  Christian Ethics for the Professional  4
THL 336  Evil Meets Good  4
THL 342  Athens and Jerusalem: Philosophy and Christianity  4
THL 344  Martin Luther: Saint and Sinner  4
THL 351  Jesus and Muhammad  4
THL 352  Is God Green?  4
THL 356  One Nation Under God? Christianity and Politics in America  4
THL 357  Christianity and the Media in Contemporary Culture  4
THL 371  Mission of God  4

WRITING (4 credits required)
The writing course provides students with an awareness of written communication—specifically the process of research, synthesis and analysis—as well as opportunities to practice their own writing skills in an academic setting.

ENG 120 College Writing  4
UNDERGRADUATE MAJORS

ACCOUNTING MAJOR: 40 CREDITS (BA ADULT)

Program Overview – The degree completion program in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). This program has been designed for students who have completed an AS, AAS, or equivalent degree, in Accounting.

Prerequisites: 14 credits

ACC 201 Principles of Accounting I 4
ACC 202 Principles of Accounting II 4
ACC 311 Intermediate Accounting I 4
ECO 102 Microeconomics 2

Students holding an AS or AAS in Accounting who have NOT completed one or more of the mentioned courses will be advised accordingly.

Required: 40 credits (and in sequence)

MAN 350 Managing in the Global Economy 4
BUS 340 Business Analytics I 4
BUS 440 Business Analytics II 4
FIN 301 Corporate Finance I 4
LAW 411 Federal Income Tax 4
ACC 312 Intermediate Accounting II 4
ACC 411 Advanced Accounting 4
ACC 412 Auditing 4
ACC 413 Cost Accounting 4
MAN 450 Managing Finance and Business Strategy 4

ACCOUNTING MAJOR: 58 CREDITS (BA TRADITIONAL)

Program Overview – The degree in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA).

Prerequisites from General Education

ECO 101 Macroeconomics 4
MAT 110 Introduction to Probability and Statistics 3

Required: 58 credits

First Year
BUS 101 Introduction to Business 2
ECO 102 Microeconomics 2

Second Year
ACC 201 Principles of Accounting I 4
ACC 202 Principles of Accounting II 4
MAN 201 Business Analytics 2

Third Year
ACC 311 Intermediate Accounting I 4
ACC 312 Intermediate Accounting II 4
FIN 301 Corporate Finance I 4
LAW 401 Legal Environment of Business 2
MAN 301 Organizational Behavior 4
MAR 301 Principles of Marketing 4
MAN 302 Operations and Quality Management 2

Fourth Year
ACC 411 Advanced Accounting 4
ACC 412 Auditing 4
ACC 413 Cost Accounting 4
ACCOUNTING MAJOR: 64 CREDITS (BBA TRADITIONAL)

Program Overview - The Bachelor of Business Administration degree is available with an Accounting major. Because the BBA requires more business courses than a Bachelor of Arts or Bachelor of Science degree, it is considered the degree of choice for students planning a career in accounting, better preparing students to excel in the business world. Accounting majors benefit from close contact with instructors who have extensive practical experience in the business world. The classroom structure stresses ethics and the practical application of accounting knowledge. The major will prepare students to take the Certified Public Accountant (CPA) examination.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAW 411</td>
<td>Federal Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>MAN 401</td>
<td>Business Strategy and Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

PREREQUISITES FROM GENERAL EDUCATION

ECO 101  
America in the Global Economy: Macroeconomics  
4

MAT 110  
Introduction to Probability and Statistics  
3

REQUIRED: 42 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
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<td></td>
</tr>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Principles of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>MAN 201</td>
<td>Business Analytics</td>
<td>2</td>
</tr>
<tr>
<td>Third Year</td>
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<td></td>
</tr>
<tr>
<td>ACC 311</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>ACC 312</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>MAN 302</td>
<td>Operations and Quality Management</td>
<td>2</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
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</tr>
<tr>
<td>ACC 413</td>
<td>Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ECO 401</td>
<td>Global Economics and Ethnic Markets</td>
<td>4</td>
</tr>
<tr>
<td>LAW 411</td>
<td>Federal Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>ACC 440</td>
<td>Forensic Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 411</td>
<td>Advanced Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 412</td>
<td>Auditing</td>
<td>4</td>
</tr>
<tr>
<td>LAW 401</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>MAN 401</td>
<td>Business Strategy and Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

APPLIED MATHEMATICS/DUAL-DEGREE IN ENGINEERING (BS TRADITIONAL): 50 CREDITS

Program Overview - Concordia University and the University of Minnesota are partners in the Dual Degree program, allowing you to earn both an Applied Math degree from Concordia and an Engineering degree from the University of Minnesota. Students in the program complete Concordia’s general education curriculum along with significant coursework in math and science, leading to an Applied Mathematics degree from Concordia. After two to three years at Concordia with a minimum GPA in content coursework, students receive automatic acceptance into one of the 11 different engineering programs at the University of Minnesota, with the final two to three years of courses completed at the U of M campus. Students will work closely with both Concordia and Minnesota advisors to determine the best route to a timely completion of all requirements. Normal completion time for the dual degree program is five years.

PREREQUISITES FROM GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED: 47 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 200</td>
<td>Introduction to Engineering</td>
<td>4</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHS 221</td>
<td>General Physics (calculus based)</td>
<td>4</td>
</tr>
<tr>
<td>CSC 301</td>
<td>Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>PHS 222</td>
<td>General Physics II (calculus based)</td>
<td>4</td>
</tr>
</tbody>
</table>
MAT 230/330 Probability and Statistics (calculus based) 4
MAT 375 Differential Equations and Linear Algebra 4
400 level courses from partner institution 8
Electives: 3 credits
EGR **Future Engineering Elective Courses**
MAT 305 Foundations of Geometry 3
MAT 450 Abstract Algebra 4
MAT 460 Foundations of Analysis 4
MAT 478 Mathematics Seminar 3
MAT 488 Independent Study in Mathematics 1 to 4
MAT 498 Internship in Mathematics 4

APPLIED SCIENCE/DUAL-DEGREE IN ENGINEERING (BS TRADITIONAL): 52 CREDITS

Prerequisites from General Education
CHE 115 General Chemistry I 4
MAT 135 Calculus I 4

Required (41 credits)
EGR 200 Introduction to Engineering 4
MAT 145 Calculus II 5
CHE 116 General Chemistry II 4
MAT 244 Calculus III 4
CHE 221 Organic Chemistry I 4
PHS 221 General Physics (Calculus-based) 4
PHS 222 General Physics II (Calculus-based) 4
MAT 375 Differential Equations and Linear Algebra 4
400 level courses from partner institutions 8

Electives (7 credits)
EGR*** Future Engineering Elective Courses
MAT 305 Foundations of Geometry 3
CHE 222 Organic Chemistry II 4
CHE 326 Analytical Chemistry 4
BIO 210 Genetics 4
BIO 330 Cell Biology 4
CSC 301 Programming and Problem Solving 4
MAT 330 Probability and Statistics (Calculus-based) 4
MAT 460 Foundations of Analysis 4
MAT 478 Mathematics Seminar 3
MAT 488 Independent Study in Mathematics 1 to 4
MAT 498 Internship in Mathematics 2

ART AND DESIGN PROGRAMS IN GENERAL
The Concordia Department of Art and Design provides experiences, opportunities, coursework, and faculty that expand the role of visual art in a student’s life. The department provides broad curricula in graphic design, studio art, art education, community arts, and more in order to prepare students for careers, or simply for enhanced appreciation of the field. Several highly qualified and active professors offer an advantageous student-to-faculty ratio. These teachers provide an educational environment that is both challenging and supportive.

The impressive four-story Concordia Art Center gives students 24-hour access to a wide range of facilities and tools to aid their learning. Concordia has large studios for painting, sculpture, printmaking, and ceramics. There is a dazzling Mac lab for design, and the department teaches both digital and traditional photography. The equipment matches the
studios. For example printmakers can do screen, intaglio, lithography and relief; while clay artists can fire in electric, gas, raku, and wood kilns, among others.

Student artwork is showcased in campus galleries throughout the year, with seniors having solo exhibitions. The department is very career-oriented, which is emphasized with portfolio development and internship opportunities. Students also may actively participate in Concordia’s Art Club. The Department also offers study-abroad trips to Mexico and Europe. With the richness of their experiences Concordia’s art and design students are very successful with either career placements or pursuing further education.

**ART DESIGN MAJOR – SEE DESIGN MAJOR**

**ART EDUCATION/TEACHING (GRADES K-12) MAJOR: 83 TO 89 CREDITS (BA TRADITIONAL)**

Program Overview – An Art Education major at Concordia University prepares a student to teach K-12 art in and out of Minnesota. Students gain sophisticated knowledge of the field and the effective teaching skills needed to pass along that knowledge to their future students. Successful students have futures in any school setting or they may attend graduate school for advanced degree work.

Course Information – Concordia offers studio coursework in drawing, painting, photography, printmaking, sculpture, ceramics, and graphic design in large well-equipped studios. Educational coursework and experiences will prepare students for all aspects of the complex teaching world.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Content Courses: 33 to 35 credits (Complete content major with 2.75 GPA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 251</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 202</td>
<td>Digital Art I or ART 302 Digital Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 331</td>
<td>Relief Printmaking or ART 332 Screen Printmaking</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 370</td>
<td>Mexican Art and Culture</td>
<td>2 or 4</td>
</tr>
<tr>
<td>or</td>
<td>Art of Asia</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>Ethnographic Art</td>
<td>4</td>
</tr>
</tbody>
</table>

Open Art Electives: including at least one more studio course (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Child Psychology and PSY 220 Adolescent Psychology</td>
<td>4 and 4</td>
</tr>
<tr>
<td>or</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours of HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours of HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>KHS 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED 447</td>
<td>Teaching Elementary Art</td>
<td>1</td>
</tr>
<tr>
<td>ART 357</td>
<td>Art in Secondary Education</td>
<td>2</td>
</tr>
</tbody>
</table>
ART 358  Advanced Art Education  2
ED 472.08  Student Teaching Clinical Grades K – 12 Visual Art  16
Complete all four Human Relations Activity Reports

ART STUDIO MAJOR: 56 CREDITS (BA TRADITIONAL)

Program Overview – Studio Art combines the best of a small private university with the vibrant art community of the Twin Cities area. Students are prepared to excel through working hard in the context of close mentorships with faculty. Students network with art professionals and come to know contemporary trends in art. Successful students have futures in a variety of art-centered careers, or in graduate school.

Studio Art majors produce an exhibition and portfolio of their best work, informed by their knowledge of contemporary art as well as by western and non-western art history. They are verbally and visually fluent in their chosen medium.

Prerequisites from General Education
ART 101  Approaching Art  2

Required: 29 to 30 credits
ART 102  2-D Design  3
ART 103  3-D Design  3
ART 105  Color Theory  3
ART 111  Drawing I  3
ART 271  Survey of Western Art I  3
ART 272  Survey of Western Art II  3
ART 311  Figure Drawing  3
ART 472  19th and 20th Century Art and Design  4
ART 491  Theories in Contemporary Art  3
ART 499  Art Senior Seminar  1 to 2

Choose one course from each of the following categories: 11 to 14 credits
ART 221  Painting I  3
 or
ART 411  Advanced Drawing  4

ART 251 Sculpture I or ART 261 Ceramics I  3
ART 202 Digital Art I or ART 241 Photography I  3

One of the following:
ART 331  Relief Printmaking  3
ART 332  Screen Printmaking  3
ART 333  Intaglio Printmaking  3
ART 334  Lithography  3
ART 431  Mixed Media Graphics  3

One of the following:
ART 370  Mexican Art and Culture  2 to 4
ART 374  Art of Mexico  4
ART 375  Art of Asia  4
ART 376  Ethnographic Art  4

Electives: additional courses to total 56 credits
Any 200 level or above Art course not used to meet the above requirements

ATHLETIC TRAINING – AN EMPHASIS IN EXERCISE SCIENCE; SEE EXERCISE SCIENCE MAJOR
BIOLOGY MAJOR: 39 CREDITS (BA TRADITIONAL)

Program Overview – Biology majors develop a strong foundation in biology by exploring cell biology, genetics, chemistry, molecular biology, ecology, evolutionary theory, scientific methodology, research techniques and more. The coursework encourages students to sharpen their analytical, problem-solving, scientific reasoning, critical thinking, communication, and laboratory skills. Students have the opportunity to work in Concordia University’s research laboratory to get hands-on experience early in their coursework and to develop mentoring relationships with fulltime faculty who are experiences in cutting-edge research. Experience in the human cadaver laboratory is an important part of the program.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>MAT 125 Pre-calculus</td>
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<tr>
<td>or</td>
<td>MAT 135 Calculus</td>
<td>4</td>
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</tbody>
</table>

Required: 22 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 450</td>
<td>Special Topics in Biology (2 courses of 1 credit each)</td>
<td>1 and 1</td>
</tr>
<tr>
<td>BIO 456</td>
<td>Research in Biology or BIO 498 Internship in Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives: 17 credits, two courses must be 300 or 400 level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 220</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Science Issues and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>BIO 415</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 440</td>
<td>Human Gross Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Biology Teaching Assistance (instructor consent)</td>
<td>1 to 4</td>
</tr>
<tr>
<td>CHE 328</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

BIOLOGY MAJOR: 52 TO 54 CREDITS (BS TRADITIONAL)

Program Overview – Biology majors develop a strong foundation in biology by exploring cell biology, genetics, chemistry, molecular biology, ecology, evolutionary theory, scientific methodology, research techniques and more. The coursework encourages students to sharpen their analytical, problem-solving, scientific reasoning, critical thinking, communication, and laboratory skills. Students have the opportunity to work in Concordia University’s research laboratory to get hands-on experience early in their coursework and to develop mentoring relationships with fulltime faculty who are experiences in cutting-edge research. Experience in the human cadaver laboratory is an important part of the program.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Pre-Calculus</td>
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</tr>
</tbody>
</table>

Required: 37 to 39 credits

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
</tbody>
</table>
**BIO 450**  Special Topics in Biology (2 courses of 1 credit each)  
**1 and 1**

**BIO 455** Research Proposal and **BIO 456** Research in Biology  
**1 and 4**

**or**

**BIO 498** Internship in Biology  
**4**

**Chemistry Requirement: 12 credits**

**CHE 116** General Chemistry II  
**4**

**CHE 221** Organic Chemistry  
**4**

**CHE 328** Introduction to Biochemistry  
**4**

**Mathematics Requirement: 3 to 4 credits**

**MAT 110** Introduction to Probability and Statistics  
**3**

**or**

**MAT 330** Probability and Statistics (Calculus-based)  
**4**

**Physics Requirement: 4 credits**

**PHS 112** General Physics I (Trigonometry-based) or **PHS 221** General Physics I (Calculus-based)  
**4**

**Electives: 15 credits (at least 2 courses must be 300/400 level)**

**BIO 220** Plant Biology  
**4**

**BIO 230** Animal Biology and Physiology  
**4**

**BIO 300** Microbiology  
**4**

**BIO 315** Human Anatomy and Physiology I  
**4**

**BIO 316** Human Anatomy and Physiology II  
**4**

**BIO 320** Ecology  
**4**

**BIO 340** Science Issues and Ethics  
**4**

**BIO 350** Medical Terminology  
**2**

**BIO 415** Biology of Aging  
**3**

**BIO 430** Immunology  
**3**

**BIO 440** Human Gross Anatomy  
**4**

**BIO 497** Biology Teaching Assistant  
**1 to 4**

**KHS 473** Biomechanics  
**4**

**PSY 310** Physiological Psychology  
**4**

**BUSINESS MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)**

Program Overview – A major in business is applicable to virtually any industry and will provide the knowledge and skills for students to start their own business. It also provides a broad exposure to all the elements that make an organization function well. The BA program in business provides a general overview of business and is comprised of 10, four-credit courses. Students are encouraged to also complete a minor in a supplementary field. This major is designed to prepare students with the knowledge and skills needed to work effectively in a business organization or as an entrepreneur.

**Required: 40 credits**

**BUS 310** Organizational Behavior  
**4**

**BUS 330** Business Economics  
**4**

**BUS 340** Business Analytics I  
**4**

**BUS 350** Innovative Marketing and Social Media  
**4**

**BUS 360** Corporate Accounting and Budgeting  
**4**

**BUS 410** Operations and Quality Management  
**4**

**BUS 420** Corporate Finance  
**4**

**BUS 430** Legal and Ethical Environment of Business  
**4**

**BUS 450** Business Analytics II  
**4**

**BUS 490** Business Strategy and Ethics  
**4**
BUSINESS MANAGEMENT MAJOR: 42 CREDITS (BA TRADITIONAL)

Program Overview – Students will develop academic credentials as well as leadership, writing and communication skills. They will explore core business principles in marketing, finance, management, law, economics and accounting with an emphasis on international perspectives, environmental sustainability and ethics. Students investigate various dimensions of business decisions by delving into case studies and developing solutions to situations they may face in the business world.

Prerequisites from General Education
ECO 101 America in the Global Economy: Macroeconomics 4
MAT 110 Introduction to Probability and Statistics 3

Required: 42 credits

First Year
ECO 102 Microeconomics 2
MAN 120 Basics of Business 2

Second Year
ACC 201 Principles of Accounting I 4
MAN 201 Business Analytics 2

Third Year
FIN 301 Corporate Finance I 4
LAW 401 Legal Environment 2
MAN 301 Organizational Behavior 4
MAR 301 Principles of Marketing 4
MAN 302 Operations and Quality Management 2

Fourth Year
MAN 350 Managing in a Global Economy 4
MAN 401 Business Strategy and Ethics 4
MAN 410 Managing Talent, Change and Negotiations 4
MAN 460 Managing Team, Communications and Projects 4

CHEMISTRY MAJOR: (BA TRADITIONAL AND SELF-DESIGNED)

Program Overview – Chemistry coursework at Concordia University gives students a framework of knowledge that allow them to learn and incorporate new facts and concepts as the field evolves. Chemistry students benefit from a low faculty-to-student ratio that allows direct personal attention from faculty who focus primarily on teaching. Students often combine majors and minors in Chemistry, Biology and/or Mathematics to gain breadth and additional depth of knowledge.

NOTE: Contact Dr. Leanne Bakke, Chair of the Department of Science, at (651) 641-8750 or at bakke@csp.edu for further information.

CHEMISTRY EDUCATION/TEACHING (GRADES 9 – 12) MAJOR: 71 CREDITS (BA TRADITIONAL)
WITH GENERAL SCIENCE (GRADES 5 – 8) OPTIONAL ADD-ON: 85 CREDITS

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 8 science and grades 9 through 12 chemistry. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education
BIO 120 Biology I: The Unity of Life 4
CHE 115 General Chemistry 4
MAT 135 Calculus I 4
PSY 101 Introduction to Psychology 4

Required - Chemistry Teaching Content Major: 32 credits (2.75 GPA in the following courses is required)
CHE 116 General Chemistry II 4
CHE 221 Organic Chemistry I 4
CHE 222 Organic Chemistry II 4
CHE 326 Analytical Chemistry I 4
CHE 327 Analytical Chemistry II 4
CHE 328 Introduction to Biochemistry 4
PHS 221 General Physics I 4
PHS 222 General Physics II 4

2013-2014 Academic Catalog
Concordia University, St. Paul, Minnesota
Prerequisites to Admission to Teacher Education: 10 credits

ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
PSY 220 Adolescent Psychology 4
ED 336 Educational Psychology (+15 hours HR Activity) 3

Prerequisites to Student Teaching: 13 credits (or 16 credits with Gr. 5 – 8 option)

Complete all four Human Relations Activity Reports

ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
ED 347 Effective Secondary Teacher 2
ED 353 Teaching Grades 9 – 12 Science 2
ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
ED 487 Reading Across the Content Areas 3
KHS 470 Health Education for Teachers 2
* ED 346 Effective Middle School Teacher (Gr. 5 – 8 option) 2
* ED 478 Teaching Grades 5 – 8 Science (Gr. 5 – 8 option) 1

Student Teaching
ED 472.03 Student Teaching Grades 9 – 12 Chemistry 16

Grades 5 – 8 General Science add-on (optional): 11 credits
ED 346 Effective Middle School Teacher 2
ED 478 Teaching Grades 5 – 8 Science 1
ESC 320 Physical Geology 4
ESC 340 Astronomy 4

CHILD DEVELOPMENT MAJOR: 42 CREDITS (BA ADULT; ONLINE ONLY)

Program Overview – Learners will articulate developmentally appropriate practices and focus on advocacy and leadership in the field of early education. Courses in the program address the national Association for the Education of Young Children (NAEYC) standards for initial professional preparation.

Prerequisites from General Education
PSY 101 Introduction to Psychology 4

Required: 42 credits (and in sequence)

CHD 400 Introduction to Early Childhood Education 3
CHD 402 Writing for Educators 3
CHD 410 Growth and Development of Children 3
CHD 411 Social and Emotional Growth of Children 3
CHD 422 Human Diversity and Relations 3
CHD 435 Developmentally Appropriate Practices in Early Childhood Education 3
CHD 440 Children’s Play and Learning 3
CHD 461 Ethics in Early Childhood 3
CHD 430 Infants and Toddlers 3
CHD 445 Language Development and Emergent Literacy 3
CHD 450 Children’s Literature 3
CHD 451 Dual Language Learners 3
CHD 482 Young Child with Special Needs 3
CHD 490 Portfolio and Synthesis 3

CHILD LEARNING AND DEVELOPMENT MAJOR: 40 CREDITS (BA TRADITIONAL)

Program Overview – The Child Learning and Development major focuses on the fundamental processes of child and adolescent development within the contexts of families, schools, peer groups, and larger cultural contexts. The Child Learning and Development major prepares students for a wide range of careers in education, psychology, social work, family medicine, public health, family law, and public policy.

Prerequisites from General Education
PSY 101 Introduction to Psychology 4

Required: 14 to 18 credits
ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
ED 330 Human Diversity and Relations 2
ED 336 Educational Psychology (+15 hours HR Activity) 3
ECE 425 Young Child with Special Needs or ED 439 The Inclusive Classroom 2
PSY 210 Child Psychology and Development and PSY 220 Adolescent Psychology 4 and 4
or
PSY 215 Child and Adolescent Development for K-12 Educators 4

Electives: Additional upper level coursework (300 or 400) in Education or Psychology to total 40 credits

**CHRISTIAN MINISTRY MAJOR: 44 TO 47 CREDITS**  
(DCE CERTIFICATION = 83 CREDITS; DCO CERTIFICATION = 75 CREDITS)

Program Overview - The primary objective of the Christian Ministry major is to equip students for exemplary service in Christian ministry settings in the areas of education and/or outreach. It presupposes the minor in confessional Lutheranism, which represents the theological core of the program and is taken by most church work students. The following objectives, growing out of and informed by the Christian Gospel, help to determine the plan of study for the Major in Christian Ministry:

For Certification in the LCMS as a Director of Christian Education (DCE) or as a Director of Christian Outreach (DCO) add 12 credits of internship and 16 credits for completion of the Confessional Lutheranism minor. Total for DCE = 83 credits; total for DCO = 75 credits

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 215</td>
<td>History and Literature of the New Testament</td>
<td>4</td>
</tr>
<tr>
<td>THL 270</td>
<td>Our Living Faith</td>
<td>4</td>
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</tbody>
</table>

Required Core: 28 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 268</td>
<td>Introduction to Christian Ministry</td>
<td>4</td>
</tr>
<tr>
<td>THL 371</td>
<td>Mission of God in Christian Ministry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 321</td>
<td>Foundations for Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>CHM 323</td>
<td>Leadership Foundations</td>
<td>4</td>
</tr>
<tr>
<td>CHM 325</td>
<td>Strategic Ministry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 330</td>
<td>Cultural Contexts and Faith Development</td>
<td>4</td>
</tr>
<tr>
<td>ED 454</td>
<td>Teaching the Faith</td>
<td>2</td>
</tr>
<tr>
<td>CHM 490</td>
<td>Theory to Action: Capstone in Christian Ministry</td>
<td>2</td>
</tr>
</tbody>
</table>

Christian Education Track Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
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</table>

Christian Education Track for major: 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 430</td>
<td>Children and Confirmation Ministry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 435</td>
<td>Teaching and Leading Adults</td>
<td>4</td>
</tr>
<tr>
<td>CHM 421</td>
<td>Teaching to Lead and Equip</td>
<td>4</td>
</tr>
<tr>
<td>CHM 425</td>
<td>Youth and Family Ministry</td>
<td>4</td>
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</tbody>
</table>

Christian Outreach Track Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 350</td>
<td>Religions of the World</td>
<td>4</td>
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</table>

Christian Outreach Track for major: 19 credits

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 205</td>
<td>Group Communication and Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>CHM 440</td>
<td>Speaking the Gospel</td>
<td>4</td>
</tr>
<tr>
<td>CHM 445</td>
<td>Practice of Missions in the 21st Century</td>
<td>4</td>
</tr>
<tr>
<td>CHM 450</td>
<td>Great Commission Congregations</td>
<td>4</td>
</tr>
<tr>
<td>CHM 455</td>
<td>Urban Outreach</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Requirements for DCE Certification: 24 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHM 498</td>
<td>DCE Internship I</td>
<td>6</td>
</tr>
<tr>
<td>CHM 499</td>
<td>DCE Internship II</td>
<td>6</td>
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<tr>
<td>PSY 215</td>
<td>Child and Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
<td>4</td>
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Additional Requirements for DCO Certification: 12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHM 495</td>
<td>DCO Internship I</td>
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</tr>
<tr>
<td>CHM 496</td>
<td>DCO Internship II</td>
<td>6</td>
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</tbody>
</table>

Completion of Confessional Lutheranism minor: 15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 205</td>
<td>History and Literature of the Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>THL 241</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>THL 441</td>
<td>Lutheran Confessional Writings</td>
<td>3</td>
</tr>
</tbody>
</table>
CHURCH MUSIC MAJOR: 48 TO 52 CREDITS (BA TRADITIONAL)

Program Overview – While the Church Music major enjoys all of the features of the Music program in general, the Church Music major has the following more specific features:

(a) there are organ, choral, piano, guitar, instrumental, composition, and generalist tracks, thus equipping students to lead both traditional liturgies and contemporary worship formats.

(b) each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboard harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core.

(c) each track has specialized courses, culminating in a senior project/recital in the track.

(d) the program culminates in a two-credit internship in a church (done while the student is attending school) in a metro area church.

(e) students may add Director of Parish Music Certification by completing the Confessional Lutheranism minor, completing a portfolio, and passing the entrance and exit interviews. This leads to rostered church worker status as a Commissioned Minister in The Lutheran Church–Missouri Synod.

With several tracks available, the Director of Parish Music certification at Concordia allows students to pursue music ministry in the area that best suits their interests and talents.

Prerequisites

The successful church music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student’s abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

- MUS 101 Basic Musicianship 2
- MUS 111 Class Piano I 2
- MUS 112 Class Piano II 2
- MUS 115 Beginning Guitar I 1

Prerequisites from General Education

- MUS 120 or 121 Listening to Life: Western Classical Music/Global and Pop 2

Required: 37 credits

- MUS 201 Musicianship I 4
- MUS 202 Musicianship II 4
- MUS 261 Beginning Conducting 2
- MUS 301 Musicianship III 4
- MUS 302 Musicianship IV 4
- MUS 321 Music History I 3
- MUS 322 Music History II 3
- MUS 323 Music History III 3
- MUS 439 Parish Music Field Experience 2
- MUS 713 Jubilate (2 semesters required) 0 to 2
- THL 460 Worship for Lutherans 2
- CHM 120 Explanatory Lab in Christian Ministries 1
- CHM 266 Formational Models for Christian Ministries 3

Choose one course for the Senior Capstone

- MUS 492, MUS 493, MUS 494, or MUS 495 2

Electives: 0 to 3 credits to total 48 to 52 for the major

Electives may be chosen from any music offerings. Up to 2 credits may be drawn from 700-level ensemble courses.

Recommended: MUS 430 History of Sacred Music and/or MUS 431 Congregational Song

Tracks: Choose one (contact Chair of the Music Department, Dr. David Mennicke, at (651) 641-8828 or dmennicke@csp.edu)

- Choral Track: 10 to 15 credits
- Instrumental Track - Guitar: 11 to 15 credits
- Instrumental Track - Organ: 10 to 14 credits
- Instrumental Track - Piano: 11 to 15 credits
Instrumental Track – Wind, String, Bell, or Percussion: 15 credits
Theory/Composition Track: 10 credits

Required for Director of Parish Music (DPM) Certification:
Confessional Lutheranism Minor 21

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

**COMMUNICATION ARTS AND LITERATURE EDUCATION/TEACHING MAJOR (GRADES 5 – 12): 87 CREDITS (BA TRADITIONAL)**

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 communication arts and literature. Passage of standardized examinations of content and pedagogy are also required.

**Prerequisites from General Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals: Interpersonal</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
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</tbody>
</table>

**Required: 45 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Young Adult Literature</td>
<td>2</td>
</tr>
<tr>
<td>ENG 338</td>
<td>History and Principles of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>ENG 369</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 440</td>
<td>Literary Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
</tr>
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</table>

Choose one course in each pairing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 221</td>
<td>Journalism or ENG 420 Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>ENG 365</td>
<td>British Literature I or ENG 366 British Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 375</td>
<td>World Literature I or ENG 376 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG385</td>
<td>American Literature I or ENG386 American Literature II</td>
<td>4</td>
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</table>

**Prerequisites to Admission to Teacher Education: 10 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites to Student Teaching: 16 credits (Complete content major with 2.75 content GPA)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all four Human Relations Activity Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 355</td>
<td>Teaching 9 – 12 Communication Arts/Literature</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+ 15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 477</td>
<td>Teaching Grades 5 – 8 Communication Arts/Literature</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>KHS 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

**Student Teaching: 16 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 472.01</td>
<td>Student Teaching Grades 5 – 12 Communication Arts/Literature</td>
<td>16</td>
</tr>
</tbody>
</table>
COMMUNICATION STUDIES MAJOR: 44 TO 46 CREDITS (BA TRADITIONAL)

Program Overview – Lifelong skills such as speaking, working in groups, working with new media, organization, critical thinking, and writing, are the foundation of the Communication Studies program. The classroom as well as on the job internship experience prepares students for thoughtful and informed entry into countless career choices.

The Communication Studies major is based on research data, indicating that employers are interested in potential employees who have oral communication, listening, writing, interpersonal communication, interviewing and small group communication skills, as well as some career training and orientation. For these reasons, Concordia University has developed six career tracks in the communication program.

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>COM 205</td>
<td>Group Communication and Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 442</td>
<td>Communication Theory and Analysis: Interpersonal</td>
<td>3</td>
</tr>
<tr>
<td>COM 443</td>
<td>Communication Theory and Analysis: Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COM 444</td>
<td>Communication Research Methods</td>
<td>3</td>
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<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Journalism or ENG 420 Writing Persuasively on Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>COM 498</td>
<td>Communication Internship</td>
<td>4</td>
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</table>

Tracks: 6 credits in one track required:

**Visual Communication**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
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<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 141</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 202</td>
<td>Digital Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>Digital Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>2</td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 483</td>
<td>Web Design II</td>
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**Family Communication**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FAS 300</td>
<td>Methods and Materials of Family Education</td>
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<tr>
<td>FAS 400</td>
<td>Family Systems, Structures, and Relationships</td>
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**Intercultural Communication**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 339</td>
<td>Race and Ethnicity in American History</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Minority Groups</td>
<td>4</td>
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<tr>
<td>THY 473</td>
<td>Cross-Cultural Outreach</td>
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**Public Relations and Marketing**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 141</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior and Marketing Communications</td>
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**Sports Information**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
<td>3</td>
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</table>
KHS 435  Sport Psychology  4

Writing (ENG 221 and ENG 420 cannot count twice)
ENG 220  Applied Grammar  2
ENG 221  Journalism  4
ENG 222  Journalism Practicum  1 to 4
ENG 228  Review Writing  2
ENG 320  Writing in the Workplace  2
ENG 325  Creative Writing  4
ENG 326  Topics in Writing  2
ENG 420  Writing Persuasively on Contemporary Issues  4

COMMUNITY ARTS MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – In the Community Arts major, students are prepared to connect service in community with their interests in the arts. Students network with art professionals and build an awareness of contemporary trends in community art initiatives. Successful students have futures in a variety of art-centered careers or in graduate school.
(See also the general information about the Department of Art and Design under the Art Studio major.)

Prerequisites from General Education
ART 101  Approaching Art  2

Required: 30 credits

ART 102  2-D Design  2
ART 103  3-D Design  2
ART 111  Drawing I  3
ART 221  Painting I  3
ART 261  Ceramics I  3
ART 300  Community Arts  4
ART 472  19th and 20th Century Art and Design  4
ART 498  Community Arts Internship  8
ART 499  Senior Seminar  1

One of the following: 3 credits
ART 241  Photography I  3
ART 202  Digital Art I  3
ART 332  Screen Printmaking  3

One of the following: 3 credits
ART 374  Art of Mexico  3
ART 375  Art of Asia  3
ART 376  Ethnographic Art  3

Electives: 8 additional credits
ART 251  Sculpture I  3
ART 311  Figure Drawing  3
ART 321  Painting II  3
ART 331  Relief Printmaking  3
ART 341  Photography II  3
ART 351  Sculpture II  3
ART 361  Ceramics II  3
ART 302  Digital Art II  3
ART 333  Intaglio Printmaking  3
ART 342  Digital Photography  3
ART 370  Mexican Art and Culture  2
ART 431  Mixed Media Graphics  3
ART 435  Advanced Printmaking  4
ART 498  Community Arts Internship  4
THR 111  Theatre in Practice I  1 to 3
THR 203  Creative Dramatics  2
THR 251  Stagecraft  4
THR 356  Costume Design  4
COMMUNITY HEALTH SCIENCE MAJOR: 47 CREDITS (BA TRADITIONAL)

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 46 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 125</td>
<td>Introduction to Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations and Research</td>
<td>4</td>
</tr>
<tr>
<td>KHS 250</td>
<td>Media, Technology, Health and Your Environment</td>
<td>2</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 310</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 410</td>
<td>Health Methods and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>KHS 420</td>
<td>Program Administration</td>
<td>2</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 490</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>KHS 498</td>
<td>Senior Professional Seminar</td>
<td>12</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Social Psychology (prerequisite PSY 101 or SOC 152)</td>
<td>4</td>
</tr>
</tbody>
</table>

CRIMINAL JUSTICE MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – Students have the opportunity to explore the criminal justice system within the realm of social and behavioral science. The knowledge and expertise of the faculty, small classes and individual attention allow students to develop a deep understanding of the subject matter. Some key topics in the coursework include juvenile justice, community policing, the judicial process, and criminal law. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

Required: 32 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 152*</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 256*</td>
<td>Introduction to Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOC 351*</td>
<td>Juvenile Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOC 352*</td>
<td>Police and Community</td>
<td>4</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Class and Community</td>
<td>4</td>
</tr>
<tr>
<td>SOC 498</td>
<td>Criminal Justice Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

Electives: choose 12 credits from among the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101*</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360*</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 253*</td>
<td>Marriage and the Family</td>
<td>4</td>
</tr>
<tr>
<td>SOC 258</td>
<td>Careers in Criminal Justice and Private Security</td>
<td>2</td>
</tr>
<tr>
<td>SOC 325*</td>
<td>Minnesota Criminal Codes and Statutes</td>
<td>2</td>
</tr>
<tr>
<td>SOC 354</td>
<td>Sociology of Law</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358*</td>
<td>Minority Groups</td>
<td>4</td>
</tr>
<tr>
<td>SOC 359</td>
<td>Social Welfare as an Institution</td>
<td>4</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 452</td>
<td>Social Organization</td>
<td>4</td>
</tr>
</tbody>
</table>

*These courses are required for students preparing to enter the professional law enforcement certificate program and who plan to take the licensing examination for law enforcement positions in Minnesota. Students may choose either PSY 101 or PSY 360.

**Program meets requirements from Minnesota POST Board certification. The certificate program also requires that students complete the following two general education courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td></td>
</tr>
</tbody>
</table>

First Responder or other approved first aid course
**Criminal Justice Major: 40 Credits (BA Adult; Online Only)**

Program Overview - This program's objective is to enhance interest, experience, and knowledge in the field of criminal justice. Professionalism, ethics, and leadership remain central themes throughout the program. Individual and organizational dynamics are explored from a “systems thinking” perspective, focusing on criminal justice. The study of history, research, and trends impacting the criminal justice system are examined as they interrelate with a changing society. This program is designed for students working in the criminal justice field who desire to improve the work they do, to position themselves for promotional opportunities, and to facilitate life transition.

NOTE: This degree program is not intended for Minnesota peace officer licensure, but will qualify for continuing education credits where accepted.

Required: 40 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU 402</td>
<td>Returning Student Seminar for Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 422</td>
<td>Information Literacy in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 437</td>
<td>Systems Thinking in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 452</td>
<td>Constitutional Law for Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 451</td>
<td>Diversity in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 435</td>
<td>Philosophy of Values and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>CJU 431</td>
<td>Inside the Criminal Mind</td>
<td>4</td>
</tr>
<tr>
<td>CJU 453</td>
<td>Troubled Youth in the Criminal Justice Corrections System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 455</td>
<td>Contemporary Issues in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 490</td>
<td>Criminal Justice Portfolio</td>
<td>4</td>
</tr>
</tbody>
</table>

**Design Major: 45 Credits (BA Traditional)**

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
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</table>

Required: 19 – 22 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I or ART 342 Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 485</td>
<td>Graphic Design Senior Projects I or ART 499 Senior Seminar</td>
<td>4 or 1</td>
</tr>
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</table>

Electives to total 45 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 202</td>
<td>Digital Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 271</td>
<td>Survey of Western I</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 284</td>
<td>Graphic Imagery</td>
<td>3</td>
</tr>
<tr>
<td>ART 291</td>
<td>Introduction to Adobe Creative Suite</td>
<td>3</td>
</tr>
<tr>
<td>ART 302</td>
<td>Digital Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 332</td>
<td>Screen Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 334</td>
<td>Lithography</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 384</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 431</td>
<td>Mixed Media Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>4</td>
</tr>
<tr>
<td>ART 482</td>
<td>Graphic Design III</td>
<td>4</td>
</tr>
<tr>
<td>ART 484</td>
<td>Typography II</td>
<td>4</td>
</tr>
<tr>
<td>ART 486</td>
<td>Graphic Design Senior Projects II</td>
<td>4</td>
</tr>
<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 498</td>
<td>Design Internship</td>
<td>3</td>
</tr>
<tr>
<td>MAN 101</td>
<td>Introduction to Business</td>
<td>2</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>
THR 251  Stagecraft  4
THR 253  Makeup for the Stage  2
THR 270  Computer Assisted Design  3
THR 355  Scenic Design  4
THR 356  Costume Design  4
THR 357  Lighting and Sound  4
Any 200-level or above ART course not used to meet the above requirements  3-4

Possible off-campus or mentored study topics for electives include: Animation, Fashion Design, Furniture Design, and Interior Design.

DIRECTOR OF CHRISTIAN EDUCATION – see CHRISTIAN MINISTRY MAJOR

DIRECTOR OF CHRISTIAN OUTREACH – see CHRISTIAN MINISTRY MAJOR

DIRECTOR OF PARISH MUSIC – see CHURCH MUSIC MAJOR

EARLY CHILDHOOD EDUCATION/TEACHING MAJOR (BIRTH – GRADE 3): 63 CREDITS (BA TRADITIONAL)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for children birth through grade 3. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education
MAT 200  Foundations of Elementary Mathematics  3
PSY 101  Introduction to Psychology  4

Required: 64 credits
Prerequisites to Admission to Teacher Education: 10 credits
ED 201  Introduction to and Foundations of Education (+15 hours of HR Activity)  3
PSY 210  Child Psychology and Development  4
ED 336  Educational Psychology (+15 hours HR Activity)  3

Birth Through Grade 3 Practicum Block: 11 credits
ECE 325  Education of Infants and Toddlers  3
ED 371.01  Birth – Grade 3 Practicum  4
FAS 400  Family Systems, Structures and Relationships  4

Prerequisites to Student Teaching: 26 credits
Complete all four Human Relations Activity Reports
ECE 321  Pre-Primary Education  3
ECE 324  Language Development and Emergent Literacy  3
ECE 326  Building Primary Classrooms  3
ECE 425  Young Child with Special Needs (+15 hours HR activity)  2
ECE 427  Authentic Assessment and Guidance in ECE  2
ED 330  Human Diversity and Relations (+15 hours HR Activity)  2
ED 342  Teaching Literacy  4
ED 345  Effective Elementary Teacher  2
ED 360  Content and Methods of Mathematics  3
KHS 470  Health Education for Teachers  2

Student Teaching: 16 credits
ED 471.01  Student Teaching Birth – Grade 3  16
**Elementary Education/Teaching Major (Grades K–6): 57 credits (BA Traditional)**

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6. Passage of standardized examinations of content and pedagogy are also required.

**Prerequisites from General Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
</tr>
<tr>
<td>BIO 100</td>
<td>(3 cr.) or BIO 120 (4 cr.) and BIO 130 (4 cr.)</td>
<td>3 or 8</td>
</tr>
<tr>
<td>ESC 160</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>Foundations of Elementary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music/Global and Pop</td>
<td>2</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required: 57 credits**

**Prerequisites to Admission to Teacher Education: 10 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites to Practicum Block: 13 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 323</td>
<td>Kindergarten Methods</td>
<td>2</td>
</tr>
<tr>
<td>ECE 324</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 345</td>
<td>Effective Elementary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ECE 425</td>
<td>Young Child with Special Needs (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>or ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
</tbody>
</table>

**KHS 470**

Health Education for Teachers

2

**Practicum Block (Prerequisite: Admission to Teacher Education): 18 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 342</td>
<td>Teaching Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ED 356</td>
<td>Teaching Elementary Science and Environ. Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 357</td>
<td>Teaching Elementary Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ED 360</td>
<td>Content and Methods for K–6 Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 446</td>
<td>Teaching of Elementary Music</td>
<td>1</td>
</tr>
<tr>
<td>ED 447</td>
<td>Teaching of Elementary Art</td>
<td>1</td>
</tr>
<tr>
<td>ED 448</td>
<td>Teaching Methods in Elem/MS Movement Education</td>
<td>1</td>
</tr>
<tr>
<td>ED 371.02</td>
<td>K–6 Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Teaching: 16 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 471.03</td>
<td>Student Teaching K–6</td>
<td>16</td>
</tr>
</tbody>
</table>

**Endorsements to be added to Elementary Education Majors**

**Grades 5–8 Communication Arts/Literature Endorsement: 26 credits**

**Prerequisites to Student Teaching: 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 477</td>
<td>Teaching Grade 5–8 Communication Arts/Literature</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Teaching Clinical (Partial): 4 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 471.05</td>
<td>Student Teaching Clinical: Grade 5–8</td>
<td>4</td>
</tr>
</tbody>
</table>

**Specialty in Middle Level Communication Arts/Literature: 16 credits (2.5 GPA required and no grade below a C–)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Young Adult Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

An ENG 300 level literature class

4
**Grades 5–8 Middle School Mathematics Teaching Endorsement: 23 credits**

Prerequisites to Student Teaching: 6 credits

- ED 346 Effective Middle School Teacher: 2
- ED 475 Teaching Grade 5–8 Mathematics: 1
- ED 487 Reading Across the Content Areas: 3

Student Teaching Clinical (Partial): 4 credits

- ED 471.05 Student Teaching Clinical: Grade 5–8: 4

Specialty in Middle Level Mathematics: 13 credits (2.5 GPA required and no grade below C–)

- MAT 110 Introduction to Probability and Statistics: 3
- MAT 135 Calculus I: 4
- MAT 220 Discrete Mathematics: 3
- MAT 305 Foundations of Geometry: 3

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**Grades 5–8 Social Studies Endorsement: 30 credits**

Prerequisite to Student Teaching: 6 credits

- ED 346 Effective Middle School Teacher: 2
- ED 476 Teaching Grade 5–8 Social Studies: 1
- ED 487 Reading Across the Content Areas: 3

Student Teaching Clinical (Partial): 4 credits

- ED 471.05 Student Teaching Clinical: Grade 5–8: 4

Specialty in Middle Level Social Studies: 20 credits

- GE 101 Human Geography: 2
- HIS 212 Introduction to History: 4
- HIS 231 US to 1877 or HIS 233 US Since 1877: 4
- HIS 320 Minnesota History: 2
- POL 131 American Government: 4
- SOC 152 Introduction to Sociology: 4

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**ENGLISH MAJORS (BA TRADITIONAL)**

Program Overview for English Majors in General - Students in the English and Modern Languages major will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems, all of which are skills highly valued by employers.

Students develop these skills by working closely with knowledgeable faculty members who are dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors, and supervised writing projects.

Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for *The Sword* (the student newspaper), tutoring students in the Writing Center, student teaching, or gaining internship experience at local businesses.

Concordia’s metropolitan location provides students with an abundance of opportunities, some of which include attending readings by well-known authors, enjoying plays at numerous local theatres, joining literary discussions and writing groups at The Loft Literary Center, and touring the offices of potential employers.

Students interested in English may choose one of two majors: Education or Liberal Arts. Education majors may go on to teach elementary, middle, or high school.

Liberal Arts English majors choose one of four emphases: Creative Writing, Literature, Journalism, or Professional Writing. Liberal Arts majors may go on to work in journalism, publishing, public relations, copywriting, technical writing, marketing, government, and various other industries. Many English majors go on to graduate school, law school, and other professional programs.
ENGLISH WITH AN EMPHASIS IN CREATIVE WRITING MAJOR: 41 CREDITS (BA TRADITIONAL)

Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Creative Writing is one of the three areas of emphasis available to students.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Comm. Fundamentals: Interpersonal</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 35 to 37 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship in English</td>
<td>2 to 4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one course in each pairing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1-1 or ENG 338 History</td>
<td>2</td>
</tr>
<tr>
<td>ENG 365</td>
<td>British Literature I or ENG 366 British Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 375</td>
<td>World Literature I or ENG 376 World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 385</td>
<td>American Literature I or ENG 386 American Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 440</td>
<td>Literary Theory or ENG 490 Seminar in Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 488</td>
<td>Independent Study (Creative Writing II; meets concurrently with ENG 325)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Topics in Writing (must take twice)</td>
<td>2 and 2</td>
</tr>
</tbody>
</table>

Electives: (4–6 credits) Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any 200 level or above course in English not already taken</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any 200 level or above course in Art, Music, or Theatre</td>
<td></td>
</tr>
</tbody>
</table>

ENGLISH WITH EMPHASIS IN JOURNALISM MAJOR: 41 CREDITS (BA TRADITIONAL)

Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Journalism is one of the three areas of emphasis available to students.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Comm. Fundamentals: Interpersonal</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 37 to 39 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum (1 credit and must take twice with different sub-topics)</td>
<td>1 and 1</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Column Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Review Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
</tbody>
</table>
ENG 498 Internship in English 2 to 4
ENG 499 Framing the Literary Tradition 1

Choose one course in each pairing
ENG 324 Teaching Writing I:1 or ENG 338 History and Principles of the English Language 2
ENG 325 Creative Writing 4
or
ENG 326 Topics in Writing (2 credits and must take twice) 2 and 2
ENG 365 British Literature I or ENG 366 British Literature II 4
ENG 375 World Literature I or ENG 376 World Literature II 4
ENG 385 American Literature I or ENG 386 American Literature II 4

Electives 2 – 4 credits: Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.
Any 200 level or above course in English not already taken
Any 200 level or above Political Science of History course

ART 282 Graphic Design I 3
ART 383 Web Design 3
ART 342 Digital Photography 2
COM 327 Television News Gathering 3
COM 322 History of Film and Television 3
COM 224 Introduction to Video Production 3

ENGLISH WITH EMPHASIS IN LITERATURE MAJOR: 41 CREDITS (BA TRADITIONAL)

Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Literature is one of the four areas of emphasis available to students.

Prerequisites from General Education
COM 103 Comm. Fundamentals: Interpersonal or COM 212 Public Speaking and Performance 4
ENG 120 College Writing 4
ENG 155 Introduction to Literature 4

Required: 37 to 39 credits
ENG 220 Applied Grammar 2
ENG 369 Shakespeare 4
ENG 420 Persuasive Writing on Contemporary Issues 4
ENG 440 Literary Theory 4
ENG 490 Seminar in Literature 4
ENG 498 Internship in English 2 to 4
ENG 499 Framing the Literary Tradition 1

Choose one course in each pairing
ENG 221 Journalism or ENG 325 Creative Writing 4
ENG 365 British Literature I or ENG 366 British Literature II 4
ENG 375 World Literature I or ENG 376 World Literature II 4
ENG 385 American Literature I or ENG 386 American Literature II 4

Electives (2–4 credits): Enough to reach a total of 41 credits
One of the Literature courses above that has not been taken:
ENG 365, ENG 366, ENG 375, ENG 376, ENG 385, or ENG 386
ENG 227 Column Writing 2
ENG 228 Review Writing 2
ENG 320 Writing in the Workplace 2
ENG 324 Teaching Writing 1:1 2

2013-2014 Academic Catalog
Concordia University, St. Paul, Minnesota
ENGLISH WITH EMPHASIS IN PROFESSIONAL WRITING MAJOR: 41 CREDITS (BA TRADITIONAL)

Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Professional Writing is one of the four areas of emphasis available to students.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Fundamentals: Interpersonal</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 37 to 39 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum (1 credit and must be taken twice)</td>
<td>1 and 1</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace (2 credits and must be taken twice)</td>
<td>2 and 2</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Topics in Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship in English</td>
<td>2 to 4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one course in each pairing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 325</td>
<td>Creative Writing or ENG 490 Seminar in Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 365</td>
<td>British Literature I or ENG 366 British Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 375</td>
<td>World Literature I or ENG 376 or World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 385</td>
<td>American Literature I or ENG 386 American Literature II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives (2–4 credits): Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MAR 313</td>
<td>Marketing and Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MAR 413</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

ENGLISH AS A SECOND LANGUAGE EDUCATION/TEACHING MAJOR (GRADES K – 12): 62 TO 66 CREDITS (BA TRADITIONAL)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades K through 12 English as a second language. Passage of standardized examinations of content and pedagogy are also required.

Prerequisite – Demonstration of proficiency in a language other than English through:
(a) two years of a world language at the secondary level;
(b) one year of a world language at a post-secondary level;
(c) equivalent literacy in the candidate’s primary language

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>
**Grades K - 12 ESL Teaching Content Major: 16 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 290</td>
<td>Language and Society</td>
<td>4</td>
</tr>
<tr>
<td>ENG 338</td>
<td>History and Principles of the English Language</td>
<td>2</td>
</tr>
<tr>
<td>ED 348</td>
<td>Second Language Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>ED 485</td>
<td>Assessment of English as a Second Language Students</td>
<td>2</td>
</tr>
</tbody>
</table>

**Prerequisites to Admission to Teacher Education: 10 or 14 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours of HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and PSY 220 Adolescent Psychology</td>
<td>4+4</td>
</tr>
<tr>
<td>or PSY 215</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites to Student Teaching: 25 credits**

- Complete content major with 2.75 GPA
- Complete all four Human Relations Activity Reports
- **KHS 473** Biomechanics 4
- **KHS 474** Exercise Physiology 4
- **KHS 490** Professional Seminar 1
- **KHS 497** Kinesiology Internship 12

**Student Teaching: 16 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 472.09</td>
<td>Student Teaching in K – 12 English as a Second Language</td>
<td>16</td>
</tr>
</tbody>
</table>

**EXERCISE SCIENCE MAJOR: 49 CREDITS (BA ADULT; ONLINE ONLY)**

**Required: 41 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations and Research</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 394</td>
<td>Sports Business</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control and Motor Learning</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 490</td>
<td>Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>KHS 498</td>
<td>Kinesiology Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

**Supplementary: 8 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KHS 475</td>
<td>Applied Exercise Prescription</td>
<td>4</td>
</tr>
</tbody>
</table>

**EXERCISE SCIENCE MAJOR: 50 CREDITS (BA TRADITIONAL)**

**Program Overview** – The Exercise Science major focuses on kinesiology concepts in human movement, exercise and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sports management, sport psychology and more.

**Required: 50 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 125</td>
<td>Introduction to Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations and Research</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
</tbody>
</table>
EXERCISE SCIENCE MAJOR: 69 CREDITS (BS TRADITIONAL)

Program Overview – The Bachelor of Science in Exercise Science focuses on kinesiology science concepts in human movement, exercise and wellness. This B.S. degree serves as preparation for post-baccalaureate study in areas such as physical therapy, chiropractic, human growth, aging, athletic training, biomechanics, exercise physiology, sports management, sport psychology and more. Additional careers that this exercise science B.S. degree prepares students for include positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, health and wellness education. The B.S. degree is a more in depth major with additional coursework in Biology, Mathematics and Human Anatomy.

Prerequisites from General Education
BIO 120 Biology I: The Unity of Life 4
CHEM 115 General Chemistry I 4
MAT 110 Introduction to Probability and Statistics 3

Required: 57 credits
BIO 315 Human Anatomy and Physiology I (prerequisite BIO 120) 4
KHS 220 Epidemiological Foundations 4
KHS 300 Applied Nutrition 4
KHS 311 Functional Anatomy 4
KHS 316 Psychology of Sport Injury and Rehabilitation 4
KHS 400 Health Psychology 4
KHS 436 Motor Development, Control and Motor Learning 4
KHS 472 Athletic Training, Injury Prevention and Safety 4
KHS 473 Biomechanics 4
KHS 474 Exercise Physiology 4
KHS 475 Applied Exercise Prescription 4
KHS 490 Professional Seminar 1
KHS 499 Kinesiology Internship 12

Electives: choose 12 credits from the following
BIO 316 Human Anatomy and Physiology II 4
BIO 350 Medical Terminology 2
CHE 116 General Chemistry II 4
KHS 125 Introduction to Kinesiology 1
KHS 435 Sport Psychology 4
KHS 439 Physical Dimensions of Aging 4
KHS 482 Advanced Athletic Training 4
MAT 125 Pre-Calculus or MAT 135 Calculus 4
PHS 112 General Physics I 4
EXERCISE SCIENCE MAJOR WITH ATHLETIC TRAINING EMPHASIS: 50 CREDITS (BA TRADITIONAL)

Program Overview – The Bachelor of Arts in Exercise Science with an emphasis in Athletic Training focuses on kinesiology concepts in rehabilitation sciences, human movement, exercise and management. This exercise science degree focuses on preparing students for graduate programs, including Athletic Training.

Required: 50 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 125</td>
<td>Introduction to Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations and Research</td>
<td>4</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KHS 316</td>
<td>Psychology of Sport Injury and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control and Motor Learning</td>
<td>4</td>
</tr>
<tr>
<td>KHS 472</td>
<td>Athletic Training, Injury Prevention, and Safety</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 475</td>
<td>Applied Exercise Prescription</td>
<td>4</td>
</tr>
<tr>
<td>KHS 482</td>
<td>Advanced Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>KHS 490</td>
<td>Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>KHS 499</td>
<td>Kinesiology Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

FAMILY LIFE EDUCATION MAJOR: 53 CREDITS (BA TRADITIONAL)

Program Overview – Students graduating with a Family Life Education major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
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</tbody>
</table>

Required: 53 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>COM 403#</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>FAS 200#</td>
<td>Introduction to Family Life Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 400#</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>FAS 442#</td>
<td>Family Decision-Making and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>FAS 443#</td>
<td>Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 444#</td>
<td>Family Law, Public Policy and Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FAS 446#</td>
<td>Methodology in Family Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 498#</td>
<td>Family Life Education Internship</td>
<td>8</td>
</tr>
<tr>
<td>KHS 320#</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210#</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220#</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 253#</td>
<td>Marriage and Family</td>
<td>4</td>
</tr>
<tr>
<td>SOC 353#</td>
<td>Themes in Adult Development and Aging within the Lifespan</td>
<td>4</td>
</tr>
</tbody>
</table>

# Successful completion of these courses leads to certification as a Certified Family Life Educator from the National Council on Family Relations

FAMILY LIFE EDUCATION MAJOR: 39 CREDITS (BA ADULT; ONLINE ONLY)

Program Overview – Students graduating with a Family Life Education major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. It is a program for students who have a genuine care and concern for individuals and families and are interested in how families can function more effectively.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology or SOC 152 Introduction to Sociology</td>
<td>4</td>
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</tbody>
</table>

Required: 39 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 200</td>
<td>Introduction to Family Life Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 440</td>
<td>Overview of Contemporary Families</td>
<td>3</td>
</tr>
<tr>
<td>FAS 401</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>FAS 442</td>
<td>Family Decision Making and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>FAS 451</td>
<td>Family Communication and Relationships</td>
<td>3</td>
</tr>
<tr>
<td>FAS 453</td>
<td>Intimate Relationships</td>
<td>3</td>
</tr>
</tbody>
</table>
FAS 446  Methodology in Family Life Education  3
FAS 447  Growth and Development in Children  3
FAS 220  Adolescent Development  3
FAS 448  Development in Adulthood  3
FAS 443  Parent Education  3
FAS 444  Family Law and Public Policy and Applied Ethics  3
FAS 490  Portfolio and Synthesis  3

FINANCE MAJOR: 48 CREDITS (BA TRADITIONAL)
Program Overview – Majoring in Finance involves studying the management of large amounts of money. Students learn how to make financial decisions for organizations via planning, raising funds, making investments and controlling costs. Students gain knowledge and skills that are important for any business or organization. Because the finance program is designed to be responsive to the needs of the marketplace, it will be a relevant major for those considering a variety of careers such as stockbroker, investment banker, securities analyst, credit manager, or other financial specialist.

Prerequisites from General Education
ECO 101  Macroeconomics  4
MAT 110  Introduction to Probability and Statistics  3

Required: 48 credits
ECO 102  Microeconomics  2
MAN 120  Basics of Business  2
ACC 201  Principles of Accounting I  4
ACC 202  Principles of Accounting II  4
FIN 211  Personal Finance  2
MAN 201  Business Analytics  2
FIN 301  Corporate Finance I  4
FIN 311  Corporate Finance II  4
LAW 401  Legal Environment of Business  2
MAN 301  Organizational Behavior  4
MAN 302  Operations and Quality Management  2
MAR 301  Principles of Marketing  4
ECO 401  Global Economics and Ethnic Markets  4
FIN 411  Investments and Capital Markets  4
MAN 401  Business Strategy and Ethics  4

FOOD INDUSTRY MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)
Program Overview – The Food Industry Management program combines the building blocks of merchandising, marketing and management with the practical tools that individuals need in the business world. The program is based on concepts of adult education, which include an interactive classroom or online setting, limited lectures and a focus on practical, hands-on learning.

Required: 40 credits (and in sequence)
MKM 311  Innovation and Complex Systems  4
FRM 321  Food Marketing and Merchandising Strategy  4
FRM 341  Understanding Food Consumers  4
FRM 351  Retail Food Operations Management  4
FRM 360  Applied Food Retail Finance  4
FRM 400  Category Management  4
MKM 411  Applied Business Ethics  4
FRM 420  Food Supply Chain Management  4
FRM 441  Human Resource Strategy and Leadership  4
FRM 480  Business Planning Project  4
**GRAPHIC DESIGN MAJOR: 61 – 62 CREDITS (BA TRADITIONAL; PENDING FULL INTERNAL APPROVAL)**

Program Overview – Creative professions like graphic design provide satisfying and rewarding careers for talented and strategic-minded visual artists and communicators. The Concordia graphic design major offers a unique emphasis on the art and craft of typography and applied graphic design practice. Interwoven throughout this program are communication and interactive studies and the practices of new and emerging digital media.

Whether engaging traditional or new media, the design principles one acquires through training and practice remain the same. Early sequential courses are structured to stress advanced craft, theory, process, and technical skills to ensure refined success in later project work. Advanced courses and the senior project capstone experience can be customized to reflect the individual interests one may have in such areas as institutional branding and identity, new media, web development and interactivity, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, or social change.

Graphic design majors are taught by an experienced faculty of active professionals with close ties to the vibrant Twin Cities creative community. As noted above, there is 24-hour access to a state-of-the-art Macintosh computer lab with the latest Adobe software and large format digital printing, plus direct exposure to some of the most recognized graphic designers and design firms in the country.

Required: 61 – 62 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 271</td>
<td>Survey of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 284</td>
<td>Graphic Imagery</td>
<td>3</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 384</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 482</td>
<td>Graphic Design III</td>
<td>4</td>
</tr>
<tr>
<td>ART 484</td>
<td>Typography II</td>
<td>4</td>
</tr>
<tr>
<td>ART 485</td>
<td>Graphic Design Senior Projects I</td>
<td>4</td>
</tr>
<tr>
<td>ART 486</td>
<td>Graphic Design Senior Projects II</td>
<td>4</td>
</tr>
<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 498</td>
<td>Design Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
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</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
</tbody>
</table>

**HEALTH CARE ADMINISTRATION MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)**

Program Overview – The Health Care Administration major is offered fully online and is designed to help students achieve their academic and career goals on their schedule. The online courses mimic the on-campus atmosphere by providing students with a learning environment in which they can collaborate and interact with the professor and their peers. At 40 credit hours, the online Health Care Administration degree is designed to give students the knowledge and skills to become leaders in any health care field. Throughout the Health Care Administration degree program, students will develop practical experience and confidence that will help them succeed in a rapidly changing health care industry. The health care degrees have courses that explore current trends and events in the health care industry and evaluate how various business principles shape and affect these trends.

Required: 40 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCR 250</td>
<td>Leadership Communication</td>
<td>4</td>
</tr>
<tr>
<td>HCR 220</td>
<td>Epidemiological Foundation</td>
<td>4</td>
</tr>
<tr>
<td>HCR 400</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
</tbody>
</table>
HCR 330  Communication Strategies for Conflict Management  4  
HCR 350  Health Care Diversity and Global Issues  4  
HCR 435  Ethics and Decision Making in Health Care Environments  4  
HCR 300  Strategic Leadership of Resources, People and Teams  4  
HCR 440  Legal Environment for Health Care Managers  4  
HCR 325  Compliance and Regulatory Requirements  4  
HCR 340  Health Care Information Systems  4  

**HEALTH EDUCATION TEACHING MAJOR (GRADES 5-12): 57 TO 61 CREDITS (BA TRADITIONAL)**

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 health. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice. Passage of standardized examinations of content and pedagogy are also required.

Complete content major with 2.75 GPA (20 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 200</td>
<td>Community Safety and First Aid/CPR</td>
<td>1</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations and Research</td>
<td>4</td>
</tr>
<tr>
<td>KHS 250</td>
<td>Technology, Media, Health, and Your Environment</td>
<td>2</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 310</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 410</td>
<td>Health Methods and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Admission to Teacher Education: 10 or 14 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours of HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and PSY 220 Adolescent Psychology</td>
<td>4+4</td>
</tr>
<tr>
<td>or PSY 215</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Student Teaching: 11 credits

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Teaching: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 472.06</td>
<td>Student Teaching in Health</td>
<td>16</td>
</tr>
</tbody>
</table>

**HISTORY MAJOR: 44 CREDITS (BA TRADITIONAL)**

Program Overview – The study of History at Concordia University is not only about the past – it is also about the present and the future. A student in this program will learn to think critically about change over time and how contemporary society has been shaped by all those who came before. The program stresses both global and community education. The program offers students the global knowledge they will need to compete in the 21st century. At the same time, students can experience and witness local history first-hand. The History major will allow students to develop skills in both research and content knowledge. The program offers courses that focus on the entire globe. Students get a mix of political, social, economic, and diplomatic history. The major requires a senior research project, where students do an original research paper, as well as a senior readings course. The remaining classes are electives, with the stipulation that at least one of those courses has a global focus. History majors are also required to do an internship, which helps them prepare for their careers and the job market.

Required: 28 to 32 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 231</td>
<td>USA to 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIS 233</td>
<td>USA since 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
</tbody>
</table>
HIS 285     European History, 1789 to Present     4
HIS 401     Research and Writing in History     2
HIS 487     Readings Seminar (Topics in History)     2
HIS 498     History Internship     4 to 8

Required: 4 credits; (Global) Choose one of the following
HIS 111     Western Civilization to 1648     4
HIS 113     Western Civilization since Reformation     4
HIS 121     World History     4
HIS 221     World Culture: Greece and Rome     4

Electives to total 44 credits: 4 to 12 credits of upper level (300 to 400) HIS or POL courses

HOSPITALITY MANAGEMENT MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)

Program Overview – The Hospitality Management major consists of 40 credit hours and is offered fully online. The online Hospitality Management degree is designed for busy adult students who are interested in obtaining their degree and require the flexibility of attending class on their schedule. The online Hospitality Management degree program combines the building blocks of customer service, management and marketing with the practical tools that students need to succeed in the hospitality, leisure, tourism and travel industry.

Required: 40 credits (and in sequence)
MKM 311     Innovation and Complex Systems     4
MKM 321     Marketing Innovation     4
MKM 330     Integrated Marketing Communication     4
MKM 350     Interactive and Mobile Marketing     4
MKM 411     Applied Business Ethics     4
HSM 400     Hospitality Human Resources: Managing     4
HSM 410     Hospitality Law and Legal Issues     4
MKM 431     Applied Accounting and Finance     4
MKM 441     Marketing Strategy     4
MKM 480     Business Plan     4

HUMAN RESOURCE MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)

Program Overview – The Human Resource Management major offers a practical and thorough study of human resource skills required by human resource practitioners. Students receive training in key skill areas of human resource and its application to the dynamics of today's and future organizations. The overall context of the course centers on human resources' role as a strategic partner within its organization. As people become even more important to organizations, human resource professionals will be expected to provide a greater leadership role.

Required: 40 credits (and in sequence)
HRM 310     Managing in Organizations     4
HRM 320     Advanced Human Resource Management     4
HRM 325     Survey and Research Methods     4
HRM 350     Legal Issues in Human Resources     4
HRM 352     Staffing the Organization     4
HRM 353     Compensation/Benefits Systems and Theories     4
HRM 410     Organizational Development and Change     4
HRM 470     Strategic Human Resources     4
HRM 435     Business and Personal Ethics     4
HRM 440     Human Resources Plan     4

INFORMATION TECHNOLOGY IN MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)

Program Overview – The goal of the Information Technology in Management major is to provide an opportunity for a focused study of information technology and its relevancy in business management. Students study Information Technology principles and processes and their application to social and organizational problems. When combined with professional experiences, this major can equip students for entry-level or advancement in professional fields such as project management, information systems management, database management, financial systems management, cloud analyst, Health Information Systems Project Manager or Analyst, and programming.

Required: 40 credits (and in sequence)
ITM 312     Harnessing Personal Innovation     4
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 351</td>
<td>Bridging the Technology – Business Gap</td>
<td>4</td>
</tr>
<tr>
<td>ITM 325</td>
<td>Business Management for Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 421</td>
<td>Business Strategy and Technology Innovation</td>
<td>4</td>
</tr>
<tr>
<td>ITM 342</td>
<td>Project and Lifecycle Management</td>
<td>4</td>
</tr>
<tr>
<td>ITM 410</td>
<td>Business-Driven Information Systems and Security</td>
<td>4</td>
</tr>
<tr>
<td>ITM 420</td>
<td>Applied Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>ITM 425</td>
<td>Data Management for Intelligent Business</td>
<td>4</td>
</tr>
<tr>
<td>ITM 435</td>
<td>Business Ethics for Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 440</td>
<td>Applied Research Project</td>
<td>4</td>
</tr>
</tbody>
</table>

**LIFE SCIENCE EDUCATION/TEACHING MAJOR (GRADES 9-12): 79 TO 90 CREDITS - (BA TRADITIONAL) WITH OPTIONAL GRADES 5 – 8 GENERAL SCIENCE ADD-ON**

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential in science (grades 5 through 8) and life science (grades 9 through 12). Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Pre-Calculus or MAT 135 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Grade 9 – 12 Life Science Teaching Content Major: 40 credits

Complete content major with 2.75 GPA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 455</td>
<td>Research Proposal</td>
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</tr>
<tr>
<td>BIO 456</td>
<td>Research in Biology</td>
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</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
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</table>

MAT110 Introduction to Probability and Statistics 3

or

MAT 330 Probability and Statistics 4

Grades 5 – 8 General Science add-on (optional): 11 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 478</td>
<td>Teaching Grades 5 – 8 Science</td>
<td>1</td>
</tr>
<tr>
<td>ESC 320</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 340</td>
<td>Astronomy</td>
<td>4</td>
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</tbody>
</table>

Prerequisites to Admission to Teacher Education: 10 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Student Teaching: 13 credits

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 353</td>
<td>Teaching Grades 9 –12 Science</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>KHS 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>* ED 346</td>
<td>Effective Middle School Teacher (Gr. 5 – 8 option)</td>
<td>2</td>
</tr>
<tr>
<td>* ED 478</td>
<td>Teaching Grades 5 – 8 Science (Gr. 5 – 8 option)</td>
<td>1</td>
</tr>
</tbody>
</table>

Student Teaching: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 472.11</td>
<td>Student Teaching Grades 9 – 12 Life Science</td>
<td>16</td>
</tr>
</tbody>
</table>
MARKETING MAJOR: 55 CREDITS (BA TRADITIONAL)

Program Overview – A major in Marketing offers students the opportunity to develop practical skills and knowledge that will be directly applicable to the business world upon graduation. Students learn marketing theory and apply concepts in activities such as electronic commerce, direct marketing, advertising, sales presentations, case analysis and marketing plans. These activities expose students to the practical, challenging and interesting projects and situations they will encounter in their careers. Students develop leadership skills and explore ethics and environmental sustainability. Students who find fulfillment in this area of study are creative, enjoy problem-solving, have solid written and oral communication skills, enjoy teamwork, are persuasive communicators and thrive in a deadline-driven environment. Those working in this field also typically have a willingness to learn and explore new ideas as industry trends evolve.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 101</td>
<td>Contemporary Math or MAT 110 Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Required: 36 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
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<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 201</td>
<td>Business Analytics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAN 302</td>
<td>Operations and Quality Management</td>
<td>2</td>
</tr>
<tr>
<td>LAW 401</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>MAN 401</td>
<td>Business Strategy and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MAR 414</td>
<td>Marketing Strategy</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 413</td>
<td>Market Research</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 313</td>
<td>Advertising and Promotion</td>
<td>4</td>
</tr>
<tr>
<td>MAR 470</td>
<td>Social Media Marketing</td>
<td>2</td>
</tr>
<tr>
<td>MAR 471</td>
<td>Global Marketing</td>
<td>2</td>
</tr>
</tbody>
</table>

MARKETING MAJOR: 40 CREDITS (BA ADULT)

Program Overview – The Marketing program combines the building blocks of marketing with the practical tools that individuals need in the business world. The program is based on concepts of adult education, which include an interactive classroom setting, limited lectures, and a focus on practical, hands-on learning.

Required: 40 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKM 311</td>
<td>Innovation and Complex Systems</td>
<td>4</td>
</tr>
<tr>
<td>MKM 321</td>
<td>Marketing Innovation</td>
<td>4</td>
</tr>
<tr>
<td>MKM 330</td>
<td>Integrated Marketing Communications</td>
<td>4</td>
</tr>
<tr>
<td>MKM 350</td>
<td>Interactive and Mobile Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKM 411</td>
<td>Applied Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MKM 360</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKM 342</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKM 431</td>
<td>Applied Accounting and Finance</td>
<td>4</td>
</tr>
<tr>
<td>MKM 441</td>
<td>Marketing Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MKM 480</td>
<td>Business Plan</td>
<td>4</td>
</tr>
</tbody>
</table>

MATHEMATICS MAJOR: 43–44 CREDITS (BA TRADITIONAL)

Program Overview – Students in the Mathematics major get a balanced mix of classical and modern mathematics and acquire a strong foundation in conventional math theory and problem-solving techniques. They learn to use technology such as computer algebra systems, geometry modeling software, spreadsheets and computer programming to aid in modeling and investigating problems. Students also learn to communicate their mathematical ideas clearly and professionally in written and oral formats.

Required: 40–41 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Probability and Statistics/Advanced Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 230/330</td>
<td>Probability and Statistics/Advanced Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 375</td>
<td>Differential Equations and Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 460</td>
<td>Foundations of Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 478</td>
<td>Mathematics Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ED 351</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives: (minimum of 3 credits)
- CSC 301 Programming and Problem Solving 3 credits
- MAT 488 Independent Study in Mathematics 1 to 4 credits
- MAT 498 Internship in Mathematics 1 to 4 credits

**MATHEMATICS MAJOR: 60 CREDITS (BS TRADITIONAL)**

Program Overview – Students obtaining the BS degree in Mathematics receive a balanced mix of classical and modern mathematics and acquire a strong foundation in conventional math theory and problem-solving techniques. They learn to use technology such as computer algebra systems, geometry modeling software, spreadsheets and computer programming to aid in modeling and investigating problems. Students also learn to communicate their mathematical ideas clearly and professionally in written and oral formats. In addition, the students apply their learning in the science sequence of their choice and obtain real-world experience with an internship.

Required: 52 credits
- MAT 110 Introduction to Probability and Statistics 3 credits
- MAT 135 Calculus I 4 credits
- MAT 145 Calculus II 5 credits
- MAT 220 Discrete Mathematics 3 credits
- MAT 230/330 Probability and Statistics/Advanced Probability and Statistics 4 credits
- MAT 255 Calculus III 4 credits
- MAT 305 Foundations of Geometry 3 credits
- MAT 375 Differential Equations and Linear Algebra 4 credits
- MAT 460 Foundations of Analysis 4 credits
- MAT 478 Mathematics Seminar (3 credits and must take twice) 3 credits
- MAT 498 Internship in Mathematics 4 credits

Electives: 8 credits
- CSC 301 Programming and Problem Solving 3 credits
- MAT 450 Abstract Algebra 4 credits
- MAT 488 Independent Study in Mathematics 1 to 4 credits
- Any 200+ level science or technology course 3 to 4 credits

BIO 120/130 Biology I and II 4/4 credits
- CHE 115/116 General Chemistry I and II 4/4 credits
- PHS 221/222 General Physics I and 2(Calculus-based) 4/4 credits
MATHEMATICS MAJOR WITH TEACHING CREDENTIAL (GRADES 5 – 12): 84 CREDITS (BA TRADITIONAL)

General Education Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 84 credits

Mathematics Major: 42 credits

Complete content major with 2.75 GPA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 301</td>
<td>Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 330</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 365</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 460</td>
<td>Foundations of Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 478</td>
<td>Mathematics Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Admission to Teacher Education: 10 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Student Teaching: 16 credits

Complete content major with 2.75 content GPA

Complete all four Human Relations Activity Reports

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 351</td>
<td>Teaching Grades 9 – 12 Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 475</td>
<td>Teaching Grades 5 – 8 Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>KHS 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

Student Teaching: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 472.02</td>
<td>Student Teaching Grades 5 – 12 Mathematics</td>
<td>16</td>
</tr>
</tbody>
</table>

MUSIC MAJORS (BA TRADITIONAL)

Music Major Program Overview in General - The Music major has three tracks: Performance, Theory/Composition, and History Literature. Each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboard harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core. Each track has specialized courses, culminating in a senior project/recital in the track.

Students in the Music major at Concordia expand their creativity, as well as their analytical, research, and writing skills, while studying music performance, programming, analysis, composition, history, literature, education, and the music of worship. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community where competition is downplayed.

Classroom work and hundreds of performance opportunities each year help students hone their skills and abilities. There are performance opportunities at monthly recitals, at campus concerts, in studio classes, at daily chapel services, at local church services, on international and U.S. tours, and for many community functions. Students may audition for Concordia’s many vocal groups, including the Christus Chorus, Jubilate, Chamber Choir, Opera Workshop, Shades of Harmony Multicultural Gospel Choir, and Vocal Jazz Ensemble.
Students may also participate in instrumental groups. These include the Concert Band, Jazz Band, Percussion Ensemble, Guitar Ensemble, String Ensemble, Drumline, Brass Ensemble, Handbell Ensemble, Woodwind Ensemble, Beginning Handbells, Jazz Combo, Musical Theatre Pit Orchestra, Christmas Concert Orchestra, and Chapel Band.

**Music Major: 44 Credits (BA Traditional)**

Program Overview – Students in the Music major expand their creativity, analytical, research and writing skills while studying music performance, programming, analysis, composition, history, literature, education and worship music. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community where competition is downplayed.

Prerequisites:
The successful Music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student’s abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship</td>
<td>2</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II</td>
<td>2</td>
</tr>
</tbody>
</table>

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
<td>2</td>
</tr>
</tbody>
</table>

Required: 29 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Musicianship III</td>
<td>4</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Musicianship IV</td>
<td>4</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 323</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 7xx</td>
<td>4 semesters of ensemble at 0-2 credits each</td>
<td>0-8</td>
</tr>
<tr>
<td>MUS 8xx</td>
<td>4 semesters of private lessons @1 credit each</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives: 5 to 7 credits (to total 44 major credits)

- May be chosen from any music offerings
- Up to 2 credits may be drawn from the 700-level ensemble courses
- Select one of the following tracks: (8 to 10 credits)

**Applied Music (8 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 9xx</td>
<td>3 semesters of honors lessons at 2 credits each</td>
<td>6</td>
</tr>
<tr>
<td>MUS 494</td>
<td>Senior Project: Conducting Recital</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 495</td>
<td>Senior Project: Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

**Music History (8-10 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 493</td>
<td>Senior Project: Thesis</td>
<td>2</td>
</tr>
</tbody>
</table>

- Choose 4 credits of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 220</td>
<td>Topics in Music (course is repeatable)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 430</td>
<td>History of Sacred Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 431</td>
<td>Congregational Song</td>
<td>4</td>
</tr>
</tbody>
</table>

- Choose 2–4 credits of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 424</td>
<td>Keyboard Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 425</td>
<td>Choral Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 426</td>
<td>Instrumental (Band) Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 427</td>
<td>Organ Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

**Music Theory and Composition (10 credits)**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 365</td>
<td>Electronic Instrument Techniques and Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 444</td>
<td>Instrumental Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 445</td>
<td>Choral Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 890</td>
<td>2 semester of Composition lessons at 1 credit each</td>
<td>2</td>
</tr>
<tr>
<td>MUS 990</td>
<td>Honors Composition lessons</td>
<td>2</td>
</tr>
<tr>
<td>MUS 492</td>
<td>Senior Project: Composition Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

**MUSIC BUSINESS: 44 CREDITS (BA TRADITIONAL)**

Program Overview - The Music Business Administration major is offered through the Music Department of the College of Arts and Letters in collaboration with the College of Business and Organizational Leadership. The degree is primarily administered by the Music Department, with student advising overseen by the Music Department. Students work closely with faculty mentors in the College of Business and Organizational Leadership for the business portion of the degree. The major seeks to serve those students who are interested in music but seek a music degree with career application beyond that of performing or education. The degree allows students to gain a foundational knowledge base, which can be applied in a variety of occupations, and upon graduation pursue employment within the music industry and various arts organizations. The major is comprised of existing courses in the music and business areas.

Prerequisites (if determined in assessments by music department)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship</td>
<td>2</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II</td>
<td>2</td>
</tr>
</tbody>
</table>

Music Required: 24–26 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 120 or 121</td>
<td>Listening to Life: Western Classical Music/Global and Pop</td>
<td>2</td>
</tr>
<tr>
<td>MUS 201</td>
<td>Musicanship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicanship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 7XX</td>
<td>2 semesters of ensemble at 0–2 credits each</td>
<td>0–2</td>
</tr>
<tr>
<td>MUS 8XX</td>
<td>2 semesters of private lessons at 1 credit each</td>
<td>2</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing for the Workplace or ENG 326 Topics in Writing: Grant Writing</td>
<td>2</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Music Business Internship</td>
<td>2</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Music History I or MUS 322 Music History II (recommended) or MUS 323 Music History III</td>
<td>3</td>
</tr>
</tbody>
</table>

Music Electives: 5 credits

Any music offerings, including ensembles and lessons 5

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department.

Business Electives: 20 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Macroeconomics (recommended)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior (pre-requisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 313</td>
<td>Advertising and Promotion (pre-requisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 413</td>
<td>Marketing Research (pre-requisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 414</td>
<td>Marketing Strategy (pre-requisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 470</td>
<td>Social Media Marketing</td>
<td>2</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAN 410</td>
<td>Managing Talent, Change and Negotiations</td>
<td>4</td>
</tr>
<tr>
<td>MAN 460</td>
<td>Managing Teams, Communications and Projects</td>
<td>4</td>
</tr>
<tr>
<td>MIS 301</td>
<td>Technology and Project Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 211</td>
<td>Personal Finance</td>
<td>4</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance</td>
<td>4</td>
</tr>
</tbody>
</table>
**Music Education/Teaching Major (Grades K – 12 and Instrumental and/or Vocal): 93 – 104 credits (BA Traditional)**

Program Overview – Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota’s rigorous teacher licensure standards, students graduating from the state’s colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites from General Education:
- MUS 121 Listening to Life: Global and Popular Music 2
- PSY 101 Introduction to Psychology 4

Prerequisites: if determined in assessments by music department
- MUS 101 Basic Musicianship 2
- MUS 111 Class Piano I 2
- MUS 112 Class Piano II 2
- MUS 115 Beginning Guitar I 1

K – 12 Music Teaching Major: 38 Credits

- K – 12 Music Teaching Major: 38 Credits
  - Complete content major with 2.75 GPA
  - MUS 201 Musicianship I 4
  - MUS 202 Musicianship II 4
  - MUS 261 Beginning Conducting 2
  - MUS 301 Musicianship III 4
  - MUS 302 Musicianship IV 4
  - MUS 321 Music History I 3
  - MUS 322 Music History II 3
  - MUS 323 Music History III 3
  - MUS 360 String Techniques and Pedagogy 1
  - MUS 361 Woodwind Techniques and Pedagogy 1
  - MUS 362 Brass Techniques and Pedagogy 1
  - MUS 365 Electronic Media Techniques and Pedagogy 2
  - MUS 366 Vocal Techniques and Pedagogy 1
  - MUS 367 Percussion Techniques and Pedagogy 1
  - MUS 444 Instrumental Arranging 1
  - MUS 445 Choral Arranging 1
  - MUS 840 2 semesters of private piano @ 1 credit each 2

Recital Attendance: Eight programs in portfolio per year; performance audition in February of second year.

- Submit music Portfolio Progress Report to Chair, Music Department by November 1 each year.
- Document in the portfolio four public performances, including a small ensemble.
- Pass Keyboard Proficiency Examination before student teaching (document in portfolio).
- Take Music Senior Outcomes Examination when Music History/Musicianship courses are completed.

Tracks: Choose one or both of the following tracks:

**Vocal and Classroom K – 12 Track: 12 to 19 credits**
- MUS 369 Art of Accompanying 1
- MUS 425 Choral Literature 2
- MUS 456 Choral Conducting and Methods 2
- MUS 713/714 7 semesters choral ensemble required 0 to 7
- MUS 860 7 semesters private voice lessons @ 1 credit each 7

**Instrumental and Classroom K – 12 Track: 12 to 19 credits**
- MUS 368 Jazz Improvisation 1
- MUS 426 Instrumental (Band) Literature 2
- MUS 457 Instrumental Conducting and Methods 2
- MUS 720/730 7 semesters instrumental ensemble required 0 to 7
- MUS 800 7 semesters private instrumental lessons @ 1 credit each 7
Prerequisites to Admission to Teacher Education: 10 to 14 credits

ED 201    Introduction to and Foundations of Education (3)
(\(+15\) hours of HR Activity)

PSY 210 and
PSY 220 or
PSY 215

ED 336    Educational Psychology (+ 15 hours HR Activity) (3)

Prerequisites to Student Teaching: 17 credits

Complete content major with 2.75 content GPA
Complete all four Human Relations Activity Reports

ED 330    Human Diversity and Relations (2)
(\(+15\) hours HR Activity)

ED 346    Effective Middle School Teacher (2)

ED 347    Effective Secondary Teacher (2)

MUS 356    K – 6 General Music Teaching Methods (2)

MUS 357    Grades 7 – 12 General Music Teaching Methods (2)

ED 439    The Inclusive Classroom (+ 15 hours HR Activity) (2)

ED 487    Reading Across the Content Areas (3)

KHS 470    Health Education for Teachers (2)

Student Teaching: 16 credits

ED 472.07    Student Teaching K – 12 Music (16)

ORGANIZATIONAL MANAGEMENT AND LEADERSHIP MAJOR: 40 CREDITS (BA ADULT)

Program Overview – The Organizational Management and Leadership major brings together key ideas and skills useful in working with people. Students achieve an understanding of group behavior and its relation to organizational effectiveness by translating theoretical learning into practical, hands-on experience. By learning to implement ideas in practice, students apply concepts and themes from a variety of disciplines to effective organizational approaches. Students become proficient in understanding change, directing change, and making decisions about the behavior of people within groups.

Required: 40 credits (and in sequence)

OML 300    Group Dynamics and Organizational Culture (4)

OML 310    Systems Theory and Organizational Behavior (4)

OML 320    Organizational Research and Decision Making (4)

OML 330    Strategic Planning and Project Management (4)

OML 340    Interpersonal and Intercultural Communications (4)

OML 410    Financial and Strategic Leadership (4)

OML 420    Personal and Organizational Management and Leadership (4)

OML 430    Innovative Marketing (4)

OML 440    Applied Synthesis Project (4)

OML 450    Personal and Organizational Values and Ethical Leadership (4)

PARENT AND FAMILY EDUCATION (LICENSEURE): 56 CREDITS (BA TRADITIONAL)

Program Overview – Students majoring in Parent and Family Education earn a license to work with parents in settings such as Early Childhood Family Education centers which are unique to Minnesota. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites from General Education:

PSY 101    Introduction to Psychology (4)

Prerequisites to Admission to Teacher Education: 10 credits

ED 201    Introduction to and Foundations of Education (+15 hours of HR Activity) (3)

PSY 210    Child Psychology and Development (4)

ED 336    Educational Psychology (+ 15 hours HR Activity) (3)
Required: 49 credits

Understanding Families and Parent and Child Relations
- COM 403 Family Communication 4
- FAS 400 Family Systems, Structures and Relationships 4

Understanding Child Development: 17 credits
- ECE 321 Pre-primary Education 3
- ECE 324 Language Development and Emergent Literacy 3
- ECE 325 Education of Infants and Toddlers 3
- ECE 425 Young Child with Special Needs (+ 15 hours HR Activity) 2
- ECE 427 Authentic Assessment and Guidance in ECE 2

Understanding Adult Education: 11 credits
- COM 205 Group Communication and Facilitation 3
- ED 418 Adult Education and Development 4
- FAS 300 Methods and Materials for Family Education 3

Standards of Effective Practice: 4 credits
- ED 330 Human Diversity and Relations (+ 15 hours HR Activity) 2
- KHS 470 Health Education for Teachers 2
- Complete all four Human Relations Reports prior to Student Teaching

Student Teaching: 8 credits
- ED 464 Student Teaching Parent and Family Education 8

**GRADES K – 12 PHYSICAL EDUCATION AND GRADES 5 – 12 HEALTH TEACHING MAJOR REQUIRED COURSES: 84 TO 88 CREDITS (BA TRADITIONAL)**

Program Overview - Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota’s rigorous teacher licensure standards, students graduating from the state’s colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites: 4 credits
- PSY 101 Introduction to Psychology 4

Complete content major with 2.75 GPA (45 credits)
- KHS 200 Community Safety and First Aid/CPR 1
- KHS 220 Epidemiological Foundations and Research 4
- KHS 300 Applied Nutrition 4
- KHS 310 Drug Education 2
- KHS 320 Human Life Experience 3
- KHS 330 Elementary Methods Block I 4
- KHS 335 MS/Secondary Methods Block II for Health and PE 4
- KHS 400 Health Psychology 4
- KHS 410 Health Methods and Strategies 3
- KHS 420 Program Administration 2
- KHS 436 Motor Development, Control and Motor Learning 4
- KHS 473 Biomechanics 4
- KHS 474 Exercise Physiology 4
- KHS 481 Adaptives 2

Prerequisites to Admission to Teacher Education: 10 or 14 credits
- ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
- PSY 210 Child Psychology and PSY 220 Adolescent Psychology 4+4
  or
- PSY 215 Child and Adolescent Development 4
ED 336  Educational Psychology (+15 hours HR Activity)  3

Prerequisites to Student Teaching: 11 credits
Complete content major with 2.75 GPA
Complete all four Human Relations Activity Reports
ED 330  Human Diversity and Relations (+15 hours HR Activity)  2
ED 346  Effective Middle School Teacher  2
ED 347  Effective Secondary Teacher  2
ED 439  The Inclusive Classroom (+15 hours HR Activity)  2
ED 487  Reading Across the Content Areas  3

Student Teaching: 16 credits
ED 472.06  Student Teaching in Health and Physical Education  16

PSYCHOLOGY MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – Students graduating with a Psychology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the internship experience prepare students to enter a career of choice or graduate school.

Prerequisites (for PSY 380 Research Methods with Statistical Applications)
MAT 110  Introduction to Statistics  3

Required: 28 credits
PSY 101  Introduction to Psychology  4
PSY 330  Introduction to Counseling  4
PSY 380  Research Methods with Statistical Applications  4
PSY 498  Psychology Internship  12

4 credits from the following
PSY 210  Child Psychology and Development  4
PSY 220  Adolescent Psychology  4
PSY 230  Lifespan Developmental Psychology  4

Electives: 16 additional credits from the following
FAS 400  Family Systems, Structures and Relationships  4
KHS 435  Sport Psychology  4
PSY 210  *  Child Psychology and Development  4
PSY 220  *  Adolescent Psychology  4
PSY 230  *  Lifespan Developmental Psychology  4
PSY 300  Cognition, Learning and Memory  4
PSY 310  Physiological Psychology  4
PSY 320  Sensation and Perception  4
PSY 331  Group Counseling and Therapy  4
PSY 332  Introduction to Alcohol and Drug Studies  3
PSY 333  Cultural Competency in Chemical Dependency  4
PSY 340  Introduction to Industrial/Organizational Psychology  4
PSY 360  Abnormal Psychology  4
PSY 370  Introduction to Personality Theories  4
PSY 381  Psychology Research Seminar  1
PSY 488  Independent Study  1 to 4
PSY 490  Psychology Topic Seminar  3
SOC 451  Social Psychology  4

* If not taken above as a required course
PSYCHOLOGY MAJOR: 79 CREDITS (BS TRADITIONAL)

Program Overview – Students graduating with a Bachelor of Science degree majoring in Psychology develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the research focused internship experience prepares students to enter a career of choice, medical school, or graduate school.

Required:

Psychology: 27 credits
- PSY 101 Introduction to Psychology 4
- PSY 380 Research Methods with Statistical Applications 4
- PSY 498 Psychology Internship 12
- PSY 490 Psychology Topic Seminar 3
- SOC 451 Social Psychology 4

Mind-Brain: 8 credits from the following
- PSY 300 Cognition, Learning, and Memory 4
- PSY 310 Physiological Psychology 4
- PSY 320 Sensation and Perception 4

Clinical: 8 credits from the following
- PSY 330 Introduction to Counseling 4
- PSY 360 Abnormal Psychology 4
- PSY 370 Introduction to Personality Theories 4

Developmental: 4 credits from the following
- PSY 210 Child Development and Psychology 4
- PSY 220 Adolescent Psychology 4
- SOC 354 Themes in Adult Development and Aging 4

Mathematics and Science: 19 credits
- BIO 120 Biology I: The Unity of Life 4
- BIO 210 Genetics 4
- CHE 115 General Chemistry I 4
- MAT 110 Introduction to Probability and Statistics 3
- MAT 125 Pre-Calculus 4
- MAT 135 Calculus I 4

General Electives: 12 credits (300 or 400 level Psychology courses)

PUBLIC POLICY MAJOR: 40–41 CREDITS (BA TRADITIONAL)

Program Overview – The Public Policy major will equip students with sufficient intellectual tools to prepare them for professional work in the public sector. Majors will be trained to seek positions in organizations which deal with public policy issues: government agencies, trade associations, lobbying organizations, nonprofit groups, regulatory agencies, and NGOs. This major will provide students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

Prerequisites from General Education:
- ECO 101 Macroeconomics 4
- MAT 110 Introduction to Probability and Statistics 4
- POL 131 American Government 4
- SOC 152 Introduction to Sociology 4

Required: 40 to 41 credits
- ECO 102 Microeconomics 2
- MAR 301 Principles of Marketing 4
- POL 241 Contemporary World Problems 4
- POL 337 Parties, Campaigns and Elections 4
- PSY 380 Research Methods 4
- PSY 490 Seminar-Topics 3

or
POL 487  Reading/ Topics Seminar  2
SOC 451  Social Psychology  4
SOC 357  Class and Community  4
POL/SOC/PSY 498  Internship  12

**PULMONARY SCIENCE MAJOR: 44 CREDITS (BS ADULT)**

Program Overview – The Concordia University, St. Paul Pulmonary Science program is conveniently offered in an online format. The Pulmonary Science degree completion program is designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree at Concordia University, St. Paul in an accelerated format. Because most students are working full time as Registered Respiratory Therapists, this program is cohort-based and students only take one class at a time on the same night each week. Courses will be delivered via a web-based, course-management system. Students must be motivated and practice good time management to be successful in this program.

Required (and in sequence):
PUL 220  Epidemiological Foundations  4
PUL 329  Advances in Pharmacology in Critical Care Medicine  4
PUL 400  Health Psychology  4
PUL 435  Ethics and Decision Making  4
PUL 301  Principles of Health Care Systems  4
PUL 342  Health Care Information Systems  4
PUL 330  Multi-Specialties in Respiratory Therapy  4
PUL 322  Compliance and Regulatory Requirements  4
PUL 331  Advances in Critical Care Monitoring  4
PUL 332  Advanced Cardiopulmonary Sciences  4
PUL 490  Senior Seminar  4

**RADIOLOGICAL SCIENCE LEADERSHIP MAJOR: 44 CREDITS (BS ADULT; ONLINE ONLY)**

Program Overview – The Concordia University Radiologic Science Leadership program is conveniently offered in the online format. The Radiologic Science Leadership degree program is designed to assist Registered Radiologic Technologists in completing their Bachelor of Science degree while maintaining their current careers. Because most students are working full-time as Registered Radiologic Technologists, this program is cohort-based and students only take one class at a time on the same night each week. This program will prepare students to develop leadership skills, gain exposure to health care administration and apply critical thinking practices in their personal and professional lives. Students will explore behavioral, social and cultural trends that influence management in today’s rapidly changing health care industry.

Required (and in sequence):
RAD 250  Leadership Communication  4
RAD 222  Pathological Foundations  4
RAD 310  Writing for Health Care Professionals  4
RAD 330  Communication Strategies for Conflict Management  4
RAD 350  Health Care Diversity and Global Issues  4
RAD 435  Ethics and Decision Making in Health Care Environments  4
RAD 300  Strategic Leadership of Resources, People, and Teams  4
RAD 400  Organizational Development for Human Resources Professionals  4
RAD 440  Legal Environment for Health Care Managers  4
RAD 322  Compliance and Regulatory Requirements  4
RAD 490  Senior Seminar  4
SOCIAL STUDIES EDUCATION/TEACHING (GRADES 5 – 12) MAJOR: 84 CREDITS (BA TRADITIONAL)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 social studies. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education:
ECO 101 America in Global Economy: Macroeconomics 4
PSY 101 Introduction to Psychology 4

Grades 5 – 12 Social Studies Teaching Major: 42 credits
GE 101 Human Geography 2
HIS 121 World History 4
HIS 212 Introduction to History (General Education) 4
HIS 231 USA to 1877 4
HIS 233 USA since 1877 4
HIS 267 Intro to Latin America 4
HIS 281 Europe 1789 – 1914 4
HIS 283 Europe since 1914 4
POL 131 American Government 4
SOC 152 Introduction to Sociology 4

Electives: 4 social science courses at 300 or 400 level 4

Prerequisites to Admission to Teacher Education: 10 credits
ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
PSY 220 Adolescent Psychology 4
ED 336 Educational Psychology (+15 hours HR Activity) 3

Prerequisites to Student Teaching: 16 credits
Complete content major with 2.75 GPA
Complete all four Human Relations Activity Reports
ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
ED 346 The Effective Middle School Teacher 2
ED 347 The Effective Secondary Teacher 2
ED 352 Teaching Grades 9 – 12 Social Studies 2
ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
ED 476 Teaching Grades 5 – 8 Social Studies 1
ED 487 Reading Across the Content Areas 3
KHS 470 Health Education for Teachers 2

Student Teaching: 16 credits
ED 472.05 Student Teaching Grades 5 – 12 Social Studies 16

SOCIOLOGY MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – Students graduating with a Sociology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The developed educational outcomes in combination with the internship experience prepares students to enter a career of choice or graduate school.

Prerequisites from General Education:
MAT 110 Probability and Statistics 3

Required: 36 credits
SOC 152 Introduction to Sociology 4
SOC 453 Social Theory 4
PSY 380 Research Methods with Statistical Applications 4
SOC 357 Class and Community or SOC 451 Social Psychology or SOC 452 Social Organization 4
SOC 253 Marriage and the Family or PSY 230 Lifespan Developmental Psychology or SOC 358 Minority Groups 4
SOC 256 Introduction to Criminal Justice or SOC 359 Sociology of Social Welfare 4
SOC 498 Sociology Internship 12
Electives: 8 credits

SOC 253*  Marriage and the Family  4
HMG 254  People and Culture of Southeast Asia  4
HMG 255  People and Culture of China  4
SOC 256*  Introduction to Criminal Justice  4
SOC 325  Minnesota Criminal Codes and Statutes  2
SOC 351  Juvenile Justice  4
PSY 230*  Lifespan Developmental Psychology  4
SOC 353  Themes in Adult Development and Aging  4
SOC 354  Sociology of Law  4
SOC 357*  Class and Community  4
SOC 358*  Minority Groups  4
SOC 359*  Sociology of Social Welfare  4
SOC 451*  Social Psychology  4
SOC 452*  Social Organization  4

# Prerequisite for PSY 380
* May be taken as electives if not already counted towards another requirement in the major

SPORTS MANAGEMENT MAJOR: 45 CREDITS (BA TRADITIONAL)

Program Overview - The major in Sports Management focuses on core concepts in kinesiology, exercise and sport management. The program prepares students to enter the work force in a number of sport management areas including, facility management, sports marketing and fitness center management. Students learn business and sport theory and have numerous opportunities to bridge theory into practical applications.

Required: 45 credits (Kinesiology core)

KHS 220  Epidemiological Foundations  4
KHS 390  Sport Management  4
KHS 391  Law and Sport  4
KHS 392  Sport Marketing and Fundraising  4
KHS 393  Planning and Managing Sports Facilities  4
KHS 394  Sports Business  4
KHS 473  Biomechanics  4
KHS 474  Exercise Physiology  4
KHS 490  Professional Seminar  1
KHS 499  Kinesiology Internship  12

SPORTS PSYCHOLOGY MAJOR: 45 CREDITS (BA TRADITIONAL)

Program Overview - The Sports Psychology major focuses on current psychology and kinesiology as foundational concepts in sport psychology. This exercise science degree prepares students for positions in settings such as injury rehabilitation, fitness/wellness centers, coaching, rehabilitation, health and wellness education. The program also serves as preparation for post-baccalaureate study in areas such as human growth, aging, exercise physiology, sports management and sport psychology. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications.

Required: 36 credits (Kinesiology core)

KHS 220  Epidemiological Foundations  4
KHS 400  Health Psychology  4
KHS 436  Motor Development, Control and Motor Learning  4
KHS 490  Senior Seminar  1
KHS 499  Kinesiology Internship  12
KHS 375  Sociology of Sport and Exercise  4
KHS 435  Sport Psychology  4
PSY 330  Introduction to Counseling  4
PSY 360  Abnormal Psychology  4
KHS 316  Psychology of Sport Injury and Rehabilitation  4
THEATRE MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview - The Department of Theatre and Dance provides students with a challenging variety of theatrical experiences that enrich their artistic, intellectual, cultural, and spiritual lives. Students will experience a rich blend of traditional classroom, hands-on laboratory, and performance opportunities that help prepare students for entry into professional careers in theatre, graduate study, or to support and strengthen their abilities and expertise in other fields such as education, business, or ministry.

Prerequisites from General Education

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Required: 29 credits

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<td>THR 221</td>
<td>Acting I</td>
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<td>Script Analysis</td>
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<td>THR 251</td>
<td>Stagecraft</td>
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<td>THR 355</td>
<td>Scenic Design or THR 356 Costume Design or THR 357 Lighting and Sound</td>
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<td>Theatre History, Theory, and Literature I</td>
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Electives: 15 credits

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<td>Theatre in Practice II</td>
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<td>Introduction to Dance</td>
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<td>THR 201</td>
<td>Dance for Musical Theatre</td>
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<td>Creative Dramatics</td>
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<td>THR 255</td>
<td>Stage Management</td>
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<td>THR 262</td>
<td>Modern Dance Technique I</td>
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<td>THR 263</td>
<td>Jazz Dance Technique I</td>
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<td>THR 291</td>
<td>Topics in Theatre</td>
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<td>Lighting and Sound</td>
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<td>THR 365</td>
<td>Dance History I</td>
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<td>THR 366</td>
<td>Choreography/Composition I</td>
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<td>Shakespeare</td>
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<td>THR 463</td>
<td>Jazz Dance Technique II</td>
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<td>THR 467</td>
<td>Ballet Technique I</td>
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<td>THR 465</td>
<td>Dance History II</td>
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<td>THR 466</td>
<td>Choreography/Composition II</td>
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<td>THR 467</td>
<td>Ballet Technique II</td>
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<td>THR 468</td>
<td>Special Topics in Dance</td>
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<td>THR 488</td>
<td>Theatre Independent Study</td>
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<td>THR 492</td>
<td>Drama in the Life of the Church</td>
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<td>THR 498</td>
<td>Theatre Internship</td>
<td>4 to 16</td>
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**THEOLOGY MAJOR: 42 CREDITS (BA TRADITIONAL)**

Program Overview - Students in the major in theology will meet (a) several general objectives (listed below); (b) the objectives of the minor in confessional Lutheranism (enumerated above); and (c) the objectives of the three possible tracks that one may pursue in the major.

Prerequisite:
- THL 215: History and Literature of the New Testament 4

Required: 20 credits
- THL 205: History and Literature of the Old Testament 4
- THL 241: Church History 3
- THL 270: Our Living Faith 4
- THL 371: Mission of God 3
- THL 342: Athens and Jerusalem 4
- THL 496: Senior Thesis 2

Electives: 22 credits*
- ARC 250: Near Eastern Archaeology 4
- ARC 351: Field Archaeology 4
- CHM 268: Introduction to Christian Ministry 4
- ED 454: Teaching the Faith 2
- GRK 211: Beginning Greek I 4
- THL 250: Religions of the World 4
- THL 310: Bible and Archaeology 4
- THL 320: Global Christianity 4
- THL 325: Christian Ethics for the Professional 4
- THL 336: Evil Meets Good 4
- THL 344: Martin Luther: Saint and Sinner 4
- THL 351: Jesus and Muhammad 4
- THL 352: Is God Green? 4
- THL 356: One Nation Under God? 4
- THL 357: Christianity and the Media in Contemporary Culture 4
- THL 409: Studies in Biblical Theology (repeatable) 2
- THL 441: Lutheran Confessional Writings 3
- THL 460: Worship for Lutherans 2
- THL 482: Christian Ministry and Practice 3
- THL 488: Independent Study 4

Biblical Language Elective Option: (16 credits toward the 22 credits of electives)*

Required: 12 credits
- GRK 212: Biblical Greek II 4
- HBR 311: Biblical Hebrew I 4
- HBR 312: Biblical Hebrew II 4

Electives: 4 credits
- GRK 312: Matthew 2
- GRK 314: Mark 2
- GRK 316: Luke 2
- GRK 412: Galatians and Romans 2
- GRK 414: Corinthians 2
- GRK 416: General Epistles 2
- HBR 411: Readings in Prose 2
- HBR 413: Readings in Poetry 2

Liberal Studies Elective Option (16 credits toward the 22 credits of electives)*

Students select a coherent grouping of 300 and 400 level courses from the liberal arts and sciences with the approval of the department.

Approval must be granted before enrollment in the second course in the sequence.

Students will prepare a portfolio of best work including samples representing each course.

Note: * Students may choose elective, Biblical Languages, or Liberal Studies options to complete major requirements.
## Undergraduate Minors

* = AVAILABLE ONLINE

### Accounting Minor: 20 Credits (Drop into Cohort)

Required: 20 credits (and in sequence)

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<td>Principles of Accounting II</td>
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<td>ACC 311</td>
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<td>ACC 413</td>
<td>Cost Accounting</td>
<td>4</td>
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</table>

### Art History Minor: 24 Credits

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
</tr>
</tbody>
</table>

Required: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 171</td>
<td>Survey of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 172</td>
<td>Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art</td>
<td>3</td>
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</table>

Electives: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 271</td>
<td>Art of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Art of Asia</td>
<td>3</td>
</tr>
<tr>
<td>ART 273</td>
<td>Ethnographic Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 370</td>
<td>Mexican Art and Culture</td>
<td>2 to 4</td>
</tr>
<tr>
<td>ART 372</td>
<td>Early Epoch of Christian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 373</td>
<td>Italian Renaissance and Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 473</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 481</td>
<td>Topics in Art: _____</td>
<td>1 to 4</td>
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</table>

Any foreign language or history course 4

### Art Studio Minor: 25 Credits

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
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</table>

Required: 9 credits

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 121</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>3 to 4 credits of any Art History course or courses</td>
<td>3 to 4</td>
<td></td>
</tr>
<tr>
<td>12 to 13 credits of any Art Studio courses</td>
<td>12 to 13</td>
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</table>

### Bible Translation Minor: 24 Credits

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 211</td>
<td>Biblical Greek I</td>
<td>4</td>
</tr>
<tr>
<td>GRK 212</td>
<td>Biblical Greek II</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HBR 311</td>
<td>Biblical Hebrew I</td>
<td>4</td>
</tr>
<tr>
<td>HBR 312</td>
<td>Biblical Hebrew II</td>
<td>4</td>
</tr>
<tr>
<td>From Summer Institute of Linguistics, University of North Dakota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 450</td>
<td>Articulatory Phonetics</td>
<td>2</td>
</tr>
<tr>
<td>LING 452</td>
<td>Syntax and Morphology I</td>
<td>4</td>
</tr>
<tr>
<td>LING 470</td>
<td>Introduction to Sociolinguistics</td>
<td>1</td>
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<tr>
<td>LING 480</td>
<td>Learner-Directed Second Language Acquisition</td>
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Electives: 6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GRK 312</td>
<td>Matthew</td>
<td>2</td>
</tr>
<tr>
<td>GRK 314</td>
<td>Mark</td>
<td>2</td>
</tr>
<tr>
<td>GRK 316</td>
<td>Luke</td>
<td>2</td>
</tr>
<tr>
<td>GRK 412</td>
<td>Galatians and Romans</td>
<td>2</td>
</tr>
<tr>
<td>GRK 414</td>
<td>Corinthians</td>
<td>2</td>
</tr>
</tbody>
</table>
### Biblical Languages Minor: 22 Credits

**Required:** 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 211</td>
<td>Biblical Greek I</td>
<td>4</td>
</tr>
<tr>
<td>GRK 212</td>
<td>Biblical Greek II</td>
<td>4</td>
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<tr>
<td>HBR 311</td>
<td>Biblical Hebrew I</td>
<td>4</td>
</tr>
<tr>
<td>HBR 312</td>
<td>Biblical Hebrew II</td>
<td>4</td>
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**Electives:** 6 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GRK 312</td>
<td>Matthew</td>
<td>2</td>
</tr>
<tr>
<td>GRK 314</td>
<td>Mark</td>
<td>2</td>
</tr>
<tr>
<td>GRK 316</td>
<td>Luke</td>
<td>2</td>
</tr>
<tr>
<td>GRK 412</td>
<td>Galatians and Romans</td>
<td>2</td>
</tr>
<tr>
<td>GRK 414</td>
<td>Corinthians</td>
<td>2</td>
</tr>
<tr>
<td>GRK 416</td>
<td>General Epistles</td>
<td>2</td>
</tr>
<tr>
<td>HBR 411</td>
<td>Readings in Prose</td>
<td>2</td>
</tr>
<tr>
<td>HBR 413</td>
<td>Readings in Poetry</td>
<td>2</td>
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</table>

### Biology Minor: 26 Credits

**Prerequisites from General Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 110</td>
<td>Chemistry in Perspective</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
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</table>

**Required:** 8 credits

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
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<tr>
<td>BIO 210</td>
<td>Genetics or BIO 330 Cell Biology</td>
<td>4</td>
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</tbody>
</table>

**Electives:** 18 credits (at least four courses with at least two 300 or 400 level)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 200</td>
<td>Outdoor Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Molecular Biology Techniques</td>
<td>4</td>
</tr>
<tr>
<td>BIO 256</td>
<td>Research in Biology</td>
<td>1 to 4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Bacterial Pathogenesis</td>
<td>3</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 450</td>
<td>Topic Seminar (maximum of two)</td>
<td>2</td>
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<tr>
<td>BIO 455</td>
<td>Research Proposal and BIO 456 Research in Biology</td>
<td>1+4</td>
</tr>
<tr>
<td>CHEM 328</td>
<td>Intro to Biochemistry</td>
<td>4</td>
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### *Business Minor: 20 Credits (Drop into Cohort)*

**Required:** 20 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Innovative Marketing and Social Media</td>
<td>4</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Corporate Accounting and Budgeting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 410</td>
<td>Operations, Technology, and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Legal and Ethical Environment of Business</td>
<td>4</td>
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</table>
**BUSINESS MINOR: 20 CREDITS (TRADITIONAL)**

Required: 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>LAW 401</td>
<td>Legal Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAN 302</td>
<td>Operations and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
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</table>

**CHEMISTRY MINOR: 21 CREDITS**

Required: 15 to 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 326</td>
<td>Analytical Chemistry I</td>
<td>4</td>
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Electives: 5 to 6 credits

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHE 222</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 326</td>
<td>Analytical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 327</td>
<td>Analytical Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 431</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 456</td>
<td>Research in Chemistry</td>
<td>1 to 6</td>
</tr>
<tr>
<td>CHE 498</td>
<td>Internship in Chemistry</td>
<td>1 to 4</td>
</tr>
<tr>
<td>CHE xxx</td>
<td>Chemistry Elective</td>
<td>1 to 4</td>
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*COMMUNICATIONS STUDIES MINOR: 24 CREDITS*

Prerequisite from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals</td>
<td>4</td>
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Required: 11 credits

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>COM 205</td>
<td>Group Communication and Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
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Electives: 13 credits

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 221</td>
<td>Journalism (required if less than B in ENG 120)</td>
<td>4</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 442</td>
<td>Communication Theory and Analysis: Interpersonal (Capstone 1)</td>
<td>3</td>
</tr>
<tr>
<td>COM 443</td>
<td>Communication Theory and Analysis: Persuasion (Capstone 2)</td>
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<tr>
<td>COM 444</td>
<td>Communication Research Methods</td>
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<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
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**COMMUNITY ARTS MINOR: 24 CREDITS**

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
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Required: 15 credits

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<th>Credits</th>
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<tbody>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 300</td>
<td>Community Arts</td>
<td>4</td>
</tr>
<tr>
<td>ART 498</td>
<td>Community Arts Internship</td>
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Electives: 9 credits

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>2</td>
</tr>
<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>2</td>
</tr>
<tr>
<td>ART 121</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 141</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART 161</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ART 202</td>
<td>Digital Art I</td>
<td>3</td>
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<tr>
<td>ART 232</td>
<td>Screen Printmaking</td>
<td>3</td>
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**COMMUNITY HEALTH SCIENCE MINOR: 20 CREDITS**

Required: 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations</td>
<td>4</td>
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<tr>
<td>KHS 250</td>
<td>Technology and Media</td>
<td>2</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 310</td>
<td>Drug Education</td>
<td>2</td>
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<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>4</td>
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<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
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</table>

**CONFESSIONAL LUTHERANISM MINOR: 23 CREDITS**

Program Overview – The minor in confessional Lutheranism is taken by students in all but one of the church work programs (i.e., it is taken by Director of Christian Education, Director of Christian Outreach, Director of Parish Music, pre-seminary, and pre-deaconess students), or, in other words, by most church work students seeking professional certification or matriculation at one of the seminaries of The Lutheran Church – Missouri Synod. It fulfills the second goal of the Department of Theology and Ministry, specifically, “to develop in church work students a thorough grounding in the doctrine and practice of the Lutheran church, so that the university’s church work graduates may accept without reservation the confessional basis of the synod; appreciate the centrality of the gospel in the life of the church; and serve the church and her Lord willingly and joyfully.”

Required: 23 credits. This sequence is suggested.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THL 205</td>
<td>History and Literature of the Old Testament</td>
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<tr>
<td>THL 215</td>
<td>History and Literature of the New Testament</td>
<td>4</td>
</tr>
<tr>
<td>THL 241</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>THL 270</td>
<td>Our Living Faith</td>
<td>4</td>
</tr>
<tr>
<td>THL 441</td>
<td>Lutheran Confessional Writings</td>
<td>3</td>
</tr>
<tr>
<td>THL 460</td>
<td>Worship for Lutherans</td>
<td>2</td>
</tr>
<tr>
<td>THL 482</td>
<td>Christian Ministry and Practice</td>
<td>3</td>
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**CRIMINAL JUSTICE MINOR: 24 CREDITS**

Required: 16 credits

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 256</td>
<td>Introduction to Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOC 351</td>
<td>Juvenile Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOC 352</td>
<td>Police and Community</td>
<td>4</td>
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Electives: 8 credits

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 253</td>
<td>Marriage and the Family</td>
<td>4</td>
</tr>
<tr>
<td>SOC 325</td>
<td>Minnesota Criminal Codes and Statutes</td>
<td>2</td>
</tr>
<tr>
<td>SOC 354</td>
<td>Sociology of Law</td>
<td>4</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Class and Community</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Minority Groups</td>
<td>4</td>
</tr>
<tr>
<td>SOC 359</td>
<td>Sociology and Social Welfare</td>
<td>4</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**DANCE MINOR: 24 CREDITS**

Required: 24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
<tr>
<td>THR 201</td>
<td>Dance for the Musical Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 262</td>
<td>Modern Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 263</td>
<td>Jazz Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 364</td>
<td>Tap Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 365</td>
<td>Dance History I</td>
<td>2</td>
</tr>
<tr>
<td>THR 366</td>
<td>Choreography and Composition I</td>
<td>2</td>
</tr>
<tr>
<td>THR 462</td>
<td>Modern Dance Technique II</td>
<td>2</td>
</tr>
<tr>
<td>THR 463</td>
<td>Jazz Dance Technique II</td>
<td>2</td>
</tr>
</tbody>
</table>
THR 464 Tap Dance Technique II 2
THR 465 Dance History II 2
THR 466 Choreography and Composition II 2

**DESIGN MINOR: 24 CREDITS**

Prerequisites from General Education:
- ART 101 Approaching Art 2

Required: 24 credits
- ART 102 2D Design 3
- ART 103 3D Design 2
- ART 105 Color Theory 3
- ART 111 Drawing I 3
- ART 141 Photography I 3
- ART 212 Illustration 3
- ART 282 Graphic Design I 3
- ART 472 19th and 20th Century Art and Design 4

**EDUCATION MINOR: 22 CREDITS**

- One Developmental Psychology course (PSY 210, PSY 215, PSY 220, or ED 418) 4
- ED 330 Human Diversity and Relations 2
- ED 336 Educational Psychology 3

One Effective Teacher course (ECE 321, ECE 325, ECE 326, ED 345, ED 346, or ED 347) 2 to 4

Upper level education courses to total 22 credits (ECE, ED, MUS 356, MUS 36x, MUS 456, MUS 457, ART 357, or ART 358) 9 to 11

**ENGLISH MINOR: 24 CREDITS**

Prerequisites from General Education:
- COM 103 Communication Fundamentals or COM 212 Public Speaking and Performance 4
- ENG 120 College Writing 4
- ENG 155 Introduction to Literature 4

Required: 4 credits
- ENG 420 Persuasive Writing on Contemporary Issues 4

Electives: 20 credits
- Choose 4 credits from each of the following pairs of courses
  - ENG 365 British Literature I or ENG 366 British Literature II 4
  - ENG 375 World Literature I 4
  - ENG 376 World Literature II 4
  - ENG 385 American Literature I 4
  - ENG 386 American Literature II 4

Choose 8 credits from 300 or 400 level English courses 8

**ENVIRONMENTAL SCIENCE MINOR: 21 CREDITS**

Required: 16 credits
- BIO 231 Field Biodiversity and Natural Science 4
- BIO 320 Ecology 4
- CHE 115 General Chemistry I 4
- SCI 324 Environmental Issues 4

Electives: at least 5 credits
- CHE 116 General Chemistry II 4
- CHE 230 Environmental Chemistry 3
- ESC 320 Physical Geology 4
- SCI 325 Environmental Ethics 2
FAMILY STUDIES MINOR: 24 CREDITS

Prerequisites from General Education:

- PSY 101 Introduction to Psychology 4
- SOC 152 Introduction to Sociology 4

Required: 15 credits

- COM 403 Family Communication 4
- FAS 300 Methods and Materials of Family 3
- FAS 400 Family Systems, Structures and Relationships 4
- SOC 253 Marriage and Family 4

Electives: 9 credits

Choose one of the following three courses:

- PSY 210 Child Psychology and Development 4
- PSY 220 Adolescent Psychology 4
- SOC 353 Themes in Adult Development and Aging with A Lifespan Perspective 4

Choose 5 credits from among the following:

- HMG 254 People and Culture of Southeast Asia 4
- HMG 255 People and Culture of China 4
- KHS 320 Human Life Experience 3
- PSY 210 Child Psychology and Development 4
- PSY 220 Adolescent Psychology 4
- PSY 240 Psychology and Family on Video 3
- SOC 353 Themes in Adult Development and Aging with A Lifespan Perspective 4
- SOC 358 Minority Groups 4
- SOC 359 Social Welfare as a Institution 4

*FINANCE MINOR: 20 CREDITS

Required: 20 credits (and in sequence)

- ACC 201 Principles of Accounting I 4
- FIN 301 Corporate Finance I 4
- FIN 302 Corporate Finance II 4
- ECO 401 Global Economics 4
- FIN 411 Investments and Capital Markets 4

*FOOD INDUSTRY MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)

Required: 20 credits (and in sequence)

- FRM 321 Food Marketing and Merchandising Strategy 4
- FRM 341 Understanding Food Consumers 4
- FRM 351 Retail Food Operations Management 4
- FRM 400 Category Management 4
- FRM 420 Food Supply Chain Management 4

GERONTOLOGY MINOR: 22 CREDITS

Prerequisites from General Education

- PSY 101 Introduction to Psychology 4
  or
- SOC 152 Introduction to Sociology 4

Required: 22 credits

- SOC 353 Themes in Adult Development and Aging with A Lifespan Perspective 4
- BIO 415 Biology of Aging 3
- KHS 445 Ethics and Decision Making in Health Care Environments 4
- FAS 400 Family Systems, Structures and Relationships 4
- KHS 439 Physical Dimensions of Aging 3
- PSY 360 Abnormal Psychology 4
### Health Care Administration Minor: 20 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCR 350</td>
<td>Health Care Diversity and Global Issues</td>
<td>4</td>
</tr>
<tr>
<td>HCR 435</td>
<td>Ethics and Decision Making in Health Care Environments</td>
<td>4</td>
</tr>
<tr>
<td>HCR 440</td>
<td>Legal Environment for Health Care Managers</td>
<td>4</td>
</tr>
<tr>
<td>HCR 325</td>
<td>Compliance and Regulatory Requirements for Health Care Managers</td>
<td>4</td>
</tr>
<tr>
<td>HCR 340</td>
<td>Health Care Information Systems</td>
<td>4</td>
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</table>

### History Minor: 24 Credits

**Required:** 8 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 401</td>
<td>Research and Writing in History</td>
<td>2</td>
</tr>
<tr>
<td>HIS 487</td>
<td>Readings Seminar: Topics in History</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives:** Choose one course in each of the following pairs: 8 credits

- **HIS 231** U.S.A. to 1877  
- **HIS 233** U.S.A. 1789 to Present  
- **HIS 267** Introduction to Latin America  
- **HIS 285** European History since 1789

**Electives:** 8 credits

Choose any 300 or 400 level History (HIS) or Political Science (POL) courses.

### Hmong Studies Minor: 24 Credits

**Required:** 10 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HMG 101</td>
<td>Introduction to Hmong Studies</td>
<td>2</td>
</tr>
<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
<td>4</td>
</tr>
<tr>
<td>HMG 201</td>
<td>Hmong Culture and Society</td>
<td>4</td>
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</table>

**Electives:** 14 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structure and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>HIS 339</td>
<td>Race and Ethnicity in American History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 393</td>
<td>Modern China, 1911 – Present</td>
<td>4</td>
</tr>
<tr>
<td>HMG 202</td>
<td>Hmong Literature and Art</td>
<td>4</td>
</tr>
<tr>
<td>HMG 254</td>
<td>People and Culture of Southeast Asia</td>
<td>4</td>
</tr>
<tr>
<td>HMG 255</td>
<td>People and Culture of China</td>
<td>4</td>
</tr>
<tr>
<td>HMG 301</td>
<td>Hmong Cosmology and Beliefs</td>
<td>4</td>
</tr>
<tr>
<td>HMG 327</td>
<td>Reading and Writing for Hmong</td>
<td>2</td>
</tr>
<tr>
<td>HMG 328</td>
<td>Reading and Writing for Hmong – Intermediate</td>
<td>2</td>
</tr>
<tr>
<td>POL 241</td>
<td>Contemporary World Problems: An Introduction to Global Politics</td>
<td>4</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Class and Community</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Minority Groups</td>
<td>4</td>
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</tbody>
</table>

### Human Resource Management Minor: 20 Credits

**Required:** 20 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRM 320</td>
<td>Advanced Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>HRM 350</td>
<td>Legal Issues in Human Resources</td>
<td>4</td>
</tr>
<tr>
<td>HRM 352</td>
<td>Staffing the Organization</td>
<td>4</td>
</tr>
<tr>
<td>HRM 410</td>
<td>Organizational Development and Change</td>
<td>4</td>
</tr>
<tr>
<td>HRM 470</td>
<td>Strategic Human Resources</td>
<td>4</td>
</tr>
</tbody>
</table>
**INFORMATION TECHNOLOGY MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)**

Required: 20 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 351</td>
<td>Bridging the Technology Business Gap</td>
<td>4</td>
</tr>
<tr>
<td>ITM 342</td>
<td>Project and Lifecycle Management</td>
<td>4</td>
</tr>
<tr>
<td>ITM 410</td>
<td>Business-Driven Information System and Security</td>
<td>4</td>
</tr>
<tr>
<td>ITM 420</td>
<td>Applied Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>ITM 425</td>
<td>Data Management for Intelligent Business</td>
<td>4</td>
</tr>
</tbody>
</table>

**INTERNATIONAL STUDIES MINOR: 24 CREDITS**

Required: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 241</td>
<td>Contemporary World Problems: An Introduction to Global Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 334</td>
<td>U.S. Foreign Policy</td>
<td>4</td>
</tr>
<tr>
<td>POL 401</td>
<td>Research and Writing in Political Science</td>
<td>2</td>
</tr>
<tr>
<td>POL 487</td>
<td>Readings Seminar: Topics in Political Science</td>
<td>2</td>
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</table>

POL 481 and POL 390 for the online version

Electives: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>ECO 401</td>
<td>Global Economics</td>
<td>4</td>
</tr>
<tr>
<td>HIS/POL/ITS courses</td>
<td>up to 12</td>
<td></td>
</tr>
<tr>
<td>Art (variety of courses)</td>
<td>up to 4</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>up to 8</td>
<td></td>
</tr>
<tr>
<td>Hmong Studies (variety of courses)</td>
<td>up to 4</td>
<td></td>
</tr>
<tr>
<td>Internship – up to 4</td>
<td>Study Abroad – up to 8</td>
<td></td>
</tr>
</tbody>
</table>

*LEADERSHIP MINOR: 20 CREDITS (DROP INTO COHORT)*

Required: 20 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OML 300</td>
<td>Group Dynamics and Organizational Culture</td>
<td>4</td>
</tr>
<tr>
<td>OML 310</td>
<td>Systems Theory and Organizational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>OML 330</td>
<td>Strategic Planning and Project Management</td>
<td>4</td>
</tr>
<tr>
<td>OML 340</td>
<td>Interpersonal and Intercultural Communications</td>
<td>4</td>
</tr>
<tr>
<td>OML 420</td>
<td>Personal and Organizational Management and Leadership</td>
<td>4</td>
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</table>

**MARKETING MINOR: 20 CREDITS**

Required: 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior (prerequisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 313</td>
<td>Sales and Promotion (prerequisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 413</td>
<td>Marketing Research (prerequisite MAR 301)</td>
<td>4</td>
</tr>
<tr>
<td>MAR 414</td>
<td>Marketing Management (prerequisite MAR 301)</td>
<td>4</td>
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</table>

*MARKETING MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)*

Required: 20 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKM 321</td>
<td>Marketing Innovation</td>
<td>4</td>
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<tr>
<td>MKM 330</td>
<td>Integrated Marketing Communications</td>
<td>4</td>
</tr>
<tr>
<td>MKM 350</td>
<td>Interactive and Mobile Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKM 360</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKM 441</td>
<td>Marketing Strategy</td>
<td>4</td>
</tr>
</tbody>
</table>

**MATHEMATICS MINOR: 21 CREDITS**

Required: 15 or 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
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<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110  or MAT 330</td>
<td>up to 3 or 4</td>
<td>3 or 4</td>
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</table>

Electives: 5 or 6 credits (at least one from MAT 310, MAT 365, MAT 450, or MAT 460)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CSC 301</td>
<td>Programming and Problem Solving</td>
<td>3</td>
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<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
</tbody>
</table>
MAT 310 Linear Algebra 3
MAT 365 Differential Equations 3
MAT 450 Abstract Algebra 4
MAT 460 Foundations of Analysis 4
MAT 478 Mathematics Seminar 3
MAT 488 Independent Study in Mathematics 1 to 4

**Music Minor: 24 Credits**

Prerequisites:

Students enter the program with music-reading ability and previous music performance experience and study. The level of each student’s abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

MUS 101 Basic Musicianship 2
MUS 111 Class Piano I 2
MUS 112 Class Piano II 2

Prerequisites from General Education:

MUS 120 Listening to Life: Western Classical Music 2
or
MUS 121 Listening to Life: Global and Popular Music 2

Required: 13 credits

MUS 201 Musicianship I 4
MUS 202 Musicianship II 4
MUS 7xx 2 semesters of ensemble at 0-2 credits each 0-4
MUS 8xx 2 semesters of private lessons @1 credit each 2
One of the following Music History courses:

MUS 321, MUS 322, or MUS 323 3

Electives: 11 credits

May be chosen from any music offerings (including private lessons and ensembles beyond those required).

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

*Non-Profit Management Minor: 20 Credits*

Required: 20 credits

ACC 201 Principles of Accounting I 4
BUS 310 Organizational Behavior 4
MAN 460 Managing Teams Communication Projects 4
BUS 350 Principles of Marketing 4
BUS 410 Operational and Quality Management 4

**Photography Minor: 23 or 24 Credits**

Prerequisites from General Education and Electives: 5 credits

ART 101 Approaching Art 2
ART 102 2-D Design 3

Required: 23 or 24 credits

ART 202 Digital Art I 3
ART 241 Photography I 3
ART 341 Photography II 3
ART 342 Digital Photography 2
ART 441 Advanced Photography 4
ART 473 History of Photography 3

ART 172 Survey of Western Art II 3
or
ART 472 19th and 20th Century Art and Design 4

ART 498 Photography Internship 2
**Political Science Minor: 24 credits**

Required: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 131</td>
<td>American Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 241</td>
<td>World Problems: An Introduction to Global Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 242</td>
<td>State and Local Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 401</td>
<td>Research and Writing in Political Science</td>
<td>2</td>
</tr>
<tr>
<td>POL 487</td>
<td>Readings Seminar: Topics in Political Science</td>
<td>2</td>
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</table>

Electives: 8 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 or 400</td>
<td>History or Political Science courses</td>
<td>8</td>
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</table>

**Psychology Minor: 20 credits**

Required: 8 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
<td>4</td>
</tr>
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</table>

Electives: 12 credits

Choose 4 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging with a</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lifespan Perspective</td>
<td></td>
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</tbody>
</table>

Choose 8 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 210 *</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220 *</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Psychology and Family on Video</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Introduction to Personality Theories</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 381</td>
<td>Psychology Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>PSY 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Seminar on Psychological Topics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Preparing for Graduate School</td>
<td>1</td>
</tr>
<tr>
<td>SOC 353 *</td>
<td>Themes in Adult Development and Aging with a</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lifespan Perspective</td>
<td></td>
</tr>
<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

*If not taken above

**Religion Minor: 19 or 20 credits**

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 215</td>
<td>History and Literature of the New Testament</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 350</td>
<td>Religions of the World</td>
<td>4</td>
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</tbody>
</table>

Electives: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 320</td>
<td>Global Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 325</td>
<td>Christian Ethics for the Professional</td>
<td>4</td>
</tr>
<tr>
<td>THL 334</td>
<td>Love and Hate</td>
<td>4</td>
</tr>
<tr>
<td>THL 335</td>
<td>God, Death, and Destiny</td>
<td>4</td>
</tr>
<tr>
<td>THL 336</td>
<td>Evil Meets Good</td>
<td>4</td>
</tr>
<tr>
<td>THL 351</td>
<td>Jesus and Muhammad</td>
<td>4</td>
</tr>
<tr>
<td>THL 352</td>
<td>Is God Green?</td>
<td>4</td>
</tr>
<tr>
<td>THL 356</td>
<td>One Nation under God?</td>
<td>4</td>
</tr>
</tbody>
</table>
THL 357  Christianity and the Media in Contemporary Culture  4

*SALES AND BUSINESS DEVELOPMENT MINOR: 20 CREDITS*

Required: 20 credits

MAR 301  Principles of Marketing  4
SLS 300  Introduction to Professional Selling  4
SLS 350  Advanced Professional Selling  4
SLS 400  Sales Management and Business Development  4
SLS 460  Sales for Social Impact  4

SOCIOLOGY MINOR: 24 CREDITS

Prerequisites from General Education:

MAT 110  Introduction to Statistics  3

Required: 12 credits

SOC 152  Introduction to Sociology  4
SOC 453  Social Theory  4
SOC 454  Sociological Research Methods and Statistics  4

Electives: 12 credits

HMG 254  People and Culture of Southeast Asia  4
HMG 255  People and Culture of China  4
SOC 253  Marriage and the Family  4
SOC 256  Introduction to Criminal Justice  4
SOC 351  Juvenile Justice  4
SOC 352  Police and Community  4
SOC 353  Themes in Adult Development and Aging with a Lifespan Perspective  4
SOC 354  Sociology of Law  4
SOC 357  Class and Community  4
SOC 358  Minority Groups  4
SOC 359  Social Welfare as an Institution  4
SOC 451  Social Psychology  4
SOC 452  Social Organization  4
SOC 456  Seminar in Sociology  4
SOC 488  Sociology Independent Study  1 to 4

Consult department for course prerequisites.

SPANISH MINOR: 24 CREDITS

Prerequisites

SPA 101  Beginning Spanish I: First Semester  4
SPA 102  Beginning Spanish I: Second Semester  4

Required: 16 credits

SPA 201  Intermediate Spanish II: First Semester  4
SPA 202  Intermediate Spanish II: Second Semester  4
SPA 301  Advanced Spanish III: First Semester  4
SPA 302  Advanced Spanish III: Second Semester  4

Electives: 8 credits

SPA 401  Advanced Spanish IV: Topics in Spanish  4
SPA 402  Advanced Spanish IV: Readings in Contemporary Spanish Literature  4
SPA 403  Advanced Spanish IV: Voices of Latinos in the U.S.  4
SPA 488  Independent Study  1 to 4
SPA 498  Internship  1 to 4
**Special Education Minor: 21 or 22 credits**

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
</tr>
<tr>
<td>ED 380</td>
<td>Education of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED 382</td>
<td>Teaching Students with Linguistic Differences or Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED 385</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 481</td>
<td>Teaching Students with Learning and Behavioral Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 483</td>
<td>Collaborative Teaching in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED 372</td>
<td>General Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>or ED 371.02</td>
<td>K-6 Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Theatre Minor: 24 credits**

Prerequisite from General Education

Required: 24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 241</td>
<td>Script Analysis</td>
<td>4</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>THR 478</td>
<td>Directing</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose 4 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory, and Literature I</td>
<td>4</td>
</tr>
<tr>
<td>THR 446</td>
<td>Theatre History, Theory, and Literature II</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose 4 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 369</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>THR 111</td>
<td>Theatre in Practice I</td>
<td>0 to 1</td>
</tr>
<tr>
<td>THR 112</td>
<td>Theatre in Practice II</td>
<td>2</td>
</tr>
<tr>
<td>THR 201</td>
<td>Dance for the Musical Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 203</td>
<td>Creative Dramatics</td>
<td>2</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>THR 253</td>
<td>Makeup for the Stage</td>
<td>2</td>
</tr>
<tr>
<td>THR 291</td>
<td>Topics in Theatre</td>
<td>1 to 4</td>
</tr>
<tr>
<td>THR 301</td>
<td>New York Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 321</td>
<td>Acting II</td>
<td>4</td>
</tr>
<tr>
<td>THR 326</td>
<td>Voice, Diction and Dialects</td>
<td>2</td>
</tr>
<tr>
<td>THR 355</td>
<td>Scenic Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 356</td>
<td>Costume Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 357</td>
<td>Lighting and Sound</td>
<td>4</td>
</tr>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory and Literature I</td>
<td>4</td>
</tr>
<tr>
<td>THR 446</td>
<td>Theatre History, Theory and Literature II</td>
<td>4</td>
</tr>
<tr>
<td>THR 488</td>
<td>Independent Study in Theatre</td>
<td>1 to 4</td>
</tr>
<tr>
<td>THR 492</td>
<td>Drama in the Life of the Church</td>
<td>4</td>
</tr>
<tr>
<td>THR 498</td>
<td>Theatre Internship</td>
<td>4 to 16</td>
</tr>
</tbody>
</table>

**Urban Ministry Minor (in cooperation with U4C: off campus)**

Contact Rev. Dr. Mark Press at press@csp.edu
**WRITING MINOR: 23 CREDITS**

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 7 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>ENG 488</td>
<td>Independent Study (senior year for portfolio revisions)</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Column Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Review Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace (subtopic varies)</td>
<td>2</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 328</td>
<td>History and Principles of the English Language</td>
<td>2</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship</td>
<td>1 to 4</td>
</tr>
</tbody>
</table>

**WRITING/COMMUNICATIONS MINOR: 24 CREDITS**

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives: 24 credits with at least 8 from Communication Studies and 8 from English

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 205</td>
<td>Group Communication and Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 363</td>
<td>Interviewing for the Professional</td>
<td>2</td>
</tr>
<tr>
<td>COM 364</td>
<td>The Job Interview</td>
<td>2</td>
</tr>
<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Column Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Review Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace (subtopic varies)</td>
<td>2</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Topics in Writing (subtopic varies)</td>
<td>2</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
</tbody>
</table>
Certifications
- Director of Christian Education (DCE)
- Director of Christian Education/Lutheran Classroom Teacher (DCE/LCT)
- Director of Christian Outreach (DCO)
- Director of Parish Music (DPM)
- Lutheran Classroom Teacher (LCT)

Certifications through Colloquy
- Director of Christian Education (DCE)
- Director of Christian Outreach (DCO)
- Lutheran Classroom Teacher (LCT)

Specialty Studies
- Archaeology
- Pre-Pastoral Studies
- Pre-Deaconess Studies
- U4C (Urban Cross-Cultural College Consortium)
Certificates

**Childcare Professionals Administrative Certificate**: 12 credits

- LDR 250  Leadership for Childcare Professionals  
- FAS 400  Family Systems, Structures and Relationships  
- SAC 445  Management and Administration of Childcare Organizations  

**Coaching**: 18 credits

- KHS 473  Biomechanics  
- KHS 474  Exercise Physiology  
- KHS 479  Coaching Pedagogy  
- KHS 472  Athletic Training, Injury Prevention and Safety  
  or  
- KHS 482  Advanced Athletic Training  
- KHS 435  Sport Psychology  
  or  
- KHS 315  Psychology of Sport Injury and Rehabilitation  

**Early Childhood Education Certificate**: 12 credits

- CHD 310  Growth and Development of Children  
- CHD 320  Role of Early Childhood Educator  
- CHD 330  Best Practices in Early Childhood  

**Human Resources Management Certificate**: 12 credits

**Required Courses (4 credits)**

- HRM 200  Employment Law  
- HRM 201  Contemporary Issues in HR Management  

**Functional Specialization (8 credits in any combination)**

- HRM 300  Interviewing and Selection  
- HRM 312  Performance Management Systems  
- OMC 253  Cross-generational Management  
- HRM 220  Training Skills for the “Accidental” Trainer  
- HRM 306  Advanced Issues in Human Resources Development  
- HRM 213  Employee Recognition and Retention  
- HRM 360  Human Resources in a Global Environment  
- HRM 375  Managing Organizational Change  

**Leadership Certificate**: Minimum 8 semester credits

**Required first course:**

- LDR 312  Topics in Leadership Theory and Practice  

**Then choose from:**

- LDR 220  Personal Focus or LDR 313 Organizational Focus  

**Then choose from:**

- LDR220  The Leadership Process  
- LDR313  Supervisory Leadership Tools  
- LDR307  Leadership Ethics  

**Possible elective classes:**

- LDR260  Introduction to Personal Coaching  
- LDR270  High-Performance Coaching
**MARKETING CERTIFICATE: 15 CREDITS**
All certificate seeking students are required to take MKC310, then students may choose 12 credits from the other Marketing certificate classes listed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKC 310</td>
<td>Innovative Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKC 330</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKC 340</td>
<td>Promotional Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKC 350</td>
<td>Relationship Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKC 360</td>
<td>Electronic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKC 370</td>
<td>Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKC 380</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

This course is a prerequisite for certificate seeking students.

**ONLINE INSTRUCTION CERTIFICATE: 11 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 210</td>
<td>Understanding the Adult Learner</td>
<td>4</td>
</tr>
<tr>
<td>EDT 220</td>
<td>Designing and Facilitating Online Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 230</td>
<td>Creating Virtual Educational Materials</td>
<td>2</td>
</tr>
<tr>
<td>EDT 240</td>
<td>Creating Online Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>EDT 260</td>
<td>Online Teaching Practicum (optional)</td>
<td>2</td>
</tr>
</tbody>
</table>

**PARENT COACHING CERTIFICATE: 12 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 480/680</td>
<td>Parent Coaching 1: From Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>FAS 481/681</td>
<td>Parent Coaching 2: Skills, Attitudes, and Competency</td>
<td>3</td>
</tr>
<tr>
<td>FAS 482/682</td>
<td>Parent Coaching 3: Professional Applications</td>
<td>3</td>
</tr>
<tr>
<td>FAS 483/683</td>
<td>Parent Coaching 4: Supervised Field Parent Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**SCHOOL-AGE CARE CERTIFICATE: 12 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAC 300/600</td>
<td>Professional School Age Facilitator or Role of SAC</td>
<td>4</td>
</tr>
<tr>
<td>SAC 320/620</td>
<td>Discipline and Self-Discipline</td>
<td>4</td>
</tr>
<tr>
<td>SAC 330/660</td>
<td>Conflict Resolution and Community Building</td>
<td>4</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAMS – ACADEMIC INFORMATION

DEFINITION OF ACADEMIC TERMS

A credit means a semester hour credit. It represents one class meeting of fifty minutes or a laboratory double period of one hundred minutes each week for one semester of the academic year.

An academic hour or credit is equivalent to a 50-minute period per week for 15 weeks or 750 minutes total. One credit requires 1500 additional minutes of engaged time.

An endorsement is a focused group of courses within a graduate program that leads to a state licensure.

An emphasis is a focused group of courses within a graduate program that may or may not lead to a certification or a licensure.

Full-time graduate students are students who have been formally accepted into a graduate degree program and enrolled in a minimum of 6 credits in a semester. Half-time Graduate Students are students who have been formally accepted into a graduate degree program and are enrolled in three to five credits in a semester. Visiting students are those students who have registered for graduate courses but have not been admitted to a program.

A Master of Arts degree consists of at least 30 semester credits. All programs include a survey of the academic field, ethics, diversity, research, and a capstone course.

There are three 14/15-week semesters offered at Concordia University. Graduate students typically take two seven-week courses in each semester.

A transcript of credits is a certified record of all grades earned and all courses attempted at a given school, college, or university.

ACADEMIC POLICIES AND PROCEDURES – GRADUATE

FULLTIME STATUS
Graduate students are considered full-time students when they have been admitted to the university and are registered for a minimum of 6 credits per semester.

TIME LIMITS FOR COMPLETION
Master of Arts degree programs at Concordia University must be completed within five years of the first date of the first class of attendance.

REPEATING COURSES
Students may repeat a course. If students repeat a course, both courses remain on the student’s transcript but only the higher/highest grade is used in computing a student’s cumulative grade point average (CGPA).

AUDITING COURSES
Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student's permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Graduate students may change regular registration to an audit before the end of the fourth week of the semester. Registration may be canceled for non-attendance.

INDEPENDENT STUDY
Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 35 clock hours of work.

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are
responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair, and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Registrar's Office.

ATTENDANCE IN CLASS AND COMPLETION OF ASSIGNMENTS

The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of emergencies and/or unforeseen circumstances students are expected to notify their instructors and arrange for any possible "makeup" assignments; however, instructors are not required to allow for such "makeup" assignments. Instructors will record attendance and specify procedures in the course syllabus for handling absences.

Additional attendance guidelines and requirements for degree completion undergraduate students:

- If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignment(s) and complete a make-up assignment that contributes to the subject being studied and enhances the class-learning environment. A missed class/chat may result in a grade reduction.
- If a student misses two classes/chats, the instructor and the student need to discuss the student's ability to complete the course. In addition, the student will be required to complete his/her regular assignment(s) and extra work. Two missed classes/chats will result in additional grade reduction.
- Any additional absences will require retaking the course. The student will be billed and a grade will be issued each time the course is taken.
- Regular attendance is a key factor in determining the continuing financial aid support.
- Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
- It is the student's responsibility to contact the instructor to make appropriate arrangements.

DROP OF REGISTRATION AND WITHDRAWAL FROM COURSES

Students may drop their registration from a course without record during the first (1st) week of the course. Students may withdraw from courses any time after the first (1st) week of the course through the fifth (5th) week and receive a "W" grade.

WITHDRAWAL PROCEDURES

1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed Course Change Form with instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Course Change Form is received in the Registrar's Office.
4. Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the course starting. See financial policies for further information.

WITHDRAWAL FROM THE UNIVERSITY

Students who desire to discontinue from the university, take a leave of absence, or change their cohort must contact their academic advisor. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. In this case, students should contact their academic advisor.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>zero grade points</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>No pass</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Continuing registration for more than one term</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Audit</td>
<td></td>
</tr>
</tbody>
</table>

2013-2014 Academic Catalog

Concordia University, St. Paul, Minnesota
Withdrawal

Student officially withdrew from a course during the second through sixth week of the semester.

In progress

This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work.

REQUESTING AN “IN PROGRESS” GRADE

An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students’ probationary and disqualification status (See Satisfactory Progress Policy). Process:

1. Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
2. Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
3. Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the Registrar.
4. The maximum number of In-Progress grades students may carry at one time is two.

SATISFACTORY ACADEMIC PROGRESS POLICY

1. To remain in good standing, a master's degree graduate student must maintain a 3.0 grade-point average for all courses in the graduate program with no more than two grades of "I" outstanding.
2. Failure to maintain this average will result in loss of good standing.
3. Students not in good standing must return to good standing during the next semester or be dropped from the program.
4. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar.
5. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms, or first-term students do not achieve a 1.0 GPA. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

DISQUALIFICATION APPEAL PROCESS

A Disqualification Appeal Form must be submitted to the academic appeals committee. The academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student’s inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only.

FINANCIAL HOLD

Students who are not current in their financial obligations to Concordia University, are placed on financial hold. While on financial hold, students:

• are NOT allowed to attend any classes
• have their course management system disabled (i.e., Blackboard)
• are subject to late fees on any and all unpaid balances
• have financial aid for the next terms canceled (since they are not current students)
• are de-registered so all student loans move into repayment status
• are unable to receive grades, transcripts, or diplomas
• who receive veterans benefits have those benefits discontinued.

In these situations, students do not receive grades for courses attended while on financial hold even if coursework is completed.

RESEARCH WITH HUMAN SUBJECTS

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia
ACADEMIC INTEGRITY

Academic integrity is essential to any academic institution and is in keeping with the mission of the University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines.

Academic integrity includes working honestly on tests and assignments, honestly reporting research findings, properly citing the source of any materials quoted, paraphrased or modified in the work one submits. A popular handbook for writers defines properly citing source material in this manner:

“To plagiarize is to present another person's words or ideas as if they were your own. Plagiarism is like stealing. The word plagiarize comes from the Latin word for kidnapper and literary thief. Plagiarism can be intentional, as when you submit as your own work a paper you did not write. Plagiarism can also be unintentional, but not less serious an offense if you are unaware of what must be acknowledged and how to do so with documentation.” (Troyka, L. Handbook for writers, Simon and Schuster, 6th ed.)

Violations of academic integrity include “cheating” and “plagiarism” as defined by the university’s Student Code of Conduct (SCC).

GRADUATION REQUIREMENTS – MASTER OF ARTS DEGREE (M.A.)

The Master of Arts (M.A.) degree from Concordia University carries the following general requirements. Students will:

a. Successfully complete all required courses in a Master of Arts degree program with a cumulative grade point average in the courses of a 3.0 or higher.

b. Complete petitions for any and all substitutions made in the program.

c. Complete all assessment activities and outcomes examinations required by the program or for the degree.

d. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

TRANSFER CREDIT

Up to 6 semester credits may be accepted for transfer from an accredited graduate school for the MA (MS). The credits must be appropriate to the student's program and the course outcomes (objectives) need to match a course in the student’s program. Application for transfer of credit is made by the student to the Advisor. The credits must be certified by the Registrar and approved for the degree program by the program director. Up to 9 semester credits may be accepted for transfer from an accredited graduate school for the Ed.S.

Up to 12 semester credits may be accepted for transfer from an accredited graduate school for the Ed.D.

Only courses with a grade of B or better will be accepted for transfer credit and normally credits older than five years will not be accepted. The chair of the graduate program or designee will make the determination whether a student is required to audit a course in place of taking the course for a grade.

ACADEMIC CREDIT FOR PRIOR EXPERIENCE

No credit for life experience is given for work at the graduate level.

GOOD STANDING

To remain in good standing, a master’s degree students must maintain a 3.0 grade-point average for all courses in the graduate program with no more than two grades of “I” outstanding. To remain in good standing, an Ed.S. or Ed.D. graduate student must maintain a 3.25 grade-point average for all courses in the graduate program with no more than two grades of “I” outstanding. Students not in good standing must return to good standing during the next semester or be dropped from the program.

ATTENDANCE POLICIES

Absence from more than two weeks of any course shall be grounds for requiring the repeat of the course.
PROGRAM REQUIREMENTS
A master’s degree at Concordia University shall require a minimum of 30 semester credits with a grade-point average of 3.00 or better.

An Educational Specialist degree at Concordia University shall require a minimum of 30 semester credits beyond a master’s degree with a grade point average of 3.25 or better.

An Educational Doctorate degree at Concordia University, St. Paul, shall require a minimum of 60 semester credits beyond a master’s degree with a grade point average of 3.25 or better.

Graduate students must complete 80% of their credits in the program from which they graduate.

APPEAL OF POLICY AND PROCEDURE
Graduate students may appeal decisions made by program faculty or administrators regarding admission to the program or questions that may arise as a result of a candidate’s academic performance. Steps for appeal include:
1. The student should first consult directly with the instructor or administrator involved.
2. If this does not satisfactorily resolve the conflict, appeals may also be made to the following in the sequence listed as the need or circumstances would dictate: program director, the dean of the college, the dean of the Graduate School, the president of the University.
3. Any appeal shall be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed.

UNIVERSITY AND PROGRAM REQUIREMENTS
Students must complete all requirements as specified by the program with a minimum of a 3.0 cumulative grade point average in the courses transcripted at Concordia University. In order to be granted a degree, all grades for courses must be filed and recorded with the Registrar and students must also make full payment of all tuition and fees. Candidates who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

COMMENCEMENT
Students will be invited to participate in the annual commencement ceremony in May providing all coursework will be completed by the last day of August. Students who are unable to participate in the May ceremony may graduate in absentia. The graduation/capstone fee will be assessed regardless of participation in the graduation ceremony.
ACADEMIC INTEGRITY FOR GRADUATE STUDENTS

DEFINITION OF TERMS
1. Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of academic integrity include "cheating" and "plagiarism" as defined by the university's Student Code of Conduct (SCC).

2. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; (4) academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form.

3. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

IMPLEMENTATION OF ACADEMIC INTEGRITY POLICIES
1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner.

2. The instructor will present this evidence to the student.

3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. Any prescribed penalties must be in writing and include instructions for the appeal process.

4. The instructor will send documented academic dishonesty violations and prescribed penalties to the Department Chair, the Dean of their college, and the Dean of the Graduate School, and will notify the student in writing that this has been done and will provide instruction for the appeal process. The Dean of the Graduate School will file the documentation in the academic advisor's file.

5. If this is a repeated occurrence, the Department Chair, Dean of the College and the Dean of the Graduate School may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.

6. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the Dean of the Graduate School within three university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 business days. See the Student Code of Conduct at the following link: http://concordia.csp.edu/Portal/Students/index.html.

7. Decisions made by the instructor are appealed to the Dean of the Graduate School. Decisions by the Dean of the Graduate School are appealed to the Graduate Academic Appeals Committee. The Graduate Academic Appeals Committee does not serve to evaluate university policy, but to determine facts and apply stated policies. See the Student Code of Conduct at the following link: http://concordia.csp.edu/Portal/Students/index.html.
GRADUATE PROGRAMS

MA IN CHRISTIAN OUTREACH LEADERSHIP: 30 CREDITS

Program Overview -The primary mission of the church is to make disciples of every nation by bearing witness to Jesus Christ through the sharing of the Gospel and the administration of the Sacraments. The Master of Arts in Christian Outreach Leadership equips church leaders with a deepened understanding of a theology of God's mission and provides the practical tools necessary to engage in the outreach ministries of the church. The coursework is designed to be sequential and the program is offered in an online format.

THY 572  Missio Dei  3
THY 577  Mission Design for Outreach Leaders  3
THY 521  Spiritual and Ethical Leadership Formation  3
THY 582  Congregational Outreach Leadership  3
THY 531  Worldview's Impact on Outreach Leadership  3
THY 573  Outreach Leadership in Ministry I: Theory  3
THY 541  Missional Leaders through History  3
THY 551  Social Issues in Mission  3
THY 581  Outreach Leadership in Ministry II: Strategies  3
THY 592  Capstone Seminar: Thesis, Project, or Portfolio  3
MA IN CRIMINAL JUSTICE LEADERSHIP: 36 CREDITS

Program Overview – The Criminal Justice Leadership program recognizes the importance of criminal justice professionals in the human services field. The curriculum enables students to enhance professionalism, position themselves for leadership opportunities, and contribute to life transitions by building upon experience and previous study. Students in this program come with a wealth of experience including law enforcement, courts, corrections, military and social service, which will uniquely benefit each cohort. The Criminal Justice Leadership program is conveniently offered in an online format. The following coursework is designed to be sequential.

- CJU 505 Reflective Adult Learner and Leadership 4
- CJU 584 Accessing Criminal Justice Research 4
- CJU 520 Research Methods in Criminal Justice 4
- CJU 500 Administration of Criminal Justice 4
- CJU 545 Legal and Legislative Issues in Criminal Justice 4
- CJU 502 Correctional Design 4
- CJU 570 Applied Ethics in Criminal Justice 4
- CJU 543 Contemporary Issues in Criminal Justice Leadership 4
- CJU 596 Criminal Justice Capstone 4

MA IN EDUCATION – AUTISM SPECTRUM DISORDER EMPHASIS: 36 CREDITS

Program Overview – This program is for individuals who hold a valid Minnesota teaching licensee and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students with autism spectrum disorder. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence. The coursework is designed to be sequential and is offered in an online format.

- SPED 580 Education of Exceptional Learners 3
- SPED 581 Instructional Strategies: Mild/Moderate Disabilities 3
- ED 521 Educational Research and Application 3
- SPED 583 Collaborative Teaching in Inclusive Settings 3
- SPED 582 Teaching Students with Linguistic Differences or Difficulties 3
- SPED 573 Fundamentals: Autism Spectrum Disorders 3
- SPED 574 Communication and Social Skills Training 3
- SPED 596 Behavior Management 3
- SPED 575 Interventions: Autism Spectrum Disorders 3
- SPED 586 Learners with Disabilities: Educational Assessment 3
- SPED 593 Applied Experience in Autism Spectrum Disorders 3
- ED 590 Conducting Research and Completing the Capstone 3

MA IN EDUCATION – CLASSROOM INSTRUCTION EMPHASIS: 30 CREDITS

Program Overview – The Master of Arts in Education with emphasis in Classroom Instruction program prepares teachers to be experts in classroom instruction and assessment of student learning. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, better able to adapt, lead, and teach in the ever changing demands of today’s complex classroom. The coursework is designed to be sequential.

- ED 502 Educational Issues 3
- ED 521 Educational Research and Applications 3
- ED 507 Diversity in Education 3
- ED 508 Legal and Ethical Issues in Education 3
- CI 550 History of Ideas in Education 3
- CI 551 Psychology of Learning and Teaching 3
- CI 552 Curriculum Theory 3
- CI 553 Instructional Strategies 3
- CI 555 Instructional Technology 3
- ED 590 Conducting Research and Completing the Capstone 3
MA IN EDUCATION – CLASSROOM INSTRUCTION EMPHASIS (INCLUDING K-12 READING ENDORSEMENT): 30 CREDITS

Program Overview – The Master of Arts in Education with emphasis in Classroom Instruction and including a K – 12 reading endorsement prepares licensed educator to be experts in classroom instruction, assessment of student learning, and reading specialists. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, better able to adapt, lead, and teach in the ever changing demands of today’s complex classroom. The coursework is designed to be sequential.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
<td>3</td>
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<tr>
<td>CI 561</td>
<td>Foundations of Literacy (K – 12)</td>
<td>3</td>
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<tr>
<td>CI 562</td>
<td>Literacy Strategies for Grades K – 6</td>
<td>3</td>
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<tr>
<td>CI 563</td>
<td>Literacy Strategies for Grades 7 – 12</td>
<td>3</td>
</tr>
<tr>
<td>CI 564</td>
<td>Assessment, Evaluation, and Supervision in Literacy Programs (K – 12)</td>
<td>3</td>
</tr>
<tr>
<td>ED 502</td>
<td>Educational Issues</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
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<td>ED 507</td>
<td>Diversity in Education</td>
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<tr>
<td>ED 508</td>
<td>Legal and Ethical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

K-12 READING (ENDORSEMENT ONLY): 15 CREDITS

The coursework is designed to be sequential.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>CI 560</td>
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<td>Literacy Strategies for Grades 7 – 12</td>
<td>3</td>
</tr>
<tr>
<td>CI 564</td>
<td>Assessment, Evaluation, and Supervision in Literacy Programs (K – 12)</td>
<td>3</td>
</tr>
</tbody>
</table>

MA IN EDUCATION – DIFFERENTIATED INSTRUCTION EMPHASIS: 30 CREDITS

Program Overview – The Master of Arts with emphasis in Differentiated Instruction assists PK – 12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment. Emphasis is placed on tiered differentiated instruction, best practices, research and assessment, collaboration with colleagues, parents and other professionals, literacy development, mental health needs and understanding family systems. The coursework is designed to be sequential and is offered face-to-face and online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 580</td>
<td>Education of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 594</td>
<td>Effective Practices in Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED 532</td>
<td>Collaboration in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED 515</td>
<td>Family Systems for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 534</td>
<td>Teaching Students with Mental Health Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 536</td>
<td>Teaching Students with Linguistic Differences and Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED 538</td>
<td>Teaching Students with Math and Literacy Difficulties</td>
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</tr>
<tr>
<td>ED 509</td>
<td>Issues in Differentiated and Gifted Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

MA IN EDUCATION – EARLY CHILDHOOD EMPHASIS: 33 CREDITS

Program Overview – The Master of Arts in Education with emphasis in Early Childhood prepares professional decision makers, reflective practitioners, and adaptive experts. Students learn professional practices in the field of early education and focus on strategies and best practices rooted in theory and philosophy supported by research. Students in this program will interpret, evaluate and apply research and theory related to all areas of early childhood education. The coursework is designed to be sequential and the program is offered in an online format.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 521</td>
<td>Topics and Research in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 523</td>
<td>Effective Research Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECE 526</td>
<td>Curriculum and Instruction in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 527</td>
<td>Observation and Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>
MA IN EDUCATION – EDUCATIONAL LEADERSHIP EMPHASIS: 30 CREDITS
Program Overview - The Master of Arts in Education program with emphasis in Educational Leadership prepares highly effective professional, decision-making, and reflective leaders for educational settings who:
1. Exhibit strong communication (written, oral, listening) and critical thinking skills.
2. Provide high-level instructional leadership including supervision of educational curriculum and instruction.
3. Evaluate educational research for professional decision-making, leading to school improvement and better student learning.
4. Design and implement educational solutions to issues stemming from the reality of multi-cultural, multi-linguistic, and multi-ability school populations.
5. Demonstrate effective leadership, administration, and management skills for professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organizational structure, and the relationship with the social and philosophical foundations of education.
6. Administer effectively curricular, financial, and personnel resources for educational purposes.
7. Participate actively in educational politics, policy analysis, and policy implementation.
8. The coursework is designed to be sequential and the program is offered face-to-face and online.

ED 502 Educational Issues 3
ED 521 Educational Research and Applications 3
ED 507 Diversity in Education 3
ED 508 Legal and Ethical Issues in Education 3
EDL 550 Leadership in Education 3
CI 554 Curriculum and Instruction 3
EDL 556 Supervision and Improvement of Instruction 3
EDL 552 Management of Human and Financial Resources 3
EDL 553 Educational Policy and Administration 3
ED 590 Conducting Research and Completing the Capstone 3

MA IN EDUCATION – EDUCATIONAL TECHNOLOGY EMPHASIS: 30 CREDITS
Program Overview - The Masters of Arts in Education with emphasis in Educational Technology is prepares professional decision makers, reflective practitioners, and adaptive experts. The building of knowledge and development of skills related to educational technology will address the positive and negative implications and effects of technology in the teaching and learning process. Throughout the program knowledge, skills, application, leadership, capacity and planning will be emphasized. A technology certificate will be awarded at the completion of the program. The coursework is designed to be sequential.

ED 502 Educational Issues 3
ED 521 Educational Research and Applications 3
ED 507 Diversity in Education 3
ED 508 Legal and Ethical Issues in Education 3
CI 554 Curriculum and Instruction 3
ET 500 Foundations and Trends in Educational Technology 3
ET 505 Exploring Classroom Technology Tools 3
ET 510 Virtual Classrooms and Social Media within the Classroom 3
ET 515 Planning and Integrating Educational Technology: Continued Professional Development and Leadership 3
ED 590 Conducting Research and Completing the Capstone 3
### MA IN EDUCATION – EMOTIONAL BEHAVIORAL DISORDER EMPHASIS: 33 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>SPED 580</td>
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<td>Instructional Strategies: Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Collaborative Teaching in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Analysis</td>
<td>3</td>
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<tr>
<td>SPED 584</td>
<td>Interventions for Students with Emotional and Behavioral Disorders</td>
<td>3</td>
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<tr>
<td>SPED 586</td>
<td>Learners with Disabilities: Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 596</td>
<td>Behavior Management</td>
<td>3</td>
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<tr>
<td>SPED 598</td>
<td>Fundamentals: Emotional and Behavioral Disorders</td>
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<tr>
<td>SPED 599</td>
<td>Adolescents with Emotional Behavioral Disorders</td>
<td>3</td>
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<tr>
<td>SPED 595</td>
<td>Applied Experience in Emotional and Behavioral Disorders</td>
<td>3</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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</tbody>
</table>

### MA IN EDUCATION – LEARNING DISABILITIES EMPHASIS: 30 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 580</td>
<td>Education of Exceptional Learners</td>
<td>3</td>
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<tr>
<td>SPED 582</td>
<td>Teaching Students with Linguistic Differences or Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Collaborative Teaching in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 581</td>
<td>Instructional Strategies: Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590</td>
<td>Teaching students with Math or Language Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 589</td>
<td>Collaborative Consultation in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Learners with Disabilities: Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 591</td>
<td>Applied Experience in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### MA IN FAMILY LIFE EDUCATION: 36 CREDITS

**Program Overview** – The primary objective of the Master of Arts in Family Life Education is to articulate the definition and role of the family life practitioner – particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FAS 506</td>
<td>Families in Society</td>
<td>3</td>
</tr>
<tr>
<td>FAS 532</td>
<td>Navigating the Oceans of Data and Information</td>
<td>3</td>
</tr>
<tr>
<td>FAS 504</td>
<td>Systemic Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>FAS 540</td>
<td>Family Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>FAS 530</td>
<td>Family Communication and Relationships</td>
<td>3</td>
</tr>
<tr>
<td>FAS 560</td>
<td>Intimate Relationships</td>
<td>3</td>
</tr>
<tr>
<td>FAS 551</td>
<td>Seminar in Human Growth</td>
<td>3</td>
</tr>
<tr>
<td>FAS 570</td>
<td>Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 525</td>
<td>Public Policy and Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FAS 534</td>
<td>Reflexive Assessment and Evaluations</td>
<td>3</td>
</tr>
<tr>
<td>FAS 576</td>
<td>Methods in Programming</td>
<td>3</td>
</tr>
<tr>
<td>ED 510</td>
<td>Seminar C</td>
<td>3</td>
</tr>
</tbody>
</table>

### MA IN HEALTH CARE AND GERONTOLOGY: 36 CREDITS

**Program Overview** – This degree provides a comprehensive overview of the health care field relative to the aging population. Through a practical application of coursework, students will develop proficiency in areas that are critical to working with an aging population, such as marketing, fraud, public policy, spirituality, grant writing, and service delivery. This multi-disciplinary program will prepare students to meet the opportunities and challenges associated with our aging population, and will further prepare them to be leaders within the health care industry.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCA500</td>
<td>Public Policy and Aging</td>
<td>3</td>
</tr>
<tr>
<td>HCA530</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HCA510</td>
<td>Health and Physical Characteristics of Aging</td>
<td>3</td>
</tr>
<tr>
<td>HCA515</td>
<td>Spirituality and Aging</td>
<td>3</td>
</tr>
<tr>
<td>HCA520</td>
<td>Diversity in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA535</td>
<td>Marketing to the Older Adult Population</td>
<td>3</td>
</tr>
<tr>
<td>HCA540</td>
<td>Professional Ethics, Fraud, Abuse, and Exploitation</td>
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</tr>
<tr>
<td>HCA525</td>
<td>Program Development and Service Delivery</td>
<td>3</td>
</tr>
</tbody>
</table>
MA IN HUMAN RESOURCE MANAGEMENT: 36 CREDITS
Program Overview – The Human Resource Management program offers a practical study of human resource competencies required in today's organizations. The overall context centers on the human resource role as a strategic partner within organizations. The program places emphasis on developing human resource leadership, innovation, financial, and strategic thinking skills within the context of human resources to help organizations maximize the return on investment from their human capital. The coursework is designed to be sequential and the program is offered in a blended or online format.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HRG 500</td>
<td>Human Resources Leadership and Ethics</td>
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<tr>
<td>HRG 510</td>
<td>Strategic Human Resources and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>HRG 520</td>
<td>Recruitment, Selection, and Retention</td>
<td>4</td>
</tr>
<tr>
<td>HRG 530</td>
<td>Compensation and Benefits</td>
<td>4</td>
</tr>
<tr>
<td>HRG 540</td>
<td>Organization Development for Human Resources Professionals</td>
<td>4</td>
</tr>
<tr>
<td>HRG 550</td>
<td>Human Resources Research Methods and Design</td>
<td>4</td>
</tr>
<tr>
<td>HRG 560</td>
<td>Finance for Human Resources Leaders</td>
<td>4</td>
</tr>
<tr>
<td>HRG 570</td>
<td>Human Resources Legal Environment</td>
<td>4</td>
</tr>
<tr>
<td>HRG 580</td>
<td>Human Resources Action Research at Work</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: MLM 589 – Contextual Global Experience may be substituted for MLM 550.
This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. The following coursework is designed to be sequential.
MA IN SPORT MANAGEMENT: 36 CREDITS
Program Overview – The Master of Arts in Sport Management prepares graduates to understand the growing sport management industry. Students will learn, through a hands-on, practical application of coursework, effective decision making, leadership, finance and human and facility resource management. Students will also examine concepts of management, strategic planning, marketing and law as it pertains to sport management. The coursework is designed to be sequential and the program is offered in a blended or online format.

KHS 500 Foundations of Sport Management 3
KHS 505 Organizational Leadership and Development 3
KHS 510 Human Resource Management 3
KHS 545 Ethics and Policy in Sport Management 3
KHS 530 Research Design Methods 3
KHS 535 Sport Marketing 3
KHS 520 Managerial Finance 3
KHS 525 Managing and Planning Sport Facilities 3
KHS 540 Legal Aspects of Sports 3
KHS 515 Management and Leadership 2
KHS 555 Capstone Seminar 1
KHS 560 Internship 6

or

KHS 565 Capstone 6

MA IN STRATEGIC COMMUNICATION MANAGEMENT: 36 CREDITS
Program Overview – The Master of Arts in Strategic Communication Management program is designed to foster strategic thinking and logical analysis focused on creating solutions to communication challenges. Students in this program will gain knowledge of emerging technologies, program measurement, conflict/crisis management, persuasion, intercultural communication effectiveness, industry innovation and leadership. The following coursework is designed to be sequential. The coursework is designed to be sequential and the program is offered in a blended or online format.

COM 500 Strategic Communication Management 3
COM 530 Interactive Media Management 3
COM 570 Leadership Communication 3
COM 520 Media Strategies (applied class) 3
COM 540 Communication Inquiry and Measurement 3
COM 545 Applied Communication Competencies 3
COM 550 Communication Strategies for Conflict Management 3
COM 590 Crisis Communication Management 3
COM 580 Innovative Management 3
COM 560 Intercultural Communication 3
COM 510 Persuasive Communication 3
COM 610 Corporate Responsibility and Ethical Communication 3

SPECIAL EDUCATION TEACHING LICENSURE (GRADES K-12)
Learning Disabilities and/or Emotional Behavior Disorders #See Department of Teacher Education

MASTER OF BUSINESS ADMINISTRATION: 42 CREDITS
Program Overview – MBA students develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. The coursework is designed to be sequential and the program is offered in a blended or online format.

MBA 500 Organizational Leadership and Development 3
MBA 520 Integrated Marketing Communication 3
MBA 510 Managerial Research Methods and Design 3
MBA 505 Global Economics 3
MBA 515 Applied Business Ethics 3
MBA 525 Strategic Human Resource Management 3
MBA 530 Managerial Finance and Accounting 3
MBA 535 Legal Environment for Managers 3
MBA 605 Operations and Technology Management 3
MASTER OF BUSINESS ADMINISTRATION – HEALTH CARE MANAGEMENT EMPHASIS: 42 CREDITS
Program Overview – This program enables students develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. The coursework is designed to be sequential and the program is offered in a blended or online format.

MBA 500 Organizational Leadership and Development 3
MBA 520 Integrated Marketing Communication 3
MBA 510 Managerial Research Methods and Design 3
MBA 505 Global Economics 3
MBA 515 Applied Business Ethics 3
MBA 525 Strategic Human Resource Management 3
MBA 530 Managerial Finance and Accounting 3
MBA 535 Legal Environment for Managers 3
MBA 610 Tools for Managerial Decision Analysis 3
MBA 540 Health Care Bioethics 3
MBA 555 Health Care Informatics 3
MBA 545 Quality Practices 3
MBA 560 Health Care Strategic Leadership 3
MBA 705 Managerial Application Portfolio 6

MASTER OF BUSINESS ADMINISTRATION – INFORMATION TECHNOLOGY MANAGEMENT EMPHASIS: 42 CREDITS
Program Overview – The MBA with an Information Technology (IT) Management emphasis prepares graduates to face the challenges presented by the increasingly interconnected world. Graduates of the program are poised to facilitate communication between technical and non-technical staff, engineer efficient technology solutions, analyze systems security, and conduct risk assessments. Among other things, students will explore topics in project and lifecycle management, bridging the IT-business gap as well as business ethics. The coursework is designed to be sequential and the program is offered in an online format.

MBA 500 Organizational Leadership and Development 3
MBA 520 Integrated Marketing Communication 3
MBA 510 Managerial Research Methods and Design 3
MBA 505 Global Economics 3
MBA 515 Applied Business Ethics 3
MBA 525 Strategic Human Resource Management 3
MBA 530 Managerial Finance and Accounting 3
MBA 535 Legal Environment for Managers 3
MBA 580 Bridging the IT-Business Gap in a Global Setting 3
MBA 585 IT Project and Lifecycle Management 3
MBA 590 Information Systems Analysis and Communication 3
MBA 595 Business Information Systems Security, Risk, and Quality 3
MBA 705 Managerial Application Portfolio 6
MASTER OF BUSINESS ADMINISTRATION – MARKETING ANALYTICS EMPHASIS: 42 CREDITS

Program Overview – The MBA with an emphasis in Marketing Analytics prepares graduates to weigh research, consumer behavior, decision making, and ethics in order to streamline and maximize marketing efforts in virtually any industry. Students explore topics in human resources, global economics, marketing strategy, and business intelligence in this online MBA degree program. The coursework is designed to be sequential.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MBA 500</td>
<td>Organizational Leadership and Development</td>
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<td>MBA 520</td>
<td>Integrated Marketing Communication</td>
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<tr>
<td>MBA 510</td>
<td>Managerial Research Methods and Design</td>
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<tr>
<td>MBA 505</td>
<td>Global Economics</td>
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<tr>
<td>MBA 515</td>
<td>Applied Business Ethics</td>
<td>3</td>
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<td>MBA 525</td>
<td>Strategic Human Resource Management</td>
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<tr>
<td>MBA 530</td>
<td>Managerial Finance and Accounting</td>
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<tr>
<td>MBA 535</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Tools for Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 540</td>
<td>Health Care Bioethics</td>
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<tr>
<td>MBA 555</td>
<td>Health Care Informatics</td>
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<tr>
<td>MBA 545</td>
<td>Quality Practices</td>
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<tr>
<td>MBA 560</td>
<td>Health Care Strategic Leadership</td>
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<tr>
<td>MBA 705</td>
<td>Managerial Application Portfolio</td>
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</table>
COLLEGE AND DEPARTMENTAL ORGANIZATION AND FACULTY

College of Arts and Letters

David Lumpp, Dean

ART

• John DuFresne
• Stephanie Hunder
• Cate Vermeland
• Keith Williams, Chair

CHRISTIAN MINISTRIES

• James Gimbel, Chair
• Kevin Hall, Coordinator of the Director of Christian Education program
• Phillip Johnson, Coordinator of the Director of Christian Outreach program
• Mark Press, Director of the Hoffmann Institute, Program Coordinator Master of Arts in Christian Outreach Leadership and Coordinator of the Pre-Seminary program

COMMUNICATION STUDIES

• Kimberly Flottemesch
• Basma Ibrahim DeVries
• Alan Winegarden, Chair of Undergraduate Programs
• James Gimbel, Program Coordinator Master of Arts in Strategic Communication Management

ENGLISH AND MODERN LANGUAGES

• Debra Beilke, Chair
• Eric Dregni, Advisor of the Student Newspaper
• Theresa FitzPatrick, Director of the Writing Center
• Nancy Hackett
• Matthew Ryan

HISTORY AND POLITICAL SCIENCE

• Paul Hillmer
• Thomas Saylor
• David Woodard, Chair
• Lee Pao Xiong, Director of the Center for Hmong Studies

MUSIC

• David Mennicke, Chair
• Nathan Kennedy
• Monica Murray
• Shari Speer

RELIGION AND THEOLOGY

• Adam Clarke
• Suzanne Hequet
• David Lumpp
• Mark Schuler, Chair
• Rhoda Schuler

THEATRE AND DANCE

• Mark Rosenwinkel, Chair
• James Seemann
College of Business and Organizational Development
Lonn Maly, Interim Dean

BUSINESS ADMINISTRATION AND MANAGEMENT
(BBA-ACCOUNTING, BA-ACCOUNTING, BA-BUSINESS MANAGEMENT, BA-FINANCE, BA-MARKETING)
- Bruce Corrie
- Michael Dorner
- Phillip Hampton
- Nancy Harrower, Chair
- Renata Mayrhofer
- Charles McGriff
- Thomas Ries
- Barry Siebert

CRIMINAL JUSTICE LEADERSHIP (BA-CJL, MA-CJL)
- Michael Conner
- Ervin Weinkauf, Chair

LEADERSHIP AND MANAGEMENT (BA-OML, MA-LM)
- Carol Klempka
- Jean Rock, Chair
- Craig Witthaus

HUMAN RESOURCE MANAGEMENT (BA-HRM, MA-HRM)
- Steven Manderscheid, Chair

MARKETING AND BUSINESS ADMINISTRATION (BA-MKM, BA-FIM, MBA)
- Richard Brynteson
- Thomas Hanson
- Christine Kudelka
- Craig Lien, Chair
College of Education and Science
Donald Helmstetter, Dean

CHILD AND FAMILY EDUCATION
• Michael Walcheski, Chair

KINESIOLOGY AND HEALTH SCIENCES
• Katherine Fischer
• Samuel Haag
• Lana Huberty
• Eric LaMott, Chair
• Angela Nippert
• Peter Rundquist
• Matthew Vraa

MATHEMATICS
• Sarah Jahn
• Rachel Krueger
• Robert Krueger, Chair
• Danielaroncelli
• Joel Schuessler

SCIENCE
• Leanne Bakke, Chair
• Amanda Brosnahan
• Matthew Cuellar
• Benjamin Harrison
• Dale Trapp
• Mary Ann Yang

SOCIAL AND BEHAVIORAL SCIENCES
• Kristin Bransford
• Elizabeth Glynn
• Samuel Lotegeluaki
• Miriam Luebke
• Stephen Morgan, Chair

TEACHER EDUCATION (INITIAL/UNDERGRADUATE AND ADVANCED/GRADUATE)
• Sally Baas, Director of the Southeast Asian Teacher Licensure program
• Richard Benson, Chair of Undergraduate/Initial Licensure programs
• Debra Bowers
• James Brooks
• Phyllis Burger, Chair of Graduate/Advanced programs
• Cheryl Chatman
• Lynn Gehrke
• Diane Harr, Coordinator of Special Education
• Don Helmstetter
• Kelly Lamkin, Coordinator of Field Experiences and Clinical Practice
• Lonn Maly
• Michele Pickel, Coordinator Lutheran Classroom Teacher Program
• Jerry Robicheau
• Suzanne Starks
• Barbara Washington
• Kasya Willhite
• Barbara Wissink, Coordinator of Reading Licensure Program
PRE-PROFESSIONAL PROGRAMS

Concordia University provides opportunities for students to pursue a professional degree beyond the undergraduate degree at Concordia by establishing pre-professional programs in specific areas such as those listed below.

PRE-ENGINEERING

Students who wish to pursue a degree in Engineering but do not want to begin their education at a large college or university have an option to attend Concordia University in the Pre-Engineering program. The program was designed in consultation with the Institute of Technology at the University of Minnesota to ensure that course credits meet the program requirements. Pre-engineering students fulfill general education requirements and build a solid foundation in mathematics and the sciences, including calculus-based physics courses. When students complete their first two years at Concordia, they are prepared to study engineering as upper level students.

Recommended for Pre-Engineering:
- Chemistry: CHE 115, CHE 116, CHE 221, CHE 222, CHE 326, CHE 327
- Computer Science: CSC 301
- Mathematics: MAT 135, MAT 145, MAT 330, MAT 255, MAT 310, MAT 365
- Physics: PHS 221, PHS 222

For further information, contact the coordinator of pre-engineering studies, Dr. Rob Krueger at (651) 641-8848 or rkrueger@csp.edu.

PRE-DENTAL

Pre-dental students can best prepare for dental school by completing either a biology major or a biochemistry major. Most students take the DCAT (dentistry) in April of their junior year. For further information, contact the coordinator of pre-dental studies, Dr. Leanne Bakke at (651) 641-8750 or bakke@csp.edu.

PRE-PHARMACY

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major or a chemistry major with a biology minor. For further information, contact the coordinator of pre-pharmacy studies, Dr. Leanne Bakke at (651) 641-8750 or bakke@csp.edu.

PRE-PHYSICAL THERAPY

Each physical therapy graduate program varies in specific requirements but all require a bachelor’s degree. It is highly recommended that students interested in physical therapy complete a major in Biology. For further information, contact the coordinator of pre-law studies, Dr. Eric LaMott at (651) 641-8729 or lamott@csp.edu.

PRE-LAW STUDIES

Pre-law students at Concordia University should complete the Bachelor of Arts degree in one or more fields of study. Law schools prefer that students complete a broad, diverse, and challenging undergraduate curriculum and reserve legal study for law school. Undergraduate programs should reveal the student’s capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, Dr. Paul Hillmer at (651) 641-8215 or hillmer@csp.edu.

PRE-MEDICAL STUDIES

To enter professional programs in medicine, dentistry, veterinary medicine, chiropractic, pharmacy, physician's assistant, and physical therapy, students normally complete a Bachelor of Science degree or a Bachelor of Arts degree in a related field. Pre-medical education should be considered a field of interest rather than a major. The Biology major allows students to select a track appropriate to the chosen professional program (health sciences, general biology, biotechnology and environmental science).

Students who are planning a pre-medical program should consult with the pre-medical faculty advisor in the Department of Science. Interested students should contact the college or university where they intend to complete their degree program for a list of acceptable courses for transfer. Students typically take the Medical College Admission Test (MCAT) in April of their junior year.
CERTIFICATIONS

DIRECTOR OF CHRISTIAN EDUCATION
The purpose of the Director of Christian Education certification program is to prepare students for professional Word and Service ministry as lifespan educational leaders and equippers in the Church.

LUTHERAN CLASSROOM TEACHER
The purpose of the Lutheran Classroom Teacher (LCT) certification program is to prepare students for professional Word and Service ministry integrating faith and learning in the lives of children, youth, and families served by Lutheran schools. Students complete a teaching licensure program in order to be licensed as a teacher and the Confessional Lutheranism minor in order to be certified for service in the Church.

DIRECTOR OF CHRISTIAN OUTREACH
The purpose of the Director of Christian Outreach certification program is to prepare students for professional Word and Service ministry as equippers of the Church to carry out God's mission to seek and save the lost throughout the world.

DIRECTOR OF PARISH MUSIC
The purpose of the Director of Parish Music certification program is to prepare students for professional Word and Service ministry which uses music to praise God, proclaim the Gospel, and lead the song of the people in the life and worship of the Church.

CERTIFICATION THROUGH COLLOQUIUM
• Director of Christian Education
• Lutheran Classroom Teacher
• Director of Christian Outreach
• Director of Parish Ministry

INSTITUTE OF FAITH AND LIFE
• Continuing Education for Parish Professionals
• Lay Vocation
• Lay Leadership Institute
• National Lutheran Outdoor Ministry Association
• National Peer Ministry Institute
• Outreach Leadership Institute
• School of Urban Ministry
• Urban Cross Cultural Consortium
• Youth Encounter
PROFESSIONAL CHURCH WORK PROGRAMS

Through its Department of Christian Ministries in the College of Arts and Letters, Concordia University, Saint Paul supports four professional church work programs that prepare students to be placed on the roster of Commissioned Ministers of The LCMS: Director of Christian Education; Director of Christian Outreach; Director of Parish Music; and Lutheran Classroom Teacher. The department also houses the Pre-Pastoral and Pre-Deaconess Studies programs. For further information contact the College of Arts and Letters (651-641-8841) or Rev. Dr. David Lumpp, Dean of the College of Arts and Letters (641-641-8217; lumpp@csp.edu).

DIRECTOR OF CHRISTIAN EDUCATION

The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders in various team ministry settings in the congregation. With different emphases and specializations, the DCE is there to help teach the Christian faith to children and adults across the lifespan. The DCE program is five years in duration, entailing the core Bible and theology component, a cluster of more specialized courses, and one year devoted to a supervised internship. Students interested in or with questions about the DCE program should contact the College of Arts and Letters (651-641-8841) or the Director of the DCE Program, Professor Kevin Hall (651-603-6165; khall@csp.edu).

DIRECTOR OF CHRISTIAN OUTREACH

The Director of Christian Outreach (DCO) program prepares outreach specialists for service to the church. A DCO helps to assess outreach opportunities unique to a ministry setting and to equip each congregation to bring the Gospel to people in the most winsome and effective ways possible. The DCO may serve in North America or on a foreign mission field. The DCO program entails a core of academic work in Lutheran theology, a core of specialized courses, and a supervised internship. Interested students should contact the College of Arts and Letters (651-641-8841) or contact Mark Press (651-603-8830, press@csp.edu).

DIRECTOR OF PARISH MUSIC

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God's gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience. Interested students should contact the College of Arts and Letters (651-641-8841) or Dr. David Mennicke (651-641-8828; dmennicke@csp.edu).

LUTHERAN CLASSROOM TEACHER

The Lutheran Classroom Teacher program is a partnership between the College of Arts and Letters and the College of Education and Science, preparing men and women for teaching careers in one of the more than 2,500 pre-school, elementary or secondary schools of The Lutheran Church - Missouri Synod. A student preparing to be a Lutheran Classroom Teacher meets the requirements for Minnesota state licensure as a teacher through the College of Education and Science and meets the requirements for church certification through the College of Arts and Letters. The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals. Interested students should contact the College of Arts and Letters (651-641-8841) or Dr. Michele Pickel, (651-641-8786; pickel@csp.edu).

PRE-PASTORAL EDUCATION

The pre-pastoral program at Concordia University, Saint Paul equips students for success at a Lutheran seminary, where they receive their formal education for service in Word and Sacrament ministry. Students interested in pre-pastoral studies at Concordia University should contact the College of Arts and Letters (651-641-8841) or the program's director, Rev. Dr. Mark Press (651-641-8830; press@csp.edu).

PRE-DEACONESS EDUCATION

The pre-deaconess program at Concordia University, Saint Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, Saint Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia University, Chicago Deaconess program, or she may graduate from CSP with a major in theology and may continue preparation at Concordia Seminary, Saint Louis, Missouri or Concordia Theological Seminary, Fort Wayne, Indiana, earning a Master of Arts degree and the Deaconess certification. Students in the pre-deaconess studies at Concordia University should contact the College of Arts and Letters (651-641-8841) or Dr. Rhoda Schuler (651-603-6177; rschuler@csp.edu).
CO-CURRICULAR ACTIVITIES

Members and managers of an intercollegiate team (one complete season) and cheerleaders and drill team members may apply a maximum of three credits in three different athletic activities toward graduation requirements as electives. Any additional credit earned in the same or other co-curricular activities will be indicated on the transcript but will not meet graduation requirements.

SCHOOL OF CONTINUING STUDIES

Concordia University's School of Continuing Studies (SCS) offers learning experiences and other training in a variety of academic disciplines and in a variety of ways which are designed to fit the schedule of the working adult student. Over 400 courses are offered each year for currently enrolled or visiting students. The School of Continuing Studies offers:

- credit and noncredit courses
- general education courses and elective courses
- in-class weekday or weekend classes and online courses
- Associate of Arts degree (64 credits)
- certificate programs
- customized training in the workplace
- tuition discounts for hosting seminars
- instructors who are experts in their fields
- affordable classes for adult learners

Curricular Areas:

- Biblical Studies
- Child, Youth, and Family Studies
- Communication
- Criminal Justice, Law Enforcement, and Post Board
- Early Childhood Education
- English: Writing and Literature
- Life and Career Planning
- Health Care Management
- History and Political Science
- Information Technology
- Leadership, Management, and Communication
- Mathematics
- Psychology, Sociology and Behavioral Sciences
- Science
- Vocation and Ministry

GENERAL EDUCATION AND ELECTIVE COURSES THROUGH THE SCHOOL OF CONTINUING STUDIES

Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated in-class, blended, or online formats. The courses are designed for adult students and to assist students in building enough general education credits (minimum 36 credits) to start one of Concordia University's adult accelerated degree programs. Through these intensive courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes and visiting students are welcome to enroll.

Accelerated general education courses allow learners to:

- efficiently obtain general study requirements to prepare for an accelerated learning program;
- develop skills to be successful in academic work;
- earn foundational credits for a liberal arts education; and
- work towards a college degree, regardless of geographic location or time.

APPLICATION PROCESS

Contact the School of Continuing Studies for registration information at (651) 603-6268.
COURSE DELIVERY
Some courses are available in a face-to-face format but most are delivered online. In the online accelerated classes learners collaborate with a community of peers through chats, discussion boards, and email. Weekend courses are offered in an accelerated format for seminar college credit, certificate of attendance, or personal enrichment. Credits will be for undergraduate electives unless otherwise stated in the course description.

COURSE SELECTION
Participants will be teamed with an advisor who will assist in creating a class schedule that fits with the student's work and personal life.

HOW TO REGISTER
Registrations are taken in the order received until classes are full. School of Continuing Studies office hours are Monday through Friday from 8:30 am to 5:00 pm. Request a bulletin of all courses – including a registration form – by email, telephone, or fax. All courses and special events are listed on the School of Continuing website as well.

Email: ce@csp.edu
Telephone: (651) 603-6268 or 1-800-333-1180
Fax: (651) 603-6270
web-site: www.csp.edu/ce

SCHOOL OF CONTINUING STUDIES TUITION AND FEES 2013/14

<table>
<thead>
<tr>
<th>School of Continuing Studies Tuition and Fees 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour undergraduate (face to face)</td>
</tr>
<tr>
<td>Per credit our human relations in-service</td>
</tr>
<tr>
<td>Per credit hour undergraduate (online)</td>
</tr>
<tr>
<td>Per credit for Certificates</td>
</tr>
<tr>
<td>Auditing (per class)</td>
</tr>
</tbody>
</table>

ASSOCIATE OF ARTS DEGREE: SCHOOL OF CONTINUING STUDIES

The Associate of Arts (A.A.) degree offered through the School of Continuing Studies provides learners with general education credits from various academic disciplines delivered through online education. General education courses provide students with a foundation for critically examining the world from unique perspectives. These courses also help prepare students for the major courses in their bachelor degree programs.

TUITION AND FEES
The Associate of Arts degree program totals 64 semester credits. For current tuition information and financial aid information, please visit the School of Continuing Studies website or call (651) 603-6268.

LIST OF COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 159</td>
<td>The Inner Review</td>
</tr>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>KHS 100</td>
<td>Health and Human Movement</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>HIS 220</td>
<td>Leaders in America</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listen to Life: Western Classical Music</td>
</tr>
<tr>
<td>SOC 252</td>
<td>Social Problems</td>
</tr>
<tr>
<td>POL 131</td>
<td>American Government</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Principles of Contemporary Mathematics</td>
</tr>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
</tr>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
</tr>
</tbody>
</table>
BIO 102  Biology
CHE 150  Real World Chemistry
THR 101  Introduction to Theatre
RLG 101  Themes in Christian Thought
LSC 277  Reflection and Synthesis

**ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION**

Students complete the following 64 credits: AA General Education classes and the following:

Twelve credits from the list of the Early Childhood classes below will complete the Early Childhood emphasis.

Twelve or more credits can be chosen from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 310</td>
<td>Growth and Development of Children</td>
<td>4</td>
</tr>
<tr>
<td>CHD 330</td>
<td>Best Practices in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>CHD 320</td>
<td>Role of the Early Childhood Educator</td>
<td>4</td>
</tr>
</tbody>
</table>

Satisfies 12 electives credits in the B.A. Child Development program Certificate classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 435</td>
<td>Developmentally Appropriate Practices in ECE</td>
<td>3</td>
</tr>
<tr>
<td>CHD 440</td>
<td>Children’s Play and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CHD 430</td>
<td>Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>CHD 445</td>
<td>Language Development/Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE ORGANIZATION AND FACULTY

CONCORDIA UNIVERSITY, SAINT PAUL, BOARD OF REGENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Bradford Hewitt</td>
<td>Medicine Lake, MN – Chair</td>
</tr>
<tr>
<td>Mr. Kenneth Behm</td>
<td>Willmar, MN</td>
</tr>
<tr>
<td>Mrs. Colleen Braun</td>
<td>Worthington, MN</td>
</tr>
<tr>
<td>Mr. Luke Dahl</td>
<td>Howard Lake, MN</td>
</tr>
<tr>
<td>Rev. Thomas Evans</td>
<td>Eagan, MN</td>
</tr>
<tr>
<td>Mrs. Carol Fehrmann</td>
<td>Brooklyn Park, MN</td>
</tr>
<tr>
<td>Mr. Gregg Hein</td>
<td>Billings, MT</td>
</tr>
<tr>
<td>Mrs. Angela Hublick</td>
<td>Elizabethtown, KY</td>
</tr>
<tr>
<td>Mr. Eustolio Gomez</td>
<td>Manchester, MO</td>
</tr>
<tr>
<td>Mr. Louis Johnson</td>
<td>Bloomington, MN</td>
</tr>
<tr>
<td>Dr. Loren Leslie</td>
<td>Lutsen, MN</td>
</tr>
<tr>
<td>Mrs. Kathy Meier</td>
<td>Mayer, MN</td>
</tr>
<tr>
<td>Mrs. Joan Miller</td>
<td>Eden Prairie, MN</td>
</tr>
<tr>
<td>Mr. Mark Moksnes</td>
<td>Chanhassen, MN</td>
</tr>
<tr>
<td>Rev. Dean Nadasdy</td>
<td>Woodbury, MN</td>
</tr>
<tr>
<td>Dr. Lori Utech</td>
<td>Ballwin, MO</td>
</tr>
<tr>
<td>Rev. Dr. Karl Weber</td>
<td>Ottertail, MN</td>
</tr>
</tbody>
</table>

UNIVERSITY OFFICERS AND VICE PRESIDENTS

Rev. Thomas Ries, President
Dr. Eric LaMott, Senior Vice President and Chief Operating Officer
Dr. Cheryl Chatman, Executive Vice President
Rev. Michael Dorner, Vice President for Finance
Prof. Lonn Maly, Vice President for Academic Affairs
Mr. Paul Seltz, Vice President for Advancement

ACADEMIC AFFAIRS

Prof. Lonn Maly, Vice President for Academic Affairs
Dr. Miriam Luebke, Associate Vice President for Academic Services

Prof. Lonn Maly, Interim Dean – College of Business and Organizational Leadership
Dr. Donald Helmstetter, Dean – College of Education and Science
Rev. Dr. David A. Lumpp, Dean – College of Arts and Letters
Dr. Michael Walcheski, Dean – School of Graduate Studies
Prof. Carol Klemppka, Director – School of Continuing Studies

Dr. Robert Krueger, Chair of the Faculty Senate
Dr. Joel Schuessler, Director of the Faculty Scholarship Center
Prof. Lee Pao Xiong, Director of the Center for Hmong Studies
Dr. Cheryl Chatman, Section 504/ADA Compliance Officer
Ms. Beth Peter, Director of Institutional Research
Rev. Dr. Mark Press, Director of the Hoffmann Institute
Ms. Toni Squires, Registrar

DIRECTOR OF CHURCH RELATIONS

Vacant

FINANCE

Rev. Michael Dorner, Vice President for Finance
Ms. Mary Arnold, Director of Human Resources
Ms. PaNhia Thor, Controller
ADMINISTRATION
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Mr. Jonathan Breitharth, Director of Computer Services
Dr. Charlotte Knoche, Director of Library Services
Mr. Michael Mulso, Director of Security
Mr. Jim Orchard, Facility Manager
Ms. Beth Peter, Director of Administrative Computing
Mr. Anthony Ross, Bookstore Director
Mr. Tom Rubbelke, Director of Athletics

ACADEMIC SERVICES
Dr. Miriam Luebke, Associate Vice President for Academic Services
Ms. Janice Baumgart, Coordinator of Learning Assistance
Ms. Melissa Fletcher, Director of Student Accessibility Services
Ms. Linda Mayes, Director of Career Services
Ms. Renee Rerko, Director of Traditional Academic Advising
Ms. Wendy Vargas, Director of Student Success Center

UNIVERSITY ADMISSION, FINANCIAL AID, AND MARKETING
Ms. Kim Craig, Director of Graduate and Adult Degree Completion Admission
Mr. Jason DeBoer-Moran, Director of University Marketing and Communication
Ms. Jeannie Peck, Director of Financial Aid
Ms. Kristin Vogel, Director of Undergraduate Admission

STUDENT LIFE
Mr. Jason Rahn, Associate Vice President for Student Life and Dean of Students
Ms. Heidi Goettl, Resident Life Manager
Ms. Sharon Schewe, Residence Life Manager
Dr. Daniel Hess, Director of Counseling Services
Ms. Cher Rafferty, Director of Health Services
Ms. Kelly Matthias, Director of the Center for Community Action Leadership and Learning (CALL)
FACULTY

Sally Baas, Assistant Professor of Education (2004)
Ed.D., Saint Mary's University, Winona, MN, 2011; Ed.S., University of Wisconsin, River Falls, WI, 2000; M.S. Ed., University of Wisconsin, River Falls, WI, 1990; B.S., Ball State University, Muncie, IN, 1969

Leanne Bakke, Associate Professor of Biology (2004)
Ph.D., Michigan State University, East Lansing, MI, 2002; B.S., Valparaiso University, Valparaiso, IN, 1996

Debra J. Beilke, Professor of English (1997)
Ph.D., University of Wisconsin, Madison, WI, 1997; M.A., University of Wisconsin, Madison, WI, 1990; B.A., University of Wisconsin-Madison, Madison, WI, 1985

Richard Benson, Instructor of Kinesiology and Health Sciences and Teacher Education (2000)
M.A., Saint Mary's University, Minneapolis, MN, 2005; B.A., Concordia College, Saint Paul, MN, 1994

Debra Bowers, Term Faculty of Education (2013)
Ph.D., University of Minnesota, Minneapolis, MN 1991; M.Ed., University of North Dakota, 1978; B.S., Education University of Wisconsin Platteville, (1973)

Kristin Bransford, Professor of Psychology (2002)
Ph.D., University of Wisconsin, Madison, WI, 1991; M.S., University of Wisconsin, Madison, WI, 1983; B.A., Saint Olaf College, Northfield, MN, 1982

James H. Brooks, Term Faculty of Education

Amanda Brosnahan, Term Faculty of Biology (2013);
Ph.D., University of Minnesota, Minneapolis, MN 2009; B.S., University of Minnesota, Minneapolis, MN 2004

Richard D. Bryanston, Professor of Organizational Mgmt. (1992)
Ph.D., University of Minnesota, Minneapolis, MN, 1997; M.B.A., University of Chicago Graduate School of Business, Chicago, IL, 1980; B.A., Dartmouth College, Hanover, NH, 1977.

Phyllis Burger, Term Faculty of Education
M.A.Ed., University of Nebraska, Kearney, NE, 1979; B.A. University of Nebraska, Kearney, NE, 1976

Cheryl Chatman, Professor of Education (2001)
Ed.D., University of North Carolina, Greensboro, NC, 1991 M.S., Iowa State University, Ames, IA, 1976; B.S., Bethune-Cookman College, Daytona Beach, FL, 1974

Michael H. Conner, Term Faculty of Criminal Justice
M.A., Concordia University, Saint Paul, MN, 2005; B.A. Ferris State University, Big Rapids, MI, 1976

Bruce P. Corrie, Professor of Economics (1987)
Ph.D., University of Notre Dame, Notre Dame, IN, 1988 M.A., North Eastern Hill University, India, 1981; B.A., Saint Edmund College, India, 1978

Matthew Cuellar, Term Faculty of Chemistry
Ph.D., University of North Carolina, Chapel Hill, NC, 2008; B.S., Massachusetts Institute of Technology, Cambridge, MA, 2001

Basma Ibrahim DeVries, Professor of Communication Studies (2001)
On sabbatical for academic year 2013/14
Ph.D., University of Minnesota, Minneapolis, MN, 2003; M.A., University of Wisconsin, Stevens Point, WI, 1993; B.A., Gustavus Adolphus College, Saint Peter, MN, 1989

Michael H. Dorner, Assistant Professor of Accounting (2006)
S.T.M., Concordia Seminary, Saint Louis, MO 1996; M.Div., Concordia Seminary, Saint Louis, MO 1995; M.B.A., DePaul University, Chicago, IL, 1991; B.A., Luther College, Decorah, IA 1986

Eric Dregni, Assistant Professor of English (2008)

John DuFresne, Term Faculty of Art (2013)
M.A., Minnesota State University, Mankato, MN 1989; B.F.A., University of Wisconsin, Superior, WI, 1983

Katie Fischer, Instructor of Kinesiology (2011)
M.A., Concordia University, St. Paul, MN, 2012; B.A., Concordia University, St. Paul, MN 2008
Theresa FitzPatrick, Term Faculty of English
M.A., Western Kentucky University, Bowling Green, KY, 2008; B.A., Concordia University, Saint Paul, MN, 2001.

Kim Flottemesch, Assistant Professor of Communication Studies (2012)
Ph.D., University of Idaho, Moscow, ID, 2000; M.A., North Dakota State University, Fargo, ND, 1996; B.S., University of Wisconsin, Stout, Menomonie, WI, 1993

Lynn Gehrke, Associate Professor of Education (2001)

On sabbatical spring semester 2014

James R. Gimbel, Professor of Organizational Management (2002)
Ph.D., Regent University, Virginia Beach, VA, 2001; M.Div., Concordia Seminary, Saint Louis, MO, 1985; B.A., Concordia University, Saint Paul, MN, 1981

Elizabeth Glynn, Term Faculty of Sociology (2013)
M.A., Concordia University, Saint Paul, MN, 2011; B.A., Concordia University Saint Paul, MN 2009

Samuel Haag, Assistant Professor of Kinesiology and Health Sciences (2012)
Ph.D., University of Minnesota, Twin Cities, MN, 2011; M.S., University of Wisconsin, La Crosse, WI, 2008; B.S., Southwest Minnesota State University, Marshall, MN 2006

Nancy A. Hackett, Professor of English (1988)
Ph.D., University of Iowa, Iowa City, IA, 1983; M.A., University of Iowa, Iowa City, IA, 1976; B.A., University of Iowa, Iowa City, IA, 1973

Kevin Hall, Assistant Professor of Christian Education (2006)

Phillip Hampton, Term Faculty of Finance (2012)
M.B.A., University of Saint Thomas, Saint Paul, MN, 1999; B.A., Clark Atlanta University, 1992

Thomas R. Hanson, Professor of Management and Law (1985)

Diane Harr, Assistant Professor of Special Education (2012)

Benjamin Harrison, Term Faculty of Biology (2013)
Ph.D., University of North Carolina at Chapel Hill, Chapel Hill, NC, 2010; B.S., University of Wisconsin, Madison, WI, 2004

Nancy Harrower, Assistant Professor of Marketing and Management (2009)

Donald Helmstetter, Associate Professor of Education (2009)
Ph.D., University of Minnesota, Minneapolis, MN, 1999; MA, Mankato State University, Mankato, MN, 1980; BA, Mankato State University, Mankato, MN, 1970

Suzanne Hequet, Term Faculty of Theology

Paul Hillmer, Professor of History (2001)

Lana Huberty, Term Faculty of Kinesiology (2013)
Ph.D. University of Minnesota, Minneapolis, MN, 2013; M.S., Saint Cloud State University, St. Cloud, MN, 2006; B.S., Minnesota State University Mankato, Mankato, MN 1988

Stephanie Hunder, Professor of Art (2000)
On sabbatical spring semester 2014
M.F.A., Arizona State University, Tempe, AZ, 2000; M.A., University of Wisconsin, Madison, WI, 1997; B.F.A., University of Wisconsin, Madison, WI, 1993
Sarah H. Jahn, Associate Professor of Mathematics (2004)
Ph.D., University of Illinois-Chicago, Chicago, IL, 2005; M.S., University of Illinois-Chicago, Chicago, IL, 1999
M.S., Northeastern Illinois University, Chicago, IL, 1993; B.A., Carleton College, Northfield, MN, 1984

Phillip L. Johnson, Instructor of Christian Outreach (2001)
Ph.D., Walden University, 2013; M.A., Regis University, Denver, CO, 1998; B.A., Concordia College, Saint Paul, MN, 1982

Nathan Kennedy, Term Faculty of Music, (2013)
D.M.A., University of Minnesota, Minneapolis, MN, 2012; M.A., University of Minnesota, Minneapolis, MN, 2011; M.M., University of Wisconsin, Madison, WI, 2004; B.A., Gustavus Adolphus College, St. Peter, MN 2003

Carol Klemka, Term Faculty of Business Leadership
M.A., Concordia University, Saint Paul, MN, 2002; B.A., Concordia University, Saint Paul, MN, 1998

Robert J. Krueger, Professor of Mathematics (2001)
On sabbatical fall semester 2013
Ph.D., University of Nebraska, Lincoln, NE, 1998; M.S., University of Nebraska, Lincoln, NE, 1995; B.S.Ed., Concordia University, Seward, NE, 1993

Christine Kudelka, Term Faculty of Marketing Management
M.A., Concordia University, Saint Paul, MN, 2005; B.A., Kean University, Union, NJ, 1973

Eric E. LaMott, Professor of Kinesiology and Health Sciences (1995)
Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., Boise State University, Boise, ID, 1990; B.S., Boise State University, Boise, ID, 1987

Kelly Lamkin, Instructor of Teacher Education (2012)
M.A., Mount Mary College, Milwaukee, WI, 2010; M.S., University of Wisconsin, Green Bay, WI, 2005; B.A., University of Wisconsin, Green Bay, WI, 2003

C. Craig Lien, Term Faculty of Marketing Management
M.B.A., University of Saint Thomas, Saint Paul, MN, 1985

Samuel Lotegeluaki, Visiting Associate Professor of Social and Behavioral Sciences

Miriam E. Luebke, Professor of Psychology (1994)
Psy.D., Illinois School of Professional Psychology, Chicago, IL, 1992; M.A., University of Illinois, Chicago, IL, 1983; B.A., Valparaiso University, Valparaiso, IN, 1980.

David A. Lumpp, Professor of Theology (1992)
Th.D., Concordia Seminary, Saint Louis, MO, 1989; S.T.M., Concordia Seminary, Saint Louis, MO, 1982; M.Div., Concordia Seminary, Saint Louis, MO, 1979; B.A., Concordia Senior College, Fort Wayne, IN, 1975

Lonn D. Maly, Assistant Professor of Education (1996)
M.S.Ed., Drake University, Des Moines, IA, 1988; B.A., Concordia College, Saint Paul, MN, 1981

Steven V. Manderscheid, Associate Professor of Organizational Management (2004)
Ed.D., University of Saint Thomas, Saint Paul, MN, 2006; M.Ed., University of Minnesota, Minneapolis, MN, 1994; B.S., Saint Cloud State University, Saint Cloud, MN, 1990

Daniel Maroncelli, Assistant Professor of Mathematics (2013)
Ph.D., North Carolina State University, Raleigh, NC, 2013; M.A., Montana State University, Bozeman, MT, 2009; B.S., Montana State University, Bozeman, MT, 2007

Renata Mayrhofer, Instructor of Business Management
M.S.B.A., Boston University, Boston, MA, 1985; B.A., University of Minnesota, Minneapolis, MN 1982

Charles McGriff, Term Faculty of Business (2013)
M.B.A., Washington University, St. Louis, MI, 1966; B.S., Iowa State University, Ames, IA, 1964

David L. Mennicke, Professor of Music (1998)
Stephen T. Morgan, Professor of Psychology (1997)
Ph.D., University of Wisconsin, Madison, WI, 1994; M.S., University of Wisconsin, Madison, WI, 1990; B.A., Creighton University, Omaha, NE, 1984

Monica Murray, Associate Professor of Music (2009)

Angela Nippert, Associate Professor of Kinesiology and Health Sciences (2003)
Ph.D., University of Minnesota, Minneapolis, MN, 2005; M.S., Western Illinois University, Macomb, IL, 1999; B.S., Moorhead State University, Moorhead, MN, 1997


Mark G. Press, Associate Professor of Religion (2006)
Ph.D., Concordia Theological Seminary, Fort Wayne, IN, 2004; M.Div., Concordia Theological Seminary, Fort Wayne, IN, 1977; B.S., Concordia College, Saint Paul, MN, 1972.

Thomas Ries, Professor of Business (2011)
M.B.A., University of Minnesota, Minneapolis, MN 1988; M.Div., Concordia Seminary, St. Louis, MO, 1980; B.A., Concordia Senior College, Fort Wayne, IN 1976

Jerry Robicheau, Term Faculty of Education (2013)
Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., St. Cloud State University, St. Cloud, MN; B.S., Moorhead State University, Moorhead, MN

Jean Rock, Assistant Professor of Organizational Management (2003)
Ph.D., Capella University, Minneapolis, MN, 2011; M.A., University of Minnesota, Minneapolis, MN, 1989; B.S., Bemidji State University, Bemidji, MN, 1984

Mark Rosenwinkel, Assistant Professor of Theatre (2009)
M.F.A., Florida State University, Tallahassee, FL, 1981; B.A. Concordia College, Saint Paul, MN, 1977

Peter Rundquist, Associate Professor of Physical Therapy (2013)
Ph.D., University of Minnesota, Minneapolis, MN, 2003; B.S., University of Minnesota, Minneapolis, MN 1989; B.A., Physiology, 1987

Matthew Ryan, Term Faculty of English
M.F.A., Spalding University, Louisville, KY, 2009
J.D., Thomas M. Cooley Law School, Lansing, MI, 1995; B.A., Indiana University, Bloomington, IN, 1989

Thomas Saylor, Professor of History (1995)
Ph.D., University of Rochester, Rochester, NY, 1993; M.A., University of Akron, Akron, OH, 1985; B.S., University of Akron, Akron, OH, 1982

Joel Schuessler, Associate Professor of Information Technology in Management (1999)
On sabbatical spring semester 2014
Ph.D., Capella University, Minneapolis, MN, 2010; M.S., Capella University, 1998
B.A., Concordia College, Saint Paul, MN, 1983

Mark T. Schuler, Professor of Theology and Greek (1994)

Rhoda Schuler, Term Faculty in Religion

James Seemann, Term Faculty in Theatre
Ph.D., Columbia Pacific University, San Rafael, CA, 1986; M.A., Illinois State University, Normal, IL, 1973; B.S., Valparaiso University, Valparaiso, IN, 1969

Barry J. Siebert, Term Faculty of Accounting
M.B.A., Gallaudet University, 1982; B.S., Gallaudet University, 1973
Shari Speer, Term Faculty in Music

Suzanne Starks, Assistant Professor of Education (2005)

Dale M. Trapp, Professor of Physics (1982)
Ph.D., University of Minnesota, Minneapolis, MN, 1995; M.S., University of Michigan, Ann Arbor, MI, 1972; Colloquy, Concordia College, River Forest, IL, 1968; B.M.E., General Motors Institute, Flint, MI, 1967

Cate Vermeland, Term Faculty in Art
M.F.A., University of Minnesota, Minneapolis, MN, 1993; B.A., University of Minnesota, Minneapolis, MN, 1983

Matthew Vraa, Term Faculty, Physical Therapy (2013)
D.P.T., Regis University, Denver, CO, 2012; M.B.A., Argosy University, Eagan, MN 2009; M.P.T., Carroll University, Waukesha, WI, 2002; B.S., Carroll University, Waukesha, WI, 2001

Michael Walcheski, Professor of Family Life Education (1998)
Ph.D., Western Michigan University, Kalamazoo, MI, 1998; M.A., Western Michigan University, Kalamazoo, MI, 1993; B.A., Concordia College, Saint Paul, MN, 1983

Barbara Washington, Term Faculty of Teacher Education

Ervin Weinkauf, Instructor of Criminal Justice (2011)
M.A., Concordia University, Saint Paul, MN, 2008; B.A. Metropolitan State University, Saint Paul, MN, 1992

Kasya Willhite, Term Faculty in Education

Keith J. Williams, Professor of Art and Art History (1992)
M.F.A. University of Iowa, Iowa City, IA, 1989; M.A., University of Iowa, Iowa City, IA, 1988; B.S., University of Wisconsin, Madison, WI, 1981

Alan D. Winegarden, Professor of Communication Studies (1988)

Barbara Wissink, Assistant Professor in Education
Ed.D., Hamline University, Saint Paul, MN, 2010; M.A., University of Saint Thomas, Saint Paul, MN 1996; B.A.S., University of Minnesota, Duluth, MN, 1987

Craig Witthaus, Term Faculty in Organizational Management and Communication
M.A., University of Minnesota, Minneapolis, MN, 1996; B.A., University of Minnesota, Minneapolis, MN, 1989

David Woodard, Term Faculty in History
Ph.D., University of Minnesota, Minneapolis, MN, 1996; M.A., Southern Illinois University, Carbondale, IL, 1986; B.A., Western Illinois University, Macomb, IL, 1976

Lee Pao Xiong, Instructor of Asian Studies (2005)
M.A., Hamline University, Saint Paul, MN, 1997; B.A., University of Minnesota, Minneapolis, MN, 1990

Mary Ann Yang, Assistant Professor of Biology (2011)
Ph.D., University of Illinois, Champagne-Urbana, IL, 2009; B.S., National Yang-Ming University, Taiwan, 2001

GRANT PROGRAM FACULTY

Cynthia Croft
State Special Needs Director, Project Exceptional. Director, Center for Inclusive Child Care
M.A., Concordia University, Saint Paul, MN, 2000; B.A., Lubbock Christian University, Lubbock, TX, 1978
EMERITI FACULTY

Steven F. Arnold, Education and Director of Christian Education (1986-2009)
Robert E. Barnes, Physical Education (1947-1988)
Frederick A. Bartling, History (1961-1994)
John E. Buegel, Biology (1960-2002)
Jeffrey E. Burkart, Education and Religion (1977-2009)
David E. Carlstrom, Chemistry (1978-1997)
John Eggert, Music (1978-2011)
Robert E. DeWerff, Organizational Leadership (1986-2009)
Victor Gebauer, Music and Theology (1966-1995)
George A. Guidera, Education (1993-2009)
Robert Holst, President and Theology (1991-2011)
Julie Jochum Gartrell, Education (2001-2010)
Edith J. Jones, Education (2001-2008)
Robert W. Leininger, Music (1965-1997)
Kay L. Madson, Sociology (1989-2007)
Marvin L. Middendorf, Greek and Latin (1957-1989)
Charles R. Nuckles, Organizational Management (1997-2006)
Glenn W. Offermann, Library (1967-2000)
Carroll E. Peter, Physical Science (1955-1995)
Kathryn E. Schenk, Music (1969-2007)
Carl J. Schoenbeck, Education (1981-2006)
Carol Stellwagen, Chemistry (1995-2004)
Stephen C. Stohlmann, Theology (1976-2008)
Eunice Streufert, Education (1988-2001)
John W. Wenger, Mathematics (1967-1999)
Herman K. Wentzel, Education (1980-1993)
Dennis K. Zimmerman, Accounting (1997-2009)
**Course Descriptions**

**ACC 201** Principles of Accounting (Financial Accounting) 4
This class introduces the student to the role of accounting in the business world. The principles and concepts of financial accounting and analysis of accounting statements are covered. Accounting cycles, procedures and balanced sheet classifications are emphasized.

**ACC 202** Principles of Accounting (Managerial Accounting) 4
This course is continuation of ACC 201 with an emphasis on liabilities, corporate equity measurement and earnings per share calculations. The course examines the evaluation of financial goals with an introduction to managerial accounting topics including cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets and cash flow. (Prerequisite: ACC 201)

**ACC 311** Intermediate Accounting I 4
This course is an expansion of topics covered briefly in Principles of Accounting. The course develops the student's ability to analyze complex financial accounting reporting problems and discusses financial accounting measurements, revenue and expense recognition, inventory cost and valuation, long-lived assets, costing valuation and amortization. The student is also introduced to selected topics in international accounting. (Prerequisite: ACC 202)

**ACC 312** Intermediate Accounting II 4
This course is a continuation of ACC 311 with emphasis on liabilities, corporate equity measurement and earnings per share. The course also explores the areas of evaluation of financial goals, performance review and special topics in financial reporting, such as: accounting for income taxes, leases, pensions and cash flow. (Prerequisite: ACC 311)

**ACC 411** Advanced Accounting 4
This course covers the advanced study of accounting principles including: accounting for combined corporate entities, consolidated statement preparation and analysis, branch accounting, partnership accounting, accounting for international transactions, governmental accounting, non-profit accounting and accounting for bankruptcies, estates and trusts. (Prerequisite: ACC 312).

**ACC 412** Auditing 4
This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC 312)

**ACC 413** Cost Accounting 4
This course develops and uses accounting data for managerial decision-making. Cost concepts for planning and control, cost/volume/profit relationships, responsibility accounting and inventory planning and control emphasized. (Prerequisite: ACC 202)

**ACC 415** Biblical Christianity 4
Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated throughout different eras of history. Students learn how Christianity has shaped elements of management, how Biblical principles can shape individuals for strong leadership, and how to better understand Christians in the workplace within a Judeo-Christian culture.

**ACC 435** Philosophy of Values and Ethics 4
The students will understand and integrate ethics in professional and personal decisions. Students will apply an ethical framework called, The Stewardship Principles, to a variety of issues in the profession of Accounting and develop their own ethical framework for ethical decisions in their personal lives as well as in public and employment/work situations.

**ANT 101** Cultural Anthropology 2
Anthropology examines the perspectives of human existence in all places and time. Cultural anthropology looks particularly at the patterned behavior that people learn and practice in society. Both nonliterate societies are studied as well as the complex ones of Western cultures. While the course focuses on basic anthropological concepts, students may also learn by doing original fieldwork.

**ARC 101** Introduction to Biblical Archaeology 2
This course surveys the history and methods of the discipline of archaeology. It examines the relationships between historical records and material remains, and it provides hands-on experience with material remains.

**ARC 250** Near Eastern Archaeology 4
The course surveys the archaeology of the Levant from prehistoric times into the Islamic periods. It explores sites, monuments, and artistic remains as expressions of each society's institutions, beliefs, and self understanding. This course also introduces the main issues in the practice of Near Eastern archaeology.

**ARC 351** Field Archaeology 4
Through work at a field site, students gain experience in the excavation, recording, collection, conservation, and interpretation of material remains.

**ARC 488** Archaeology Ind. Study 1
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary clay art. Students will face and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Both additive and reductive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART101, ART103 or consent of instructor)
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.

This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of design using computer technology as the primary medium. Students will build on drawing and composition skills to create designs with a variety of design software programs. Although technological and ethical issues in the field will be addressed, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, or consent of instructor).

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.

This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and reductive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART101, ART103 or consent of instructor)

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART101, ART103 or consent of instructor)

This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the present will be addressed. Non-art majors can enjoy this course.

This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.

This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas.

This hands-on introduction to graphic design encompasses the fundamentals of design theory, process and practice. Emphasis is placed on the development of creative problem solving skills and processes primarily through the creation of structured iconography and letterforms. Students also explore visual communications-related professions and practices.

Photoshop, InDesign, Illustrator, Dreamweaver, Acrobat, Bridge, Flash and much more. This project based course will explore the core print, web and interactive design possibilities within the Adobe Creative Suite Design Premium software package. The course material will be tailored to the experience level and interests of the students enrolled. The course is intended to be a jumpstart for the Graphic Design and other digital art courses offered by CSP.
This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genres will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

**ART 300 Community Arts**  
This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genres will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

**ART 302 Digital Art II**  
This course is designed to expand student skills in using the computer to solve more complex problems. Students will build on drawing, composition and computer skills to create designs with a variety of design software programs. Students will be encouraged to develop a personal voice with the computer. Learning will be assessed primarily through portfolio production and review. (Prerequisite: ART202 or consent of instructor)

**ART 311 Figure Drawing**  
This course is designed to introduce students to the fundamentals of anatomy as related to the figure as a subject matter vital in an artist’s vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART102, ART111 or consent of instructor)

**ART 321 Painting II**  
This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review and also class participation. (Prerequisite: ART221 or consent of instructor)

**ART 331 Relief Printmaking**  
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented learning will be assessed primarily through portfolio production and review.

**ART 332 Screen Printmaking**  
This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

**ART 333 Intaglio Printmaking**  
This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

**ART 341 Photography II**  
This course expands students’ knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART241 or consent of instructor)

**ART 342 Digital Photography**  
This course will investigate the unique approaches to digital photography as an art form. This field will be compared and contrasted with black and white photography and also explored as its own unique area of artistic investigation. Emphasis will be given to seeing and thinking like an artist.

**ART 351 Sculpture II**  
This is an intermediate level course designed to stimulate and further develop interest in sculptural methods and techniques for personal expression. Media exploration and contemporary aesthetic issues such as environmental sculpture or installation are introduced, as students are encouraged to create and solve problems in sculpture in specific areas of the discipline. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART251 or consent of instructor)

**ART 357 Art in Secondary Education**  
This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

**ART 358 Advanced Art Education**  
This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artists' philosophies on the nature of art. (Prerequisite: ED447 or consent of instructor)
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<th>Course Code</th>
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<td>Ceramics II</td>
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<td>ART 370</td>
<td>Mexican Art and Culture</td>
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<td>ART 372</td>
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<td>ART 373</td>
<td>Italian Renaissance and Baroque Art</td>
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This intermediate course is designed to advance students' knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART 261 or consent of instructor)

This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political, and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

This intermediate course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 311 or consent of instructor)

This course examines in some depth, painting, sculptural and architectural traditions as they emerge from the Roman Empire at the turn of the millennium through the 14th C. The course links artistic developments with cultural influences and tensions between near east Asia and the west in the middle ages.

This course examines in depth, painting, sculptural and architectural traditions that emerge from the early Renaissance through the 18th C. The course links artistic developments with cultural influences, with an emphasis on Italian art, but also inclusive of northern Europe. (Prerequisite: ART 172 or consent)

This intermediate course is designed to advance students' knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART 261 or consent of instructor)

This course examines in some depth painting, sculptural and architectural traditions from the early Renaissance through the 18th C. The course links artistic developments with cultural influences, with an emphasis on Italian art, but also inclusive of northern Europe. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART 101 or consent of instructor)

This course is intended to provide a survey of the history of Mexican art. It is arranged in three parts starting with pre-conquest indigenous cultures, which will be the majority of the course emphasis. It will also include the Colonial Period and Revolutionary Art. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religious and political histories are investigated in their relationship to the art. (Prerequisite: ART 172 or consent of instructor)

This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART 101 or consent of instructor)

This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas.

The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project-based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

An introductory graphic design study of written communication through the craft and art of letterforms and application of typographic principles. It serves as an introduction to typography as an element in the design process. The course is taught as a skill and an art form. It explores the dynamics of type in context. From the traditions of book design to the frontier of digital and interactive typography, students explore type as a design and communication tool, investigating these contexts through the lens of historical innovation.

This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 311 or consent of instructor)

This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 321 or consent of instructor)
ART 431 Mixed Media Graphics 3
This course is designed to familiarize intermediate students with alternative and advanced graphics techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, ART111, and one of the following: ART141, 202, 231, 232, 233, or permission)

ART 435 Advanced Printmaking 4
This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. This course may be repeated for credit.

ART 441 Advanced Photography 4
This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 341 or consent of instructor)

ART 451 Advanced Sculpture 4
This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.

ART 461 Advanced Ceramics 4
This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART361 or consent of instructor)

ART 471 The Revolution: 19th C. Art 3
This course examines in some depth the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. The course links European and American artistic developments with revolutionary cultural influences worldwide; from politics and religion, through science and trade.

ART 472 19th and 20th Century Art and Design 4
This course examines the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. as well as the Modernist traditions of the first half of the 20th C. and the initial Post-Modern trends that follow. The course links these artistic developments with worldwide cultural influences. In addition, special attention is given to the history of design.

ART 473 History of Photography 3
This course introduces students to 19th, 20th and 21st century photographic technologies, practitioners and images. Emphasis is on Western photographic practices and the impact that the invention of photography has had on our understanding of the world around us from science, history, culture, aesthetics, politics, current events, and everyday life.

ART 481 Topics in Art: __________ 4
This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: ART101 and consent of instructor)

ART 482 Graphic Design III 4
This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio.

ART 483 Web Design 3
This course explores the more advanced visual, communication and marketing aspects of professional websites. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

ART 484 Typography 2 4
The culmination of all previously taught typographic competencies, this course focuses on developing type skills applicable to the work a designer is assigned at recognized design and advertising firms. Advanced project work addresses functional as well as expressive typography. The course requires students to develop concepts, present and explain their ideas, and bring their solutions to life.

ART 485 Graphic Design Senior Projects 1 4
The advanced culmination of all previously taught graphic design skills and proficiencies. Project work centers on complex applications incorporating a wide spectrum of creative solutions to both practical and experimental design problems. Portfolio development and artistic professionalism is stressed.
This rigorous studio course is designed to facilitate challenging, individual directions in design and critical thinking. Students map out a plan of study for the semester and work on a series of related ideas that culminate in a cohesive body of work. Students are expected to refine their understanding of contemporary issues and historical approaches related to their specific concept or process, and bring an advanced competency to the technical and formal concerns that inform their work. Through frequently scheduled critiques, and a developed designer statement, an emphasis will be placed on developing a process of self-evaluation to clarify visual choices and express and defend individual artistic points of view. Over the course of the semester students will investigate exhibition design and prepare for the exhibition and presentation of their work.

This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artists; philosophies on the nature of art. (Prerequisite: ED447 or consent of instructor)

This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: advanced work completed in the field desired)

This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined.

This opportunity is specifically required for Community Arts majors or minors as well as Design Majors. It establishes advanced field study in the discipline in a setting outside the campus context. The internship will be arranged by the student in consultation with the advisor and assessment will be through contractual arrangement with the guiding mentor. (Community Arts majors are encouraged to do this through HECUA.)

This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student's degree sought. It will normally be the production of a solo exhibition, or of a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student's current work. Individual directions will be developed with the professor and student's advisor. (Prereq Senior standing or Instructor consent)

This course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings, discussions, films, and laboratory activities comprise the course. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO120 and BIO130.)

This augmented version of Biology Today challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings discussions, films and laboratory activities comprise the course.

Emphasizing inquiry and investigation, this course introduces students to the discoveries, both historical and contemporary, that support the unifying theories of modern biological science. Topics considered include the nature and methods of modern biological science; the basis of life in terms of matter, energy, cells, genetics, reproduction; and the impact of evolution on the unity of life. The course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

Current and competing hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity are critically evaluated. Employing a phylogenetic approach and emphasizing the Eukaryote, the major lineages of life are surveyed and compared by considering evolutionary trends and the relationships between structure and function within and among lineages. Abiotic and biotic factors, including human activity, influencing populations, communities, ecosystems and the biosphere are explored. The course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

This course is a study of the principles of heredity based upon concepts and principles of the gene. Major topics include Mendelian genetics, sex determination and sex linkage, gene mapping, structure and function of DNA, translation, transcription, recombinant DNA technology, chromosome mutations and aberrations, transposons, extra nuclear genomes and quantitative genetics. Problem solving will be emphasized. Three lecture/discussion sections and one three hour laboratory period per week. (Prerequisite: BIO120)
BIO 230  Animal Biology and Physiology
This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisite: BIO120)

BIO 230  Animal Biology and Physiology
This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisite: BIO120)

BIO 300  Microbiology
This course explores the nature and diversity of microorganisms by considering their structural, functional, ecological and taxonomic relationships. Major topics include microbial structure and growth, metabolism, environmental and ecological interactions, viruses, genetics and representative prokaryotic groups. Three lectures and one three-hour laboratory period per week. (Prerequisite: BIO120)

BIO 315  Human Anatomy and Physiology I
This course is part one of a study of the structure and function of the human body. Major topics include the introduction to the human body, cells, tissues and skeletal, muscle, nervous and cardiovascular systems. Three lectures and one three hour lab period per week. (Prerequisite: BIO120)

BIO 316  Human Anatomy and Physiology II
This course is part two of a study of the structure and function of the human body. Major topics include the autonomic nerves and special senses and endocrine, respiratory, digestive, immune, metabolism, reproductive and urinary systems. Three lectures and one three hour lab period per week. (Prerequisite: BIO316 or instructor consent)

BIO 330  Cell Biology
This course is a study of the structure and function of eukaryotic cells from a molecular viewpoint. Major topics include molecular cell structure, energy requirements of the cell, membranes and compartments of the cell, nucleus and information of the cell and specialized cellular organelle functions. Three lectures and one three-hour laboratory period per week. (Recommended prerequisite: BIO120 and BIO210 or instructor consent)

BIO 340  Science Issues and Ethics
This course includes a short introduction to the study of philosophy and ethics, followed by critical analyses of current issues in health and environmental sciences. Ethical discussions are framed in a solid understanding of the science behind each topic. The course will include a variety of formats, including reading and reviewing papers and/or texts, analyzing case studies, and participating in class discussions. (Prerequisite: BIO120 and CHE115)

BIO 350  Medical Terminology
This course will help students learn the components of medical terms. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms in order to understand, the word's meaning. Students will be able to apply the meaning of the word to an anatomical structure, physiological function or pathology, the course will be mainly online but with several scheduled face-to-face meetings for discussion and examination.

BIO 415  Biology of Aging
This 3 credit course will focus on theories of human aging from a biological perspective. The structural and functional changes that occur during the aging process will be investigated at several levels: molecular, cellular, tissue, and organ system. The symptoms and clinical management of age-related diseases will also be explored. This course is targeted for students interested in the health sciences and is required for the gerontology minor/certification. Prerequisite: BIO120 (preferred) OR BIO100

BIO 430  Immunology
This course provides a comprehensive study of the immune system. Major topics include passive immunity, cell-mediated immunity, humoral immunity, autoimmune diseases, vaccination strategies and other medically relevant topics. (Prerequisite: BIO330)

BIO 440  Human Gross Anatomy
This course is a comprehensive study of human anatomy which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

BIO 450  Special Topics in Biology
The topic for this course will vary each semester, chosen from a wide range of current research in biology. Students will read background material, participate in discussions and complete writing assignments as directed by the instructor. This course will meet for one lecture/discussion hour per week. (Prerequisite: BIO120)

BIO 455  Research Proposal
This course provides the foundation for the Research in Biology Course (BIO456). The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Course will meet one hour per week. (Open to students in the last two years of study and with instructor consent. Students will plan to complete BIO456 in the following semester with the same instructor.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 456</td>
<td>Research in Biology</td>
<td>4</td>
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<tr>
<td>BIO 460</td>
<td>Neuroscience</td>
<td>4</td>
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<tr>
<td>BIO 488</td>
<td>Independent Study</td>
<td>4</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Biology Teaching Assistant</td>
<td>4</td>
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<tr>
<td>BIO 498</td>
<td>Biology Internship</td>
<td>2</td>
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<tr>
<td>BPM 100</td>
<td>Getting Started in Business Process Management</td>
<td>1</td>
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<tr>
<td>BPM 101</td>
<td>Business Process Modeling</td>
<td>2</td>
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<tr>
<td>BPM 103</td>
<td>Business Process Improvement</td>
<td>2</td>
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<tr>
<td>BUS 310</td>
<td>Organizational Behavior</td>
<td>4</td>
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<tr>
<td>BUS 330</td>
<td>Business Economics</td>
<td>4</td>
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<tr>
<td>BUS 340</td>
<td>Business Analytics I</td>
<td>4</td>
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<tr>
<td>BUS 350</td>
<td>Innovative Marketing and Social Media</td>
<td>4</td>
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<tr>
<td>BUS 360</td>
<td>Corporate Accounting and Budgeting</td>
<td>4</td>
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</table>

This course offers students an opportunity to do original research in an area of expertise of one of the biology faculty members. When applicable, the research will be followed with presentation of a poster or a paper at a research symposium.

This course introduces the rapid growing field of neuroscience. The course covers topics ranging from neuronal structure and function, synaptic communication and signaling, gross organization of the brain and spinal cord, to sensory and motor responses as well as higher functions such as learning, memory, and cognition.

Independent Study courses can be designed by the student and instructor to meet special needs. Presently offered as independent study are Scientific Presentation and Bottle Biology, both one credit experiences.

Students enrolled in this course will work with a faculty member to gain teaching experience in biology courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; and grading.

This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.

To maintain competitiveness in local and international markets, it is increasingly essential to formally manage your business processes. This course explores the need for a business process focus, the essential steps for process management, and the critical success factors for making the effort successful. It provides a practical framework for understanding process and describes tried and true process management concepts and techniques. It explains the foundation of using and developing metrics, and it describes the role of the Process Owner, the most crucial member of a Business Process Management effort. Presented in a methodology-neutral way, participants can easily apply the knowledge and skills to any environment, and use the techniques immediately upon leaving class. Class, team, and individual exercises provide practice based on information gleaned from a detailed case study. It is also the foundation for other BPM courses.

To harness the work done in organizations, and to increase productivity, it is essential to understand how to model business processes. This course explores the need for modeling business processes, how process modeling is one part of a larger framework for achieving higher quality through Business Process Management, the essential steps to process modeling, and the critical success factors for making the effort successful. It provides a practical framework for understanding and modeling business processes and describes how to develop a variety of process model types.

This course explores the need for a business process focus, the essential steps for process improvement, and the critical success factors for making the effort successful. It provides a practical framework for improving process and describes many tried and true process improvement concepts and techniques. Lastly, it provides valuable tips and techniques to introduce process changes effectively, to get the most from your process improvement effort. Presented in a methodology-neutral way, participants can easily apply the knowledge and skills to any environment, and use the techniques immediately upon leaving class.

Organizational Behavior is an interdisciplinary field of study and practice that investigates the impact of individuals, groups, structure, and environments on organizations. Students examine motivation, decision making, organizational structures, and processes that shape organizational culture. Students will be introduced to an ethical framework for decision making and leading management theories and tools.

Analytical approaches and tools of the economics discipline are introduced and used to examine current issues and problems that arise in the functioning of economic systems. Microeconomic and Macroeconomic tools, concepts and theories will be applied to analyze real world problems from a variety of perspectives.

In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. Mathematical and statistical concepts include descriptive statistics, mathematical modeling, ratios and percentages, probability and counting rules, probability and decision analysis, hypothesis testing, correlation, regression, chi-square, and analysis of variance.

This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing.

This class introduces the student to the role of accounting in the business world. The principles and concepts of financial accounting and analysis of accounting statements are covered. Accounting cycles, procedures and balanced sheet classifications are emphasized.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 410</td>
<td>Operations, Technology and Quality Management</td>
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<tr>
<td>BUS 420</td>
<td>Corporate Finance</td>
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<tr>
<td>BUS 430</td>
<td>Legal and Ethical Environment of Business</td>
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<tr>
<td>BUS 440</td>
<td>Business Analytics II</td>
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<tr>
<td>BUS 450</td>
<td>Business Analytics II</td>
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<tr>
<td>BUS 490</td>
<td>Business Strategies</td>
<td>4</td>
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<tr>
<td>BUS 497</td>
<td>Study Abroad: Chile</td>
<td>4</td>
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<tr>
<td>BUS 499</td>
<td>Internship</td>
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<tr>
<td>BUS 597</td>
<td>Study Abroad: Chile</td>
<td>4</td>
</tr>
<tr>
<td>CHD 261</td>
<td>The Meaning of Inclusion: Practical and Philosophical Implications</td>
<td>1</td>
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<tr>
<td>CHD 310</td>
<td>Growth/Development Child</td>
<td>4</td>
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<tr>
<td>CHD 320</td>
<td>Role Early Childhood Educator</td>
<td>4</td>
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<tr>
<td>CHD 330</td>
<td>Best Practices in EC</td>
<td>4</td>
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<tr>
<td>CHD 400</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
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<tr>
<td>CHD 401</td>
<td>Returning Student Seminar</td>
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<tr>
<td>CHD 402</td>
<td>Writing for Educators</td>
<td>3</td>
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</table>

This course will discuss the theoretical foundations for production management. The course will focus on the management of resources such as the production process, the management of equipment and machinery, facilities and maintenance, materials management, inventory control, quality control, scheduling, and purchasing. The course will also introduce students to theories and tools for quality management and the management of technology and information systems.

This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, analysis of financial statements, and the time value of money. Students also complete a research project.

This course examines the administrative and common law regulation of business. Constitutional Law, Title VII, and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions. Students will also learn about the connection between law and ethics.

In this course students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.

In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.

In this course students will apply core business skills and their ethical framework for decision making to solve real world challenges through various techniques such as case studies, business plans and field work.

International travel course that supports students' program learning with first-hand experience. Students explore business topics of interest, such as marketing, management, leadership or operations from an international perspective.

This international travel course supports students' program learning with first-hand experience.

This course examines inclusion as both a philosophy and a real-time practice. The course offers a look at the benefits and challenges to including children with special needs in community settings.

This is a broad sketch of human growth and development from prenatal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAECyC's code of ethics and its implications for the profession.

This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.

This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

This seminar course covers five areas that are critical to learner success: goal-setting, library, writing, personal life balance, and computer literacy. Each of the five areas are covered briefly, and then learners choose an area to explore with an instructor. This course models the collaborative learning and the self-directedness of the program.

Early childhood staff of all levels (directors, teachers, assistants, aides, family child care, etc.) must demonstrate professionalism as strong communicators not only verbally, but as writers, as well. This course will lay the ground work of writing expectations in the program, and serve to remediate as needed.
This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

This course studies the social, psychological and emotional growth of children from pre-natal to elementary ages. Issues of attachment, perspective-taking and friendship are discussed.

This course studies the social, psychological, and emotional growth of children from pre-natal to elementary ages. Issues of attachment, perspective-taking, and friendship are discussed.

The purpose of this course is to expand our understanding of the influences of gender, culture, economic situation, learning styles, and language on the socialization of children, and then how to use this new understanding to form the way we program for and interact with children.

In this course, students will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy.

This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed.

Theories of Piaget, Parton, Erickson, and Vygotsky are studied to determine how children learn to play and the effect that play has on the child's development. Historical perspectives and effects of play on learning are reviewed.

The research and stages of language development from birth through age seven are extensively explored. Students will understand how to guide children through the language acquisition process.

Using children's books to develop literature-based curriculum is the emphasis of this course. There is a review of authors of children's literature and an exploration of books for a variety of purposes.

This course will address the needs of the early childhood classroom professional. The course will move beyond the basics of child development to help educators understand the natural progression of second-language acquisition in young children.

In this course, students examine the concept of mistaken behavior, and the levels of mistaken behavior. How to promote an encouraging classroom is discussed. The short- and long-term effects of logical and natural consequences for prosocial development are reviewed.

Classical and historical ethics are explored, as well as the student's personal values system. Individuals face tough ethical decisions with increasing frequency in our society and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life.

This course explores the issues of educating parents. Parenting is a process, and has a variety of rights, responsibilities, and roles that change across the life span. Needs of parents, the resources available, and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture, and ethnicity are also reviewed.

This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to the theories, research, and practical application from the fields of both early childhood education and special education.

This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.
<table>
<thead>
<tr>
<th>CHD</th>
<th>620</th>
<th>Role Early Childhood Educator</th>
<th>4</th>
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<tbody>
<tr>
<td>This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAEC's code of ethics and its implications for the profession.</td>
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<tr>
<th>CHD</th>
<th>630</th>
<th>Best Practices in Early Childhd</th>
<th>2</th>
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<tr>
<td>This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.</td>
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<tr>
<th>CHE</th>
<th>110</th>
<th>Chemistry in Perspective</th>
<th>3</th>
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<tbody>
<tr>
<td>Chemistry principles will be developed on a need to know basis within the context of selected societal problems. Class format will encourage students to contribute knowledge from non-scientific fields to expand the base of applicability. This course is especially designed for the non-science major and may not be used for credit in any of the science majors or minors. Three lectures and one two-hour laboratory period per week.</td>
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<tr>
<th>CHE</th>
<th>115</th>
<th>General Chemistry I</th>
<th>4</th>
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<tbody>
<tr>
<td>Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, formula and equation writing, stoichiometry, atomic structure and periodicity, bonding and molecular geometry, gases, phases and phase changes. Brief introduction to Organic Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)</td>
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<tr>
<th>CHE</th>
<th>116</th>
<th>General Chemistry II</th>
<th>4</th>
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<tbody>
<tr>
<td>Continuation of General Chemistry I. Solutions and Colligative Properties, Equilibrium, Thermodynamics, Qualitative Analysis, Kinetics, Reduction, Oxidation, Nuclear Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisite: CHE115)</td>
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<tr>
<th>CHE</th>
<th>141</th>
<th>Household Chemistry</th>
<th>3</th>
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<tbody>
<tr>
<td>A general education course emphasizing applications of chemistry to daily living. Topics range from baking to medications, from cleaning to cosmetics and from secrets under the sink to close encounters with clothing. Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)</td>
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<tr>
<th>CHE</th>
<th>150</th>
<th>Real World Chemistry</th>
<th>4</th>
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<tbody>
<tr>
<td>This general education course explores applications of chemistry outside of the laboratory to typical living environments. This includes chemicals used in the kitchen, garage, bathroom and work places. Hands-on lab activities supplement the topics.</td>
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<thead>
<tr>
<th>CHE</th>
<th>221</th>
<th>Organic Chemistry I</th>
<th>4</th>
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<tbody>
<tr>
<td>This course is an introductory study of organic compounds using a functional group approach and stressing basic principles. Topics covered include the covalence of carbon, isomerism, stereoisomerism and the structure, properties, nomenclature and reactions of the common functional groups. The determination of molecular structure is introduced.</td>
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<tr>
<th>CHE</th>
<th>222</th>
<th>Organic Chemistry II</th>
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<tr>
<td>This course is a continuation of Organic Chemistry I. Topics covered include additional functional group chemistry, reaction mechanisms, heterocyclic compounds, proteins, lipids and synthetic macromolecules. Three lectures and one three-hour laboratory period per week.</td>
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<th>CHE</th>
<th>230</th>
<th>Environmental Chemistry</th>
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<tbody>
<tr>
<td>This course considers the chemistry of earth's natural environment: air, water, and soil. Systems will be examined to contrast their natural chemistries with potential environmental pollution effects. Three lectures per week and several field trips are taken to various laboratories. (Prerequisite: CHE116)</td>
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<tr>
<th>CHE</th>
<th>326</th>
<th>Analytical Chemistry I</th>
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<tr>
<td>Introduction to the wet and instrumental techniques of analytical chemistry. Emphasis on Gravimetric and Volumetric Analysis, Statistical Evaluation of Data and Quality Assurance. Three lectures (150 minutes) and one four-hour laboratory period per week.</td>
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<tr>
<th>CHE</th>
<th>328</th>
<th>Introduction to Biochemistry</th>
<th>4</th>
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<tbody>
<tr>
<td>Molecular determinants of structure and function of biomolecules. Biological processes at the molecular level. Enzyme catalysis, bioenergetics, and metabolism. Three lectures (150 minutes) and one laboratory period (180 minutes) per week. (Prerequisite: CHE321)</td>
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<tr>
<th>CHE</th>
<th>431</th>
<th>Advanced Inorganic Chemistry</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Introduction to ligand field theory, group theory, organometallics, and catalysis. This lecture course will provide students with an introductory look at appropriate molecular theories and related descriptive chemistry. (Prerequisites: CHE115, CHE116, CHE321, CHE326, MAT135, MAT255, PHS221, PHS222, or permission of instructor)</td>
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<tr>
<th>CHE</th>
<th>456</th>
<th>Research in Chemistry</th>
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<tbody>
<tr>
<td>This course offers students an opportunity to do original research in an area of expertise of one of the chemistry faculty members. When applicable, the research will be followed with presentation of a paper at an undergraduate research conferences and submission of a paper for publication. Two to three hours of laboratory and/or library work per credit per week.</td>
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</table>
Students explore and apply current strategic planning theories, methods, and tools to help Christian ministry organizations fulfill their missions within ever-changing communities and cultural contexts.

CHE 497 Chemistry Teaching Assistant 4
Students enrolled in this course will work with a faculty member to gain teaching experience in chemistry courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; grading.

CHE 498 Internship in Chemistry 2
The internship is designed to provide students with a work/educational experience that may help determine future educational and occupational goals.

CHM 120 Exploratory Lab in Christian Ministries 1
Students explore Christian ministry through various roles and are introduced to the portfolio process leading toward consideration of and entry into the Christian Ministry professional programs.

CHM 266 Formational Models for Christian Ministries 3
Through an exploration of the scriptural, theological, historical, and social foundations of Christian ministry, students develop a personal philosophy of ministry and mission statement. Flowing out of this philosophy, students explore essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.

CHM 268 Introduction to Christian Ministry 4
Through an exploration of scriptural, theological, historical and social foundations of Christian ministry, students work to develop a personal philosophy of ministry. In addition, students study and utilize essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.

CHM 280 Caring Christian Witness 2
Students are equipped with practical ways to share the Gospel in the context of a growing friendship with others. Students develop skills in nurturing relationships, recognizing barriers and opportunities, dealing with fears, listening actively, and applying Law and Gospel to the needs of the hearer.

CHM 310 Equipping God's People 3
Students study the theological framework of volunteer ministry, understand the connection of vocation and gifts-based volunteer ministry, explore the best practices in volunteer management, and apply learning to the design of a volunteer ministry program for a specific ministry site.

CHM 312 Youth Ministry 3
Students develop the insights and skills necessary to facilitate a relational and integrated approach to youth ministry with and for youth in a congregation, which emphasizes peer, family, and congregational support networks.

CHM 314 Family and Children Ministry 3
Students explore the societal and cultural contexts of family and children’s ministry, apply foundational Christian educational theory, and work with current and emerging approaches to Christian education across the lifespan.

CHM 316 Leadership I 4
This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, role and functions of effective Christian team leadership will be discussed and practiced.

CHM 317 Outdoor Ministry 2
This course explores ministry in the outdoors setting. Participants will learn about utilization of outdoor sites and activities as ministry. Time is spent in learning how experiential learning can be incorporated into the study of the faith. Participants will also learn retreat planning.

CHM 320 A Nurturing Christian Ministry 3
Students explore the scriptural, theological, and historical role of Christian education within the church. This exploration will equip students to nurture Christians in the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.

CHM 321 Foundations for Teaching and Learning 4
Students explore the scriptural, theological and historical role of Christian education within the church. This exploration will equip students to teach the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.

CHM 322 Leadership in Christian Ministry 3
Students study and apply leadership models for guiding Christian ministry organizations into the future. Servant and team leadership, founded upon scriptural and contemporary study, serve as foundational leadership models for student exploration. The course equips students with key managerial and administrative skills essential for organizational leadership.

CHM 324 Strategic Approaches in Christian Ministry 3
Students explore and apply current strategic planning theories, methods, and tools to help Christian ministry organizations fulfill their missions within ever-changing communities and cultural contexts.
CHM 326 Healthy Congregational Change 2
Students study how to guide and assist congregations through the necessary process of productive change. Through case study analysis and projects, students apply organizational change and systems theory to congregations and ministry organizations.

CHM 330 Cultural Contexts and Faith Development 4
Students study the practice of Christian ministry within different cultural contexts and across the lifespan, paying particular attention to applying principles of biblical interpretation and a Lutheran understanding of Law and Gospel to the design and implementation of ministry experiences. Through applied projects, students develop a commitment to a reflective practice that respects diverse voices and beliefs.

CHM 370 Christian Ministry Field Work I 1
Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service per week, in addition to one seminar hour, is required.

CHM 371 Mission of God in Christian Ministry 3
This course traces the mission of God through the Old and New Testaments. It explores God’s intent for his mission people in the past, present, and future; and it discloses that intent in biblical narratives and texts as well as in Lutheran theology and the Lutheran Confessions.

CHM 372 Christian Ministry Field work II 1
Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service in addition to one (seminar) per week is required.

CHM 381 Congregational Outreach 3
Students explore a multi-phase organizational strategy for outreach, analyze a variety of approaches to outreach and, by means of class and field experiences, design a model of congregational outreach suitable to a chosen contextual setting.

CHM 382 Congregational Discipleship 3
Students explore and apply the biblical principles of and methods for welcoming, discipling, and incorporating people into a Christian congregation. Students also develop an understanding of a congregational ministry to people who have withdrawn from Word and Sacrament ministries.

CHM 384 Entrepreneurial Ministries 3
Students explore and analyze biblical principles and entrepreneurial strategies for the formation of ministries that can lead to church starts in various settings and contexts.

CHM 401 Faith Development Across the Lifespan 3
Students study the practice of teaching the faith across the lifespan, paying particular attention to principles of biblical interpretation from a Lutheran perspective. The participant will develop a philosophy of teaching that incorporates an understanding of educational theory and practice, and uses tools and skills needed for appropriate biblical study and teaching within a Lutheran framework.

CHM 416 Issues in Christian Education 1
Students collaborate with faculty to explore selected topics and issues within the contemporary Christian education context. Participants develop practical responses and explore organizational and personal change strategies.

CHM 418 Adult Ministry 3
Students explore theories of adult learning, spiritual formation, and effective teaching and adult spiritual direction strategies. Participants utilize a planning process for initiating adult education programs in the congregational setting for faith formation.

CHM 420 Capstone in Christian Ministry 2
Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth, in the process incorporating their understanding of faith and learning with vocation.

CHM 430 Children and Confirmation Ministry 4
Current and emerging theories of children’s ministry serve as the foundation for developing engaging children’s ministry practices, experiences and programs. Additionally, students research and plan effective approaches to confirmation programming. There is a fieldwork component to this course.

CHM 435 Teaching and Leading Adults 4
Adult learning theory serves as a foundation for the development of adult education programs and experiences. Throughout this course students explore and apply theories of adult learning, spiritual formation, effective teaching methods and adult spiritual direction strategies. Participants utilize a planning process for initiating and leading adult education programs in ministry settings. There is a fieldwork component to this course.

CHM 440 Speaking the Gospel 4
Students explore the practical application of models of personal witness and Christian apologetics through the development of skills in nurturing relationships, recognizing barriers to and opportunities for faith-sharing, dealing with fears, listening actively, and effectively applying Law and Gospel to the needs of the hearer. There is a fieldwork component to this course.
### Practice of Missions in the 21st Century (4 credit hours)

Students explore the basic tenets of living a mission-focused lifestyle in various cultures and contexts in North America and around the world by becoming familiar with issues related to crossing cultural barriers. These include culture shock; spiritual, physical, and emotional health; learning language and culture; team development; and integrative vocational practices. There is a fieldwork component to this course.

### Living and Working in God's Mission Field (3 credit hours)

Students apply the biblical mission mandate to the challenges and joys of every believer’s life as a missionary in various cultures and contexts and North America and around the world. Students become familiar with issues related to being missionaries, such as culture shock; spiritual, physical, and emotional health; language and culture learning; team ministry; and developing support networks.

### Foundations for Urban Ministry (3 credit hours)

Students focus on the distinct outreach opportunities and approaches of an urban context and develop a theological perspective that moves them to connect human care and evangelistic ministry in 21st century urban centers.

### Christian Response to Religions of the World (2 credit hours)

Students review the core tenets of the major religions of the world and how Christian witnesses develop skills to listen sympathetically, analyze critically, and respond appropriately from a Lutheran theological perspective to people of other major faith systems.

### Issues in Christian Outreach (1 credit hour)

Students collaborate with faculty to explore selected topics and issues within the contemporary context of outreach leadership. Participants develop practical responses to personal experiences and explore organizational and personal change strategies.

### Theory to Action: Capstone in Christian Ministry (2 credit hours)

This internship is a full-time, supervised parish or cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization, or Bible translation agency, extending from two to three semesters.

### Introduction to International Mission Director of Christian Education Internship (6 credit hours)

This experience prepares the individual for an internship in the international mission field. The experience includes mission orientation, language acquisition, basic training in English as a Second Language, local enculturation in the host culture.

### DCE Internship I (6 credit hours)

The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregation-based site for a 12-month period, emphasizing active leadership in a variety of professional tasks.

### DCE Internship II (6 credit hours)

The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregation-based site for a 12-month period, emphasizing active leadership in a variety of professional tasks.

### History of Ideas in Education (3 credit hours)

A review of the ideas and philosophies, past and present, which influence educational practices.

### Psychology of Learning and Teaching (3 credit hours)

An advanced overview of the application of psychological principles, theories, and methodologies to issues of learning and teaching.

### Curriculum Theory (3 credit hours)

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation.

### Instructional Strategies (3 credit hours)

Theory and strategies of designing technology-rich environments to support active learning in schools.

### Curriculum and Instruction (3 credit hours)

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

### Instructional Technology (3 credit hours)

Theory and strategies for designing technology-rich environments to support active learning in schools.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CI 556</td>
<td>Supervision and Improvement of Instruction</td>
<td>3</td>
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<tr>
<td></td>
<td>Theory and practice of supervision of educational programs and personnel with a focus on improvement.</td>
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<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
<td>3</td>
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<tr>
<td></td>
<td>An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.</td>
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<tr>
<td>CI 561</td>
<td>Foundations of Literacy</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.</td>
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<tr>
<td>CI 562</td>
<td>Literacy Strategies for Grades K-6</td>
<td>3</td>
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<tr>
<td></td>
<td>An investigation of literature and effective literacy strategies for the elementary classroom.</td>
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<tr>
<td>CI 563</td>
<td>Literacy Strategies for Grades 7-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A review of adolescent literature and effective literacy strategies for learners in grades 7-12.</td>
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<tr>
<td>CI 564</td>
<td>Assessment, Evaluation and Supervision in Literacy Programs</td>
<td>3</td>
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<tr>
<td></td>
<td>Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.</td>
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<tr>
<td>CIT 500</td>
<td>Foundations and Trends in Educational Technology</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.</td>
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<tr>
<td>CIT 505</td>
<td>Designing and Implementing Educational Technology</td>
<td>3</td>
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<tr>
<td></td>
<td>An examination of how to best enhance student achievement through effective incorporation of various software and hardware.</td>
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<tr>
<td>CIT 510</td>
<td>Utilization of Social Media in the Classroom</td>
<td>3</td>
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<tr>
<td></td>
<td>The study of various social media modes to engage the learner and enhance instruction</td>
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<tr>
<td>CIT 515</td>
<td>Professional Development and Leadership in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A focus on leadership and professional development in planning and integrating educational technology.</td>
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<tr>
<td>CJU 402</td>
<td>Returning Student Seminar for Criminal Justice</td>
<td>4</td>
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<td></td>
<td>This course will provide each student with an opportunity to reflect on their decision to return to college. Emphasis will be on preparations for their return to college and their development of a learning plan. Students will focus on time management, organizational skills, and practical writing for criminal justice practitioners. Extensive time will be devoted to writing fundamentals, such as mechanics, sentence structure, academic and professional prose and APA style.</td>
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<tr>
<td>CJU 404</td>
<td>Practical Writing for Criminal Justice Practitioners</td>
<td>3</td>
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<tr>
<td></td>
<td>This writing course, designed for criminal justice practitioners, will explore various writing fundamentals, such as mechanics, sentence structure, academic and professional prose, and APA style.</td>
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<tr>
<td>CJU 412</td>
<td>Criminal Justice and the Media</td>
<td>2</td>
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<td></td>
<td>This course explores the relationships between criminal justice and the media depicted in various ways including news and entertainment. Roles, responsibilities, and legal issues will be explored.</td>
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<tr>
<td>CJU 415</td>
<td>Biblical Christianity for Criminal Justice</td>
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<td></td>
<td>Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.</td>
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<tr>
<td>CJU 422</td>
<td>Information Literacy in Criminal Justice</td>
<td>4</td>
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<td></td>
<td>Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.</td>
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<tr>
<td>CJU 431</td>
<td>Inside the Criminal Mind</td>
<td>4</td>
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<td>This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.</td>
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<tr>
<td>CJU 435</td>
<td>Philosophy of Values and Ethics</td>
<td>4</td>
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<td>Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.</td>
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</table>
Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

While multiculturalism is a popular term in today's society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.

The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.

This course examines the relationships, roles, and responsibilities of criminal justice politics and the media. Included is a critical review of the tension that exists between the two, and how effective relationships can be fostered. Students will also learn to write press releases, organize and facilitate press conferences, and effectively utilize media resources.

This course will provide an understanding of the dynamics of problemsolving with special attention to research methodologies which result in finding creative and productive solutions.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJU 540</td>
<td>Organizational Behavior in Criminal Justice</td>
<td>2</td>
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<tr>
<td>CJU 543</td>
<td>Contemporary Issues in Criminal Justice Leadership</td>
<td>4</td>
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<tr>
<td>CJU 545</td>
<td>Legal and Legislative Issues</td>
<td>4</td>
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<tr>
<td>CJU 551</td>
<td>Strategic Leadership</td>
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<tr>
<td>CJU 570</td>
<td>Applied Ethics in Criminal Justice Leadership</td>
<td>4</td>
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<tr>
<td>CJU 584</td>
<td>Accessing Criminal Justice Resources</td>
<td>4</td>
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<tr>
<td>CJU 585</td>
<td>Synthesizing Seminar I</td>
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<tr>
<td>CJU 586</td>
<td>Synthesizing Seminar II</td>
<td>1</td>
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<tr>
<td>CJU 596</td>
<td>Criminal Justice Capstone</td>
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<tr>
<td>CJU 699</td>
<td>Communication in Leadership</td>
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<tr>
<td>CLQ 200</td>
<td>Introduction to Commissioned Ministry</td>
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<tr>
<td>CLQ 330</td>
<td>Theory and Prac. in Christen Ed</td>
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<tr>
<td>CLQ 477</td>
<td>DCO Colloquy Internship II</td>
<td>3</td>
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As one of the threads of continuity throughout this degree program, "systems thinking" provides a means to better understand and work more effectively with individuals and organizations. This course provides advanced perspectives of how to identify interactions and best select a means of responding from the position of manager and leader.

This course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

Effective leaders understand and leverage their leadership strengths to positively influence people and, in turn, an organization's success. This course will focus on learning your personal leadership style, how to positively impact others, and how to continue to grow and develop as a leader to bring out the best in yourself and others. Acknowledging the frequent challenge to run government like business, students will learn the strategies of successful private sector and government leaders.

This course will review and analyze popular models of ethical decision making and problems criminal justice professionals face every day. Readings, case studies, and written assignments will provide opportunities to investigate current ethical issues facing criminal justice leaders and managers in organizational settings, as well as critically apply various ethical theories and decision-making frameworks. Discussions relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Weekly written assignments will demonstrate the integration of a personal and vocation ethic.

This course familiarizes students with online academic and professional criminal justice leadership periodical indexes. Students will employ secondary research techniques in a criminal justice topic area of their choice. Students will evaluate and ethically report the body of research and informational landscape related to the topic in APA style. Students will learn to integrate knowledge navigation into academic, professional, and personal application. Students will also reflect on program objectives and personal learning and identify a direct link between the new knowledge they have acquired and their career field. Students will also begin steps to set up their final project (E-folio) due at the end of the master's program.

The culminating project of the master's program is the capstone, a research project designed to help learners generate new information for their field. Explanation of the capstone process will take place, along with a dialog regarding possible capstone topics.

This course continues the process of selecting and implementing the capstone project. Issues of epistemology and social change are discussed and explored.

The Capstone course is the concluding event of the program. This course assists students in synthesizing previous coursework and research leading to greater self-reflection, application to their career field, and an assessment of their learning throughout the duration of the program. The student will present and discuss the final M.A. Capstone E-folio.

This course familiarizes students with the four principles of interpersonal communication – communication is inescapable, irreversible, complicated, and contextual. Communication is the cornerstone to understanding and far too often leaders in the 21st Century lack proper understanding of empowering and inspirational dialogue with coworkers. Students will gain knowledge how to hone their skills and develop into leaders that employees will follow and trust.
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<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>478</td>
<td>Colloquy: Internship I</td>
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<tr>
<td>479</td>
<td>Colloquy: Internship II</td>
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<tr>
<td>512</td>
<td>Colloquy: Gifts-Based Volunteer Ministry</td>
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<td>513</td>
<td>Colloquy: Ministry Teams/Parish</td>
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<td>515</td>
<td>Colloquy: Teaching Across Generations</td>
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<td>519</td>
<td>Colloquy: Teaching Strategy Adults</td>
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<td>520</td>
<td>Colloquy: Leadership</td>
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<tr>
<td>572</td>
<td>Colloquy: Family and Youth Ministry</td>
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<td>573</td>
<td>Colloquy: Role of the DCE</td>
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<tr>
<td>576</td>
<td>Colloquy: Intro DCE Ministry</td>
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<td>578</td>
<td>Colloquy: Internship I - Part 1</td>
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<tr>
<td>579</td>
<td>Colloquy: Internship II - Part 1</td>
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<tr>
<td>588</td>
<td>Colloquy: Internship I - Part 2</td>
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<tr>
<td>589</td>
<td>Colloquy: Internship II - Part 2</td>
</tr>
</tbody>
</table>

The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth. Students may enroll in this class up to three times to help fulfill internship requirements. This course is a continuation of CLQ578 Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth. Students may enroll in this class up to three times to help fulfill internship requirements. Students will explore the theology of volunteer ministry; understand the connection of vocation and gifts-based volunteer ministry; explore best practices in volunteer management, including gift assessment, database creation and maintenance, job descriptions, recruitment, screening, training, supervision, evaluation, affirmation, and thanking volunteers; and apply learning to the design of a volunteer ministry program for a specific ministry site.

This course explores a team approach to ministry with particular emphasis on collaborative leadership models that utilize an individual’s gifts and have a strong link to the mission of the organization. Small group dynamics, life cycles of a group, roles, covenanting and personality styles will be explored in looking at how ministry teams are used in the Parish.

This course will provide a study of Catechesis throughout the ages with particular attention to principles of Biblical interpretation from a Lutheran perspective. The participant will work toward a definition of Lutheran Catechesis that will incorporate an understanding of educational theory and practice, utilize tools and skills needed for appropriate Biblical study and teaching within a Lutheran framework while displaying an understanding of the relationship between Christian education and the worship and devotional life of the Church.

Issues of motivating the adult learner, techniques for effective teaching, and educational implications of a variety of teaching methodologies are discussed. A review of available resources is included.

This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, roles, and functions of effective Christian team leadership will be discussed and practiced. Leadership styles and skills will be discovered and practices.

This course provides students with the necessary insights and skills to develop and facilitate a ministry with and for youth and families in a congregation. A relational approach to youth and family ministry emphasizes the need for peer and family support. Philosophical and practical aspects are emphasized to help students understand youth and family ministry as an integral part of the congregation’s mission. A discussion of related subjects, resources and literature is included.

The role of the Director of Christian Education as an educational minister is explored and considered. Calling and placement procedures, professional ethics and expectations, the constitution and by-laws of The Lutheran Church-Missouri Synod, the role of the DCE in Synod and District, and the role of the DCE in team ministry are examined.

Through class discussion, readings, presentations, and involvement with Directors of Christian Education, students grow in understanding the purpose and functions of a Director of Christian Education.

The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth. This course is a continuation of Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth.

The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth. This course is a continuation of Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth.
CLQ 598 Colloquy Internship I - Part 3 1
The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth.

CLQ 599 Colloquy Internship II - Part 3 1
The course is a continuation of Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth.

COM 101 Intercultural Communication Experiential Workshop 2
The world around us— at work, in local schools, in the community—is becoming increasingly diverse. This course focuses on increasing understanding of cultural similarities and differences.

COM 103 Communication Fundamentals: Interpersonal 4
Students examine their methods of interpersonal communication in various contexts including dyadic, small group, and mediated communication. Individual activities and group work include both oral and written components. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principles and concepts in the various communication contexts. (COM103 is one of the two choices for the communication general education requirement for all students. It is also a requirement for all communication majors.)

COM 104 Communicating Organizational Change 2
Why is it that 50% of organizational changes fail? Learn how to properly communicate the reasons for upcoming change; how to empower your employees to problem solve with you for maximum buy-in; learn how to recognize employee resistance to change and how to defuse it; and how to create an organizational culture where employees feel ownership.

COM 105 Listening as a Communication Tool 2
An essential skill for administrators is effective listening; too often hearing is confused with listening. Students will discover their personal barriers to effective listening; learn how to mitigate listening barriers to make others feel heard, integrate new listening skills from the telephone to the boardroom, and discover how much better informed they will be about: business, employees, and customer.

COM 106 Proactive Management 2

COM 107 Managerial Communication 2

COM 109 Introduction to Communication 3
This course introduces the practices and principles of interpersonal communication. This course will require students to gain introductory knowledge of theory as well as apply course concepts through written assignments in addition to individual and group presentations. Emphasis is placed on the communication process. Issues to be addressed include: interpersonal relationships, sending and receiving messages, language, listening, and cultural considerations. Additional emphasis will engage students to think critically about cultural implications regarding interpersonal communication.

COM 200 Collaborative Team Skills 2

COM 205 Group Communication and Facilitation 3
Students study and practice communication in small task groups, including leadership and facilitation of groups and group dynamics. A group project examining small groups is required from task groups. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in groups. (Prerequisite: COM103 or COM 212)

COM 208 Presentations Skills with Power Point 2

COM 212 Public Speaking and Performance 4
Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and test analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM212 is one of the two choices for the communication general education requirement for all students. It is also a requirement for all communication majors.)

COM 221 Laptop Video Practicum 1
This course is for the student who wants to learn the most basic video production skills using their laptop webcam and free editing software. Students will produce several short group projects. Video production projects develop the skills of video recording, editing, and titling. This class meets with students enrolled in COM222.

COM 222 Mass Communication 4
Students study and learn to critically appraise various media by exploring the weaknesses and strengths of each. The content of the course includes newspapers, magazines, books, radio and recordings, television and the new electronics, films, advertising and public relations. Media law and regulation, media ethics, and social responsibility will also be studied. Video production projects develop the skills of video recording, editing, switching, and titling. (Prerequisite: COM103 or COM212)
COM 223 Broadcast Production
3
Students are familiarized with equipment within the television studio and field production truck. Through hands-on training and simulations students gain a full understanding of how the various components of the control room work together to produce studio and remote productions. Students will crew studio shows and several athletic webcasts as part of the hands-on training. Athletic webcasts require some evening and weekend commitments. Each student will draft a plan for a studio or remote show and produce a 25 minute stand-alone production.

COM 224 Introduction to Video Production
3
This course will introduce students to the fundamentals of video production. They will learn the basic uses of production equipment, both recording and editing, and will apply that knowledge to their own hands-on projects. Production theory will be studied both as it applies to their own projects and to classic and contemporary media examples.

COM 225 Relationship Communication
2

COM 228 Public Speaking: Overcoming Fear
2
This course is intended to help students overcome a fear of public speaking. Please understand that while this course can get you started, it is not expected that upon completion of the course you will be able to present without any fear. It is expected, however, that you will have a better understanding of the problem and how to deal with it.

COM 309 Intercultural Communication
4
Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating interculturally. (Prerequisite: COM103 or COM212)

COM 323 TV Producer Practicum
3
Students in this course are responsible for producing original programming for the campus cable channel. Responsibilities include overseeing all production aspects of a show as well as assigning roles to and managing other students during shoots. Students are encouraged to develop projects of personal interest. May be repeated for up to 6 credits.

COM 324 Intermediate Video Post Production
3
This course is designed to give students intermediate to advanced experience in Adobe Premiere Pro as well as basic experience in Adobe After Effects and Adobe Encore DVD. Students are responsible for shooting and editing several projects over the course of the semester.

COM 363 Interviewing for the Professional
2
Students study and practice conducting interviews in professional activities such as: diagnostic interviews (as related to sexual harassment), discipline and termination interviews, performance appraisals, and focus groups. The interviewing skills used to develop those activities include preparing and developing a guide, questioning, probing, listening, recording, and concluding the interview. (Prerequisite: COM 103 or COM 212)

COM 364 The Job Interview
2
Students study and practice interviewing skills as interviewee and interviewer in the job selection process. Interviewee skills will focus on resume writing and building, informational interviewing, interview preparation, verbal and nonverbal responses to questions, and assessing one's fit in an organizational culture. Interviewer skills will focus on creating a job interview guide, legal and illegal questions, nonverbal variables, and professionalism. (Prerequisite: COM 103 or COM 212)

COM 403 Family Communication
3
Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: COM103, or COM212 or consent of instructor)

COM 404 Conflict Management
3
This course offers a broad overview of the study of conflict from a communication perspective. It introduces students to current theoretical and applied issues in the study of conflict management using social science theories to help explain the process of interacting with others. Specifically, the course examines the nature, causes, and techniques for managing conflict across a wide variety of situations including societal clashes, psychological turmoil, group decision-making, conflict, stress and coping, ecology, and improving family communication. (Pre-requisite of COM103 or COM212).

COM 442 Communication Theory and Analysis: Interpersonal (Capstone 1)
3
Students study and apply human communication theories to the study of interpersonal relationships including small groups, gender studies, work relationships, friendships and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM103, COM212, COM205, COM222, COM309) COM442 and COM443 are intended to be a yearlong capstone sequence.
### Communication Theory and Analysis: Persuasion (Capstone 2)

Students study and apply rhetorical communication theories to the study of communication events including speeches, speakers, movements, posters, films, campaigns, television programs, advertising, and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through communication. Both qualitative and quantitative research in persuasion is studied. The major project is an application of theory and research. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM103, COM212, COM443) COM442 and COM443 are intended to be a yearlong capstone sequence.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>COM 443</td>
<td>Communication Theory and Analysis: Persuasion</td>
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### Communication Research Methods

Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

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<tr>
<td>COM 444</td>
<td>Communication Research Methods</td>
<td>3</td>
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</table>

### Communication Ethics

This course will engage students in dialogue regarding communication ethics and inherent ethical dilemmas. Students will gain awareness about their own ethical philosophy and their ethical decision making processes. A connection will be made between communication theory, communication philosophies, current events, and personal experiences. It should prove to be an interesting, thought-provoking course. (Prerequisite: COM 103 or COM 212)

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<th>Course Code</th>
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<tr>
<td>COM 445</td>
<td>Communication Ethics</td>
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</table>

### Organizational Communication

Students examine theories of communication systems, processes and assumptions in organization structures. Topics include roles, relationships and responsibilities of individuals within organizations as well as roles in and applications of organizational communication. Interviewing skills in the various demands of organizations will be examined and practiced. Values and ethical communication behaviors are explored through a variety of activities including cases, self-assessments and field studies. (Prerequisites: COM103 or COM212, and COM205)

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<th>Course Code</th>
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<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
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### Independent Study

Independent study offers the opportunity to pursue advanced study in communication. Independent study is open only to students with substantial preparatory course work in communication. It is not intended to be taken in the place of a regularly offered course. (Prerequisite: permission of communication faculty)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COM 488</td>
<td>Independent Study</td>
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### Internship

Students participate in a variety of internship programs in such experiences as editing, publishing, broadcasting, television, human resources, and public relations under the supervision of Communication faculty. Internships are tailored to the needs, interests, and career aspirations of the student. Portfolios, learning logs, and meetings with the internship faculty supervisor are required for all internships. (Prerequisites: COM103, COM205, COM212, COM222, COM325, ENG120 and permission of communication faculty advisor)

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<tr>
<th>Course Code</th>
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<tr>
<td>COM 498</td>
<td>Internship</td>
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### Strategic Communication Management

This course is designed to increase one's understanding of strategic communication management, as well as increase knowledge of the theory, research, and practice of organizational communication. This course explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It emphasizes problem solving, decision-making, innovation, and customer service from a communication perspective. Professionals work together in class to develop solutions.

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 500</td>
<td>Strategic Communication Management</td>
<td>3</td>
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</table>

### Persuasive Communication

This course is designed to provide professionals with an understanding of the principles and practices of persuasion, advocacy, and social marketing. Learners explore theories of persuasion that guide the preparation of ethical messages intended to gain compliance, increase advocacy, and change attitudes and behaviors. Professionals research and learn key concepts and conceptual frameworks in social marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. The course provides opportunities for hands-on development and production of public relations and advertising materials so that the professionals' ability to manage these processes will be based on their own experience. Preparation of an integrated communications plan for a "real world" problem is an integral part of this course. Professionals will also have an opportunity to develop presentation skills through assignments and in-class activities.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 510</td>
<td>Persuasive Communication</td>
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</table>

### Media Strategies

This course presents a structured approach to understanding and managing internal and external communication processes. Topics addressed include media relations; research and creation of strategic public relations media plans audience analysis, and media characteristics; media and marketing decisions; managing marking and emerging communication technology functions and budgets. Special attention is given to the role of new media, as well as providing professionals with the knowledge and practical skills needed to communicate effectively and persuasively.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 520</td>
<td>Media Strategies</td>
<td>3</td>
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</table>

### Interactive Media Mgmt

This course explains how emerging communication technologies affect interpersonal and organizational communication. Students will work with different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business in global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 530</td>
<td>Interactive Media Mgmt</td>
<td>3</td>
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</table>

### Communication Inquiry and Measurement

This course provides an overview of the application and interpretation of data in communications management. Topics include: audience rating, research survey design and implementation, analysis of programs and campaigns, introduction to online analytics programs, formative evaluation, measuring integrated marketing communication, and secondary data sources.

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<td>Communication Inquiry and Measurement</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>COM 545</td>
<td>Interactive Project Management</td>
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<tr>
<td>COM 550</td>
<td>Communication Strategies for Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 560</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 570</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 580</td>
<td>Innovative Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 590</td>
<td>Crisis Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 610</td>
<td>Corporate Responsibility and Ethical Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 695</td>
<td>Capstone</td>
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<tr>
<td>CSC 105</td>
<td>Computers for Beginner Users</td>
<td>2</td>
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<tr>
<td>CSC 120</td>
<td>Web site Design and Dev 1</td>
<td>1</td>
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<tr>
<td>CSC 125</td>
<td>Web site Design and Dev 2</td>
<td>1</td>
</tr>
<tr>
<td>CSC 150</td>
<td>Computers for Intermediate Users</td>
<td>2</td>
</tr>
<tr>
<td>CSC 270</td>
<td>Microsoft Outlook 2007: Level 1</td>
<td>1</td>
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</table>

This course provides students the ability to demonstrate their knowledge of strategic communication management by developing a cross-platform interactive social media marketing project on Facebook, Twitter, Pinterest, Foursquare, LinkedIn and/or project website. Students will learn and apply social strategy through development of project tracking systems including site-appropriate monitoring metrics such as Facebook Insights, Google Analytics and Seesmic. Students will work independently researching appropriate strategies for social media business applications, and will learn to apply them to real-world business situations.

This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

This course provides an overview of the major concepts, research, theories, and models of intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics addressed in this course include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intracultural issues, stereotypes, intercultural transitions, and adaptation.

This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills, and interviewing skills.

Innovation is essential in organizations in the new millennium. Innovation can be learned, organized, and executed by professionals in organizations. This course researches the fundamentals of innovation, and looks at how innovation can create the future in organizations. Innovation and futurism are addressed from a strategic communication management context.

This course addresses the basic elements of crisis communication, procedures for developing a crisis communication plan, and strategies for reacting to crises when they occur. Professionals are trained to deal with the media in less-than-optimal situations, learn how to develop plans for different critical audiences, and research the most effective strategies for communicating the organizational message during a crisis. The course examines various types of crises that can occur in organizations.

This course provides professionals with a clear understanding of the ethical theories and moral philosophies that relate to ethical decision making in a variety of communication contexts including: organizational, mediated, mass media, and interpersonal communication. The course will examine the components and hindrances of good ethical decision-making in communication. Professionals will learn how to think critically, gain sensitivity in using appropriate language, express their reasoning clearly both in written and verbal communication, and to research the role of communication in the creation of corporate culture. Through case studies, readings and visits from local executives during class, professionals are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.

The capstone experience provides the professional with an opportunity to review and to use the skills acquired in the strategic communication management program. Two options are available: An applied thesis project and a comprehensive Electronic Portfolio. In both options students work one-on-one with their capstone director on applying skills and concepts. Research, analysis, strategic thinking, message shaping, and evaluation skills come together in the capstone. Students will receive ongoing guidance and feedback from their project director. Presentations are held at the end of the course to share learning with other students.

This course is for those with little or no experience with computers. It begins with an introduction to computers and their terminology, followed by a discussion on Microsoft Windows XP and the use of Microsoft Office 2002 application software. The course will wrap up with a brief discussion on using email and surfing the Internet.

This course is designed to build upon basic computer skills. A basic introductory knowledge of computers is expected. Students enhance their use of Microsoft Office applications through various assignments and labs.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CSC 280</td>
<td>Microsoft Word 2007: Level 1</td>
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<tr>
<td>CSC 285</td>
<td>Microsoft Excel 2007: Level 1</td>
<td>1</td>
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<tr>
<td>CSC 290</td>
<td>Microsoft Access 2007: Level 1</td>
<td>1</td>
</tr>
<tr>
<td>CSC 294</td>
<td>Powerpoint 2007: Level 1</td>
<td>1</td>
</tr>
<tr>
<td>CSC 300</td>
<td>Computers for Advanced Users</td>
<td>2</td>
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<tr>
<td>CSC 301</td>
<td>Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CVM 101</td>
<td>Old Testament (pre-DELTO)</td>
<td>2.5</td>
</tr>
<tr>
<td>CVM 130</td>
<td>Christian Doctrine I (pre-DELTO)</td>
<td>1.5</td>
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<tr>
<td>CVM 131</td>
<td>Christian Doctrine II (pre-DELTO)</td>
<td>1.5</td>
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<tr>
<td>CVM 151</td>
<td>Teaching the Faith (pre-DELTO)</td>
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<tr>
<td>CVM 160</td>
<td>Worship Ldrshp Trng (pre-DELTOD)</td>
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<tr>
<td>CVM 161</td>
<td>Intro Christian Outreach (pre-DELTO)</td>
<td>1</td>
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<tr>
<td>CVM 201</td>
<td>New Testament (pre-DELTO)</td>
<td>2</td>
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<tr>
<td>CVM 240</td>
<td>Church History (pre-DELTO)</td>
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<tr>
<td>CVM 250</td>
<td>Introduction to Pastoral Ministry and Portfolio</td>
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<tr>
<td>CVM 262</td>
<td>Parish Leadrship, Service, and Administration (pre-DELTO)</td>
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<tr>
<td>CVM 270</td>
<td>Introduction to the City I</td>
<td>3</td>
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<tr>
<td>CVM 275</td>
<td>Introduction to the City II</td>
<td>3</td>
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<tr>
<td>DI 509</td>
<td>Application of Differentiated Instruction in Gifted Education</td>
<td>3</td>
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<tr>
<td>DI 515</td>
<td>Family Systems for Educators</td>
<td>3</td>
</tr>
<tr>
<td>DI 532</td>
<td>Collaboration in Inclusive Settings</td>
<td>3</td>
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<tr>
<td>DI 534</td>
<td>Teaching Students with Mental Health Needs</td>
<td>3</td>
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This course explores features for word processing, spreadsheets, database management, and presentation graphics software programs that increase problem-solving skills and creativity for professional use.

This course emphasizes structured programming and problem solving techniques as implemented in a high level language. Topics include input and output procedures, control structures and boolean expressions, functions and procedures with parameters, recursion, looping techniques and data structures. (Prerequisite: MAT125 or equivalent)

This course, required for all pre-Pastoral [and pre-Deaconess] students, should be taken after achieving 32 semester hours. The course will include activities and assignments to assist students in the exploration of their journey to becoming a pastor [or deaconess], their understanding of ministry and their development of a professional portfolio. Participants will draft elements of the portfolio required for pre-pastoral [or pre-deaconess] program exit interviews.

This class is the first part of a two semester sequence designed to give students an understanding of life in the urban setting. This course develops an understanding of the dynamics of the urban area. Opportunities are also available in this course for the Christian to explore what it means to be a child of God in the urban setting. The course is cross-cultural and cross-disciplinary.

This class is the second part of a two semester sequence designed to give students an understanding of the life in the urban setting. This semester focuses upon world religions, grant writing, and challenges of the city. The course is cross-cultural and cross-disciplinary.

This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and homeschool communication.

A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.
Emphasis is placed on an understanding of the history, goals, and current trends in the education of primary children. The focus of the course includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

Emphasis is placed on an understanding of the history and current trends for kindergarten. The focus of the course includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents. This course includes 30 hours of practicum experience.

DI 536 Inclusion: Effective Practices for All Students

Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

DI 538 Differentiating Instruction Across Content

This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

DI 594 Effective Practices in Differentiated Instruction

An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

ECC 180 Minnesota Early Childhood Educators’ Conference

Join the faculty of Concordia University and the Minnesota South District for this annual conference. Choose from over 60 sectionals with tracts geared for infants, toddlers, preschool, kindergarten, primary, school age, administrator as well as general topics to update your knowledge, exchange ideas, and reaffirm your commitment to the education of young children. For more information and conference register see the website: www.csp.edu/earlychildhood or call 651-641-8857.

ECC 204 Transforming Challenging Behavior

Quirky Kids: Why some kids have trouble fitting in. This course is an overview of the challenging behaviors that make some kids seem ‘quirky.’ Many of these behaviors are part of specific disorders like Autism Spectrum Disorder, Sensory Processing Disorder, ADHD, and Nonverbal Learning Disorder. We will examine each of these disorders and its characteristic behaviors. Once a behavior is recognized in a disability perspective, strategies can be implemented which ensure great success to the child, parents, and early childhood educators. Resources for referral will be shared.

ECC 251 Children’s Mental Health: Early Childhood Programming and Activities

This course provides early childhood educators with the theoretical foundation for emotional development of young children. Using the concepts and strategies discussed in the course, educators can develop best practices for enhancing children’s mental health through the physical and emotional environments.

ECE 321 Pre-Primary Education

Emphasis is placed on an understanding of history and current trends for three, four, and five year olds in early childhood and kindergarten. The focus of the course includes the development of appropriate learning environments and teaching strategies for skilled, foundational, and impressional treatment of all curricular areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. This course includes 30 hours of practicum time with young children. (Prerequisite: PSY210)

ECE 322 Kindergarten Endorsement Methods

Emphasis is placed on an understanding of the history and current trends for Kindergarten. The focus of the course includes the development of appropriate learning environments, activities, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

ECE 323 Kindergarten Methods

Emphasis is placed on an understanding of the history and current trends for kindergarten. The focus of the course includes the development of appropriate learning environments, activities, interactions, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

ECE 324 Language Development and Emergent Literacy

This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition and emergent literacy. The research and stages of language development from birth through age seven are extensively explored. Literacy strategies are explained, modeled, and experienced. The process of acquiring English as a second language and supportive strategies from adults and peers is also explored. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. Twenty-five hours working with young children is required. (Prerequisite: PSY210)

ECE 325 Education of Infants and Toddlers

This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

ECE 326 Building Primary Classrooms

Emphasis is placed on an understanding of the history, goals, and current trends in the education of primary children. The focus of the course includes the development of a creative primary learning environment and strategies in achieving the standards set by the State of Minnesota.

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Concordia University, St. Paul, Minnesota
**ECE 425 Young Children with Special Needs**  
This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique needs of individual children in the early childhood setting. Emphasis is given to the integration of theories, research, practical application, and promotion of collaboration between early childhood professionals, special educators, and parents. Particular attention is given to authentic assessment which informs instruction, program planning, and individualization of activities. Also included is the presentation and discussion of the theory of behavior guidance in an inclusive early childhood classroom. May be taken in lieu of ED439. If so, 25+ human relations hours working with students with disabilities are required. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

**ECE 426 Organization and Administration of Early Childhood Education**  
This course, which is normally completed during the student teaching semester, deals with the following administrative topics: responsibilities of the early childhood director; supervision and evaluation of staff; staff development; budgeting and finances; health maintenance and safety; parent involvement; and public relations. (Prerequisite: PSY210)

**ECE 427 Authentic Assessment and Guidance in Early Childhood Education**  
Students will examine the various methods of child study, observation, portfolio development, and other authentic assessment strategies as a way to assess children's growth and the development of knowledge and skills. Classroom management strategies will be explored including the effect of classroom practices and learning environments on children's behavior.

**ECE 520 Effective Research Writing**  
This course will emphasize the difference between academic writing for a master's program and writing for personal use. APA Formatting will be emphasized, strategies for developing a literature review, and writing for academic use will be included.

**ECE 521 Topics and Research in Early Education**  
This course will explore the current research in early education focusing on the theme of evidence-based practices by integrating theory with the activities of teacher researchers. Current empirical studies will be used to apply and understand research methods.

**ECE 522 Play: Theoretical Foundations and Applications**  
This course is a study of the various theoretical foundations of play and their application to young children's development and learning. Students examine the role of the teacher in children's play, analyze play environments, and review the issues and research affecting children and curriculum.

**ECE 526 Curriculum and Instruction in Early Childhood Education**  
Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.

**ECE 527 Observation and Assessment in Early Childhood Education**  
The various methods of child study, observation, portfolio development, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

**ECE 541 The Diverse Classroom**  
This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

**ECE 544 Language Development and Emergent Literacy**  
Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

**ECE 576 Methods in Early Childhood Programming**  
This course is an in-depth look at current literature that supports leadership in early childhood education and then extends learning to the complexities of quality programming in early childhood education.

**ECE 577 eFolio and Completion**  
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will complete, present, and discuss the final M.A. Capstone eFolio.

**ECO 101 America in the Global Economy: Macroeconomics**  
This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States' role in their development.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>ECO 102</td>
<td>America in the Global Economy: Microeconomics</td>
<td>2</td>
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<tr>
<td>ECO 201</td>
<td>Econometrics</td>
<td>4</td>
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<tr>
<td>ECO 401</td>
<td>Global Economics</td>
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<tr>
<td>ED 200</td>
<td>Introduction to Teaching</td>
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<tr>
<td>ED 201</td>
<td>Foundations of and Introduction to Education</td>
<td>3</td>
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<tr>
<td>ED 290</td>
<td>Language and Society</td>
<td>4</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
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<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
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<tr>
<td>ED 342</td>
<td>Teaching Literacy</td>
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<tr>
<td>ED 345</td>
<td>The Effective Elementary Teacher</td>
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<tr>
<td>ED 346</td>
<td>The Effective Middle School Teacher</td>
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</table>

This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy. (Prerequisite: ECO101)

This course will introduce students to basic econometrics, such as regression analysis and problems in regression analysis such as multicollinearity, heteroscedasticity, and autocorrelation. (Prerequisites: ECO102, MAT110)

This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets.

This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.

This course helps students experience, understand and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included.

This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. During the duration of the course students need to register for required MTLE Basic Skills Test (additional fee). A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. Admission to Program is an outcome including development of efolio and admittance to program interview.

This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.

This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment. A 15 hour field experience that satisfies a portion of the university's human relations requirement is included.

The importance between all the literacy skills: reading, writing, listening, thinking and speaking is addressed. An understanding of a balanced reading approach is emphasized. The approach includes methods of embedding a wide variety of children's literature in the classroom through literature circles, thematic units, reading and writing conferences, reading and writing workshops, process writing and authentic assessment. Teaching strategies for building comprehension, word recognition and word analysis skills are presented as well as appropriate developmental and instructional orientation to spelling, grammar and punctuation. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.

Instructional methods and materials that have wide application to the elementary grade levels are examined. Particular emphasis is given to such topics as the decision-making inherent in teaching (CSP model), effective instruction (planning, critical presentation skills, student interest, motivation, and involvement, etc.) and effective classroom management. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.

The historical, sociological, psychological and philosophical aspects of the middle school are studied. Discussion and activities focus on the purposes, functions and implications of the curriculum and the learner. Students explore middle school teaching practice and student learning in the classroom and current middle school organization and practice. (Prerequisite: admission to Teacher Education Program)
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 347</td>
<td>The Effective Secondary Teacher</td>
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<tr>
<td></td>
<td>This course provides a study of the purposes,</td>
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<td></td>
<td>history, philosophy, organization, operation,</td>
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<td>students, curriculum, teaching practices, and</td>
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<td>current problems of secondary schools in the</td>
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<td>United States. Emphasis is on the knowledge and</td>
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<td></td>
<td>skills necessary to teach effectively in a</td>
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<td>secondary school. (Prerequisite: admission to</td>
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<td>Teacher Education Program)</td>
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<tr>
<td>ED 348</td>
<td>Second Language Acquisition</td>
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<td></td>
<td>This course examines both the cognitive aspects</td>
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<td>of second language acquisitions, and the social</td>
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<td>and cultural ones. The acquisition of the</td>
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<td>second language and the first language are</td>
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<td>compared and contrasted. The acquisition of</td>
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<td>language in a multilingual environment is</td>
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<td>explored.</td>
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<tr>
<td>ED 351</td>
<td>Teaching of Grades 9-12 Mathematics</td>
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<td></td>
<td>This course emphasizes the application of</td>
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<tr>
<td></td>
<td>educational theory and psychology in the</td>
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<td>secondary mathematics classroom. Students learn</td>
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<td>to develop their own teaching styles within</td>
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<td>constraints of good planning, proper classroom</td>
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<td>management and appropriate assessment</td>
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<td></td>
<td>techniques. A variety of teaching</td>
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<td></td>
<td>strategies are discussed. Prerequisite: Admission</td>
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<td>to Teacher Education Program. (Prerequisite to</td>
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<td></td>
<td>secondary student teaching)</td>
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<tr>
<td>ED 352</td>
<td>Teaching of Grades 9-12 Social Studies</td>
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<td></td>
<td>This course provides students with an understanding of how the cognitive and affective dimensions of social studies are combined with learning theory and practice for effective teaching at the secondary level. The professional role of the social studies teacher in and out of the classroom is addressed. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)</td>
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<tr>
<td>ED 353</td>
<td>Teaching of Grades 9-12 Science</td>
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<td>This course emphasizes instructional methods</td>
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<td>specific to the teaching of science in secondary</td>
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<td>schools. Topics covered include goals and</td>
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<td>objectives, individualized instruction, lesson</td>
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<td>planning, inquiry, lab use and safety, evaluation</td>
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<td>and testing, science and societal issues, field</td>
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<td>trips and fieldwork, science fairs, computers</td>
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<td></td>
<td>and professional organizations. Prerequisite:</td>
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<td>admission to Teacher Education Program. (Prerequisite to secondary student teaching)</td>
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<tr>
<td>ED 355</td>
<td>Teaching of Grades 9-12 Communication Arts /</td>
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<td></td>
<td>Literature</td>
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<td>This course provides students with an</td>
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<td>understanding of basic theory and practice in</td>
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<td>teaching literature, speech, communication, and</td>
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<td>composition in grades 9-12. It includes</td>
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<td>instruction in unit planning and implementation,</td>
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<td>the use of media resources, testing and</td>
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<td>individualizing instruction, and curriculum</td>
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<td>evaluation and planning. It also introduces</td>
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<td>some study of the history and present trends</td>
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<td>in the teaching of literature and</td>
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<td>communication. Prerequisite: admission to Teacher</td>
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<td>Education Program. (Prerequisite to secondary</td>
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<td></td>
<td>student teaching)</td>
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<td>ED 356</td>
<td>Teaching Elementary Science/Environmental</td>
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<td>Education</td>
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<td>In a laboratory setting, students actively</td>
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<td>explore science concepts and skills. They</td>
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<td>become familiar with materials and methodology</td>
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<td>especially well suited to the teaching of</td>
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<td>elementary school science and assessment of the</td>
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<td>associated learning, as well as recognize</td>
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<td>the central role of science in the development</td>
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<td>of enthusiastic learning and innovative,</td>
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<td></td>
<td>integrative and critical thought. (Prerequisite:</td>
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<td>admission to Teacher Education Program)</td>
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<td>Enrollment is concurrent with ED371 Teaching</td>
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<td></td>
<td>Practicum.</td>
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<td>ED 357</td>
<td>Teaching Elementary Social Studies</td>
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<td></td>
<td>This course reviews the content, methods,</td>
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<td>materials and research related to the teaching</td>
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<td>of elementary social studies (K-6th Grade).</td>
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<td>Attention is given to the content of the social</td>
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<td>studies curriculum and its basis within the</td>
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<td>social sciences, global education, experiential</td>
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<td>learning, concept development, inquiry</td>
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<td>methods, moral development, assessment,</td>
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<td>Minnesota standards, and critical thinking.</td>
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<td>(Prerequisite: admission to Teacher Education</td>
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<td>Program) Enrollment is concurrent with ED371</td>
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<td></td>
<td>Teaching Practicum.</td>
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<td>ED 360</td>
<td>Content and Mhld for K-6 Mathema</td>
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<td></td>
<td>This course provides opportunity for students</td>
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<td>to learn and apply the content, conceptual</td>
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<td>framework, and theories of teaching and learning</td>
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<td>of the elementary school mathematics curriculum.</td>
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<td>(Prerequisite: Admission to Teacher Education</td>
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<td></td>
<td>program.)</td>
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<td>ED 363</td>
<td>ECE Practicum</td>
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<td></td>
<td>This course provides an early field experience</td>
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<td></td>
<td>for students prior to student teaching. Students</td>
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<td>are assigned to work with a cooperating teacher</td>
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<td>at a grade level appropriate to their license.</td>
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<td>The course is taken concurrently with methods</td>
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<td></td>
<td>courses to relate theory to practice. Students</td>
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<td>are usually placed in diverse, urban classrooms.</td>
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<td>(Prerequisite: admission to Teacher Education</td>
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<td>Program)</td>
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<td>ED 371</td>
<td>Teaching Practicum (Birth - Grade 3)</td>
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<td>This course provides an early field experience</td>
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<td>for students prior to student teaching. Students</td>
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<td>are assigned to work with a cooperating teacher</td>
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<td>courses to relate theory to practice. Students</td>
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<td>are usually placed in diverse, urban classrooms.</td>
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<td>(Prerequisite: Admission to Teacher Education</td>
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<td></td>
<td>Program)</td>
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<tr>
<td>ED 372</td>
<td>General Education Practicum for Special</td>
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<td></td>
<td>Educators</td>
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<td>This course gives the undergraduate special</td>
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<td>education teacher candidate an opportunity to</td>
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<td>observe in a regular education classroom, teach</td>
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<td>their created lessons to both general education</td>
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<td>and special education students in an inclusive</td>
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<td>environment, to reflect on those lessons, and</td>
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<td>modify their future lessons dependent upon the</td>
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<td>formative assessment of the students’ work.</td>
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<tr>
<td>ED 375</td>
<td>Teaching Practicum: Kindergarten Endorsement</td>
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<td></td>
<td>Methods Field Experience</td>
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<td>This course provides a field experience for</td>
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<td>students taking the Kindergarten Endorsement</td>
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<td>Methods course. Students are assigned to work</td>
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<td>with a cooperating teacher at the Kindergarten</td>
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<td>level and often in diverse, urban classrooms.</td>
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<td>The course is typically taken upon completion of</td>
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<td>Kindergarten Endorsement Methods to relate</td>
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<td>theory to practice. This course will be effective</td>
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<td>until June 30 2012.</td>
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</tbody>
</table>
ED 380  Education of Exceptional Children  3
This course is designed to explore the various areas of exceptionality among children of school age. Awareness of the scope and nature of the exceptionality, essential educational procedures and available rehabilitative and legal resources will be studied. The course will include a series of pre-practicum experiences documenting a variety of grade levels. SPED580: Graduate students will be required to complete additional reading and research and to prepare a class presentation.

ED 382  Teaching Students with Linguistic Differences and Difficulties  3
This course builds on ED342 Teaching Literacy. In this course students will learn how to facilitate the development of the reading skills in two languages and the transference of the skill developed in one language to a second one. Particular attention will be paid to the specific problems of non-native English speakers learning to read English. SPED582 Graduate students will be required to complete additional reading and research.

ED 385  Foundations of Education  3
This course introduces students to the philosophical, historical, sociological and legal foundations upon which current educational theory and practice is constructed. Students will demonstrate a clear understanding of: the role of schools as organizations within the larger community, including the historic figures and events that contributed to these understandings; the legal rights and responsibilities of students, teachers and schools within the society; importance of ethics and collaboration as part of educational practice; the diversity of philosophical approach to learning and instruction; and the variety of student needs that schools must address in public and Lutheran schools in the United States. (Prerequisite: upper level standing)

ED 386  Principles of Bilingual Education  4
This course provides a basic understanding of the history and development of the bilingual education in the United States. Students will learn about the different bilingual education program models and their implications for implementation.

ED 389  ESOL Methods: Teaching English to Speakers of Other Languages  4
In this course students will become more aware of the nature of language, particularly of English and of how language is acquired/taught. The focus will be on the components of language teaching, as well as methodology and evaluation. Specific goals include students increasing their awareness of the grammar of English and learning to use reference grammars to answer questions; students understanding different approaches and methods to language teaching and incorporating them into a syllabus and/or lesson plans; students learning current basic theories of how language is acquired; students selecting and using materials and ready to teach language; and, students assessing English language proficiency and evaluating language performance.

ED 390  S.E.A.T. Seminar  1
This course provides opportunities for the student in the S.E.A.T. program to explore different topics of interest to educators. It is designed to help participants to move from the roles of paraeducator to professional teacher.

ED 418  Adult Education and Development  4
An overview of adult learning theory and development, psychological perspectives of the adult learner, educational implications of the adult system, teaching strategies and program development will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs is utilized. Application is made to adult education in various settings. The service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings. (Prerequisite: upper level standing)

ED 439  The Inclusive Classroom  2
Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms. Topics include the classroom teacher's role is assessing, developing, and implementing unique learning experiences and managing group and individual behaviors. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)

ED 446  Teaching Elementary Music  1
This course presents the principles, objectives and materials of music education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: minimal competency in music as demonstrated by test, successful completion of Class Piano and/or MUS101, admission to Teacher Education Program.) Enrollment is concurrent with ED371 Teaching Practicum.

ED 447  Teaching Elementary Art  1
This course seeks to develop in the prospective elementary school teacher the fundamental understandings, attitudes and skills needed for the effective teaching of art in the elementary school. (Prerequisites: ART101 Approaching Art and admission to Teacher Education Program.) Enrollment is concurrent with ED371 Teaching Practicum.

ED 448  Teaching Methods for Elementary/Middle School Movement Education  1
This course provides students with the basic principles of effective instruction in movement education at the Elementary/Middle School level (K-8). The course addresses curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skill, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Instructional subjects will include locomotor/non-locomotor skills, manipulative, elementary games, fitness activities, and some sport skill development. (Prerequisite: Admission to Teacher Education Program.) Prerequisite to student teaching. (Not required if student completes KHS330)
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)

Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents. Students are assigned to work with a licensed parent educator. Seminars are held on campus. A capstone project is part of the experience. (Prerequisites: Admission to Teacher Education Program and completion of all coursework in the Parent Educator major.)

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for young children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Birth-Grade 3 Practicum.)

This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions. (Prerequisite: admission to Teacher Education Program.)

This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)

This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who manifest learning disabilities will be considered utilizing diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies.

This course is designed to help student develop the necessary skills to manage a program designed to meet the educational needs of children with mild to moderate learning and/or behavior problems in inclusive settings. Emphasis will be placed on referral procedures, collaboration skills, instructional planning, effective teaching strategies and adaptive materials. This experience provides teacher education students with an opportunity to gain specialized field experience in special education. SPED583: Graduate students will be required to do an action research project and to prepare a written report suitable for publication.

This course prepares the student to undertake testing of students who do not have English as a first language. The course will deal with both the knowledge needed to perform both formal and informal assessments that are meaningful as well as the skills necessary to administer and accurately interpret assessments for limited English proficient students in at least two languages.

The range of standardized and informal assessment options will be studied. Techniques will include the administration of procedures including analyzing data and making instructional and placement decisions. Communication of results to students' parents, caregivers and others professionals; impact on career skills affecting employability; and ethical issues will be discussed. (Prerequisite to Student Teaching.)

This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ED 492</td>
<td>Introduction to Emotionally Behaviorally Disordered</td>
<td>3</td>
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<tr>
<td></td>
<td>This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom.</td>
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<tr>
<td>ED 493</td>
<td>Children's Literature</td>
<td>2</td>
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<td></td>
<td>An awareness of the elements characteristic of quality children's literature, an acquaintance with a wide variety of children's books for the elementary school, methods of presenting literature in the classroom, and the importance of the school library are considered.</td>
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<tr>
<td>ED 498</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>ED 500</td>
<td>Seminar A</td>
<td>2</td>
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<tr>
<td></td>
<td>This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.</td>
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<tr>
<td>ED 502</td>
<td>Educational Issues</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.</td>
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<tr>
<td>ED 503</td>
<td>Effective Communication for Educators</td>
<td>3</td>
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<td></td>
<td>This course will focus on providing foundational communication skills for educators. All coursework is based on an integrated skills approach with listening, speaking, reading, writing, and grammatical components. Course content focuses on the exploration of U.S. educational systems for students at all levels who study in various physical environments. Students will visit schools. The application of the content in response to the fieldwork will give the student a familiarity with conversational American English, as well as an integration of the common grammatical structures of colloquial English in writing, reading, speaking, and listening. It is further designed to prepare students for academic success in U.S. college degree programs through a final written project to be presented orally.</td>
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<tr>
<td>ED 504</td>
<td>Comparative Educational Systems</td>
<td>3</td>
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<td>This course will focus on other cultures and other systems of education in order to discover similarities and differences. Studies will concentrate on educational systems and processes within the U.S. and internationally, in addition to examining U.S. education from a global perspective. The material is focused on developing meaningful terminology and standards for education worldwide and building a framework for assessing the success of educational programs. Students will examine the field of education in the context of economic, political, and social forces as well as work to understand how the development of education in the past has influenced the present.</td>
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<tr>
<td>ED 505</td>
<td>Seminar B</td>
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<td>This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.</td>
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<tr>
<td>ED 507</td>
<td>Diversity in Education</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.</td>
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<tr>
<td>ED 508</td>
<td>Legal and Ethical Issues in Education</td>
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<tr>
<td></td>
<td>A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.</td>
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<tr>
<td>ED 509</td>
<td>Issues in Differentiated and Gifted Education</td>
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<td></td>
<td>This course is a study of the impact of educational research on the development and the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education. The course continues the process of developing the individual capstone project.</td>
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<tr>
<td>ED 510</td>
<td>Seminar C</td>
<td>3</td>
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<td></td>
<td>This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio.</td>
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<tr>
<td>ED 515</td>
<td>Family Systems for Educators</td>
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<td>A study of diversity in family systems to include a survey of current developments in the study of the family and the analysis of changes in American society and their influence on family life.</td>
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<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
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<td></td>
<td>Mastering the systematic and rigorous process of posing a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.</td>
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<tr>
<td>ED 530</td>
<td>Human Diversity and Relations</td>
<td>2</td>
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<td>This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour community service field experience that satisfies a portion of the university's human relations requirement is included and required.</td>
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<tr>
<td>ED 532</td>
<td>Collaboration in Inclusive Settings</td>
<td>3</td>
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<td></td>
<td>A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings.</td>
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</tbody>
</table>
ED 534 Teaching Students with Mental Health Needs 3
A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

ED 536 Teaching Students with Linguistic Differences and Difficulties 3
A study of the issues and approaches to educating a culturally and linguistically diverse population.

ED 538 Teaching Students with Math and Literacy Difficulties 3
Awareness and examination of the scope and sequence of math and literacy skills students need to be successful in the inclusive classroom in the academic areas of reading, writing, and speaking.

ED 539 Legal and Legislative Issues 3
This course will deal with law and legislation that affects early childhood education. Children and childcare are presented as issues of public policy. The skills and strategies of child advocacy are discussed and students are challenged to become active in public advocacy for children.

ED 554 Curriculum and Instruction 3
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

ED 582 Ethics for Educators 3
This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

ED 590 Conducting Research and Completing the Capstone 3
A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

ED 594 Effective Practices in Differentiated Learning 3
An examination of brain-based learning practices for differentiating instruction for all learners.

ED 598 Directed Studies in Education 3
Key educational topics will be explored and students will make connections between those topics and other program requirements.

ED 699 TC2 Urban Teacher Res.: Foundations 6

ED 7001 Principal Leadership in 21st Century Schools 3
This course is designed for individuals who desire to pursue a principal position in the future. The primary focus is on the knowledge and skills of leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

ED 7002 Human Resources for Principals 3
This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

ED 7003 Principal's Role in Instructional Supervision 3
This course investigates the role of the principal relevant to the supervision of instruction and evaluation of teacher performance for the purpose of instructional improvement. A variety of theoretical models for instructional supervision will be reviewed along with their pros and cons. Students will practice supervisory and evaluative strategies.

ED 7004 Data Use and Analysis for Principals 3
This course will provide the learner an opportunity to use data to inform decision making at the principal level by providing a link between research and practice. Using actual data from their school or district students will learn and use statistical data to create a school improvement plan (SIP) and present it as a project in the course.

ED 7005 Principals and the Facilitation of Change 3
This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level. It will consider aspects of change in well managed schools that focus on diverse learner needs as well as safe learning environments that promote a culture of excellence.

ED 7006 Legal Issues for Principals 3
This course examines the reality of legal issues that the everyday principal must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

ED 7007 Finance and Business Management for Principals 3
This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.
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ED 7008 Ethics and Interpersonal Effectiveness for Principals 3
This course is designed to have potential principals examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

ED 7009 Principal Internship 1 1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7010 Principal Internship 2 1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7011 Principal Internship 3 1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7012 Principal Internship 4 1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7031 Superintendent Leadership in 21st Century School Districts 3
This course is designed for individuals who desire to pursue a superintendent position in the future. The primary focus is on the knowledge and skills of school district leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools districts.

ED 7034 School District and Community Relations for Superintendents 3
This course focuses on PK-12 school districts developing and sustaining district, family, and community relationships based on collaborative initiatives that help all children learn. Emphasis is placed on selected issues, including communication with the diversity of internal and external publics, including older adults, employee associations, governing boards, parents, and students.

ED 7035 Data Use and Analysis for Superintendents 3
This course will provide the learner an opportunity to use data to inform decision making at the district office level by providing a link between research and practice. Using actual data from their district students will learn and use statistical data to create a district improvement plan (DIP) and present it as a project in the course.

ED 7036 Critical Issues and Analysis of Public Policy for Superintendents 3
Educational policy-making processes are examined at the macro (national, regional and state) and micro (local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.

ED 7060 Written Comprehensive Exam 1.500
Written Comprehensive Exam that must be passed prior to registration for ED7061.

EDC 381 Leadership Training Workshop 1
This is a training workshop for individuals working in the field of family issues regarding overindulgence with children. Overindulgence is a common family occurrence. In this course, students will explore who overindulges, the painful outcomes, why it is a secret, and how to talk about it. The course includes hands-on strategies about teaching families what to do instead of overindulging. It also includes ways to teach about delayed gratification and what is enough. A broad base of facilitation theories and skills that can be used in any adult education setting will be covered.

EDL 550 Leadership in Education 3
An examination of classical and contemporary theories and styles of leadership and their application to educational settings.

EDL 552 Management of Human and Financial Resources 3
A focus on educational leadership theory and practice related to the management of human and financial resources.
EDL 553  Educational Policy and Administration  3
An examination of legislative issues, policy implications, and the administration of these issues and implications including analysis from multiple perspectives.

EDL 556  Supervision and Improvement of Instruction  3
Theory and practice of supervision of educational programs and personnel with a focus on improvement.

EDT 210  Understanding the Adult Learner  4
This course introduces the unique perspectives of the adult learner. Participants will gain knowledge in self-directedness, learning styles, learner's motivations, and how new learning can trigger transformational experiences. Participants will also explore adult development as it relates to learning.

EDT 220  Designing and Facilitating Online Learning  3
Explore the dynamic environment of online learning. Discuss a range of relevant educational topics that instructors must know in order to Design and deliver effective student centered online learning.

EDT 230  Creating Virtual Educational Material  2
This course is designed to facilitate skills in creating supplemental materials for use in the online environment. Participants apply adult learning theory to the development of selected media tools.

EDT 240  Creating Online Curriculum  2
New instructors and trainers who wish to develop courses for academic credit will find different requirements and demands for each accrediting institution. This course offers information on effective syllabus development, student assessment, academic rigor, creating appropriate assignments and assessing quality.

EDT 310  Assessing Quality for Child Care Accreditation  3
Participants will learn the basic principles of assessing an early childhood and school age care program using materials from national accreditation organizations. Students will complete program observations and improvement action plans based on observations, assessments and surveys.

EDT 320  Action for Quality Child Care  3
Participants will explore basic systems thinking in relationship to daily child care program operations. They will develop daily checklists, staff training, and systems for establishing and maintaining quality child care in line with annual inspections. The class will concentrate on best practice policies and maintaining quality child care.

EDT 330  The Business of Child Care  3
Students will develop an annual operating budget. In the budget process the class will explore staffing to meet ratios, reading and understanding income statements and variance reports. Students will create a marketing plan to attract new families and establish quality customer service to keep customers. Textbook: The Business of Child Care, Management and Financial Strategies. Handouts will be provided on military financial reports.

EDT 340  Establishing a Staff mentoring Program  3
Participants will explore establishing a mentoring program within military child care and youth programs. Coaching, record keeping systems, mentoring that does not create more labor costs, and getting staff to buy into a mentoring program are concepts that will be covered.

ENG 100  Introduction to College Writing  4
This course is designed for students who need writing instruction and practice before enrolling in ENG120 College Writing. Focusing on correct and clear sentence construction, organized and developed paragraphs, and significant grammar problems, ENG100 mixes short writing assignments, class discussion, and individual conferences. Students may be required to take ENG100 based on their English ACT or their verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG100.

ENG 102  Fundamentals of Reading and Writing  3
This course will concentrate on providing foundational reading and writing skills needed to function successfully in U.S. university courses. The content will focus on sentence-level English language proficiency, as well as practical vocabulary, basic language structures, and academic writing. All coursework is based on an integrated skills approach with speaking, reading, writing, and grammar components. Students will read a variety of sources, including fiction and nonfiction texts and articles, while preparing for university academic expectations by exploring different styles of academic writing.

ENG 105  Developing Writing Skills  2
This course is designed to develop confidence and enhance writing skills through examining the learner's writing journey, while addressing common writing problems such as word choice, sentence structure, and paragraphing. Learners will understand the course material through readings, exercises, and proofread their own work.

ENG 112  Fundamentals of Writing, ESOL  4
This course, an English for Speakers of Other Languages course, is designed for students whose writing indicates a need to study writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. This may be an elective but it is required for students whose high school grades, test scores and/or writing sample indicate a need for such study.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 122</td>
<td>Professional Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 123</td>
<td>Writing for the Workplace</td>
<td>2</td>
</tr>
<tr>
<td>ENG 125</td>
<td>Introduction to Literature</td>
<td>4</td>
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<tr>
<td>ENG 202</td>
<td>Fundamentals of College Writing</td>
<td>3</td>
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<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
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<tr>
<td>ENG 221</td>
<td>Journalism</td>
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<td>ENG 222</td>
<td>Journalism Practicum</td>
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<tr>
<td>ENG 227</td>
<td>Column Writing</td>
<td>2</td>
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<tr>
<td>ENG 228</td>
<td>Review Writing</td>
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<tr>
<td>ENG 320</td>
<td>Writing in the Workplace</td>
<td>2</td>
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<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
<td>2</td>
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<tr>
<td>ENG 325</td>
<td>Creative Writing</td>
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The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

This course provides students the opportunity to focus on the elements of strong writing with an emphasis on writing within the professional setting. Students will study the writing process, the role of audience, and the importance of considering context when approaching writing tasks. Students will also review the basics of correct grammar and usage and apply guidelines for composing clear, concise, effective prose to several types of professional documents.

This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities. (Prerequisite: ENG120, ENG155)
ENG 326  Topics in Writing  2
This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.

ENG 330  Young Adult Literature  2
By introducing the student to a wide variety of both traditional and recent literature for adults, this course helps the student become aware of quality adolescent literature. It includes instruction in oral interpretation of the literature, methods of presenting it in the classroom and planning individualized reading programs for young people of high school age. (Prerequisites: ENG120, ENG155)

ENG 338  History and Principles of the English Language  2
This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered is the development of the English language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers.

ENG 365  British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment  4
The beginning course in the survey of British literature covers the Anglo-Saxon period through the middle of the eighteenth century. Selected readings lead to discussions about the growth of nationalism and its reflection in literary pride and canon formation. (Prerequisites: ENG120, ENG155)

ENG 366  British Literature II: Romantics, Victorians, Moderns, Post-Moderns  4
The survey of British literature continues with selected writings from the Romantic period through to the present day. Readings cover the rise of the novel, the fight for women's rights and the decline of colonialism. (Prerequisites: ENG120, ENG155)

ENG 369  Shakespeare  4
This course offers a study of Shakespeare's work and its relationship to Elizabethan concepts of poetry and rhetoric as well as to gender and imperialism and government. It explores the rich terrain of Shakespeare's imaginative world. (Prerequisites: ENG120, ENG155)

ENG 375  World Literature I: Western Classical Literature  4
This course examines major authors in the Western literary tradition from the ancient Greeks and Romans through the Middle Ages. Authors include Homer, Aeschylus, Sophocles, Euripides, Virgil and Dante. This course may offer additional material from other early cultures.

ENG 376  World Literature II: Geographic or Thematic  4
Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, the course will explore themes common around the world in forms distinctive to diverse cultures. (Prerequisites: ENG120, ENG155)

ENG 385  American Literature I: Beginnings to 1860  4
Students examine selected works of early American writers with emphasis on Puritanism, literary nationalism, and the period known as the American Renaissance. Along with examining the literature for aesthetic technique, students discuss significant themes and the literary canon as it relates to minority and women writers. (Prerequisites: ENG120, ENG155)

ENG 386  American Literature II: 1860 to Present  4
Students explore the emergence of local color, realism and naturalism and the fragmentation of modern and post-modern literature between the Civil War and the present. Women and minority writers are important foci. (Prerequisites: ENG120, ENG155)

ENG 420  Persuasive Writing on Contemporary Issues  4
Students in this course analyze essays by established writers of expository prose, read articles in current magazines and journals and meet with local writers invited into the classroom. Students also write their own creative non-fiction and keep journals. Both in workshops and in individual conferences, the course asks students to consider their own writing as a process that requires their attention to revising and editing. (Prerequisites: ENG120, ENG155)

ENG 440  Literary Theory  4
In this course students become familiar with various critical theories about literature including structuralism, deconstruction, cultural criticism (especially as related to third world literature), feminist theory and psychoanalytical theory. It prepares them to read critically and helps them to develop their own critical stances. (Prerequisites: ENG120, ENG155 and an upper level English course)

ENG 487  Topics in Literature  2
Topics in Literature offers students an opportunity to study in-depth a literary genre, theme, or movement. Topics will vary from offering to offering. (Prerequisite: ENG155 or permission of the instructor)

ENG 488  Independent Study  2
Independent study offers the opportunity to pursue advanced study in language, literature, or communication. Independent study is open only to students with substantial preparatory course work in the discipline involved.
ENG 490 Seminar in Literature 4
Seminars in literature cover varying topics in greater depth than is possible in a survey class. Recent seminar topics include Virginia Woolf: Her Art and Her Influence; Emily Dickinson: Her Circle and Her Influence; Seminar in the African-American Literary Tradition; and Victorian Secrets. (Prerequisites: ENG120, ENG155)

ENG 498 Internship 3
Students participate in a variety of internship programs in editing, publishing, broadcasting, television and public information under the supervision of the faculty and the director of internships for the company or organization granting the internship. (Prerequisites: ENG120, ENG155)

ENG 499 Framing the Literary Tradition 1
This course, taught by all full-time English faculty, for English majors and teacher candidates in language arts, is designed to help the major see patterns in course work. Through review, reading and discussion students will re-examine and synthesize texts and ideas. The English Capstone exam is both written and oral. (Prerequisite: senior year status)

ENV 120 Introduction to Environmental Science 3
This course is designed to introduce students to environmental science. Course topics will include factors influencing the quality of the environment, ecological principles and relationships, and their relationship to population growth, pollution, resource allocation and depletion, conservation, and technology. The course will make use of the Concordia University Natural Science Research Station as an outdoor laboratory.

ENV 120 Introduction to Environmental Science 3
This course is designed to introduce students to environmental science. Course topics will include factors influencing the quality of the environment, ecological principles and relationships, and their relationship to population growth, pollution, resource allocation and depletion, conservation, and technology. The course will make use of the Concordia University Natural Science Research Station as an outdoor laboratory.

ENV 300 Environmental Issues and Ethics 4
Students review the dynamic and interrelated properties and processes of the earth's physical and biological environment across a full range of scale from local to global. Known and potential effects on the earth's environment and natural systems resulting from human activity are discussed. From an ethical framework, students critically analyze and assess the impact their own lifestyle and consumer choices may have on the health and integrity of the earth's environment. (Prerequisite: BIO130)

ENV 498 Environmental Science Internship 1
This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.

ESC 120 Observational Geology 3
This course emphasizes the observational nature of geology. Observations are made of sites near campus and sites more distant from campus. Observations are made of Minnesota's rocks and minerals and evidence of water, glacial, volcanic and earthquake activity in Minnesota's history. The course considers terms and concepts of geology, with special emphasis on use of the Internet and current geology literature. Observations result in being able to discover the history of each Minnesota site.

ESC 140 Observational Astronomy 3
The course emphasizes the observational nature of astronomy. Observations are made of the moon, sun, stars and planets. Observations are made using star charts, computer programs, telescopes, 35 mm cameras and digital cameras. The course considers historical and modern astronomy, with special emphasis on the use of the Internet and current astronomy literature. Observations result in information on the location, motion and features of each of these objects.

ESC 160 Earth Science 4
This introductory course covers the areas of geology, meteorology and astronomy. Knowledge is gained from the text, supplementary sources, class sessions, field work and by use of geology, meteorology and astronomy equipment. A great variety of supplementary aids, including the use of web sites, enhance the course. Three lectures and one two hour laboratory per week.

ET 500 Technology Trends and Social Media 3
A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.

ET 505 Exploring Classroom Technology Tools 3
An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

ET 510 Virtual Classroom 3
The study of various social media modes to engage the learner and enhance instruction.

ET 515 Professional Development and Leadership in Educational Technology 3
A focus on leadership and professional development in planning and integrating educational technology.
FAS 200 Introduction to Family Life Education 3
This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future issues and challenges for family life educators.

FAS 220 Adolescent Development 3
This course examines developmental characteristics of adolescence from a family systems perspective; covering physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions with application to family life education and ministry.

FAS 225 Parenting Across Cultures 2
This course is designed to explore different ways of parenting across cultures with a focus on infants and very young children. We will examine feeding, sleeping and basic parenting practices and will view parenting through a sociocultural lens.

FAS 400 Family Systems, Structures and Relationships 4
This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

FAS 401 Family Systems 3
This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

FAS 440 Overview of Contemporary Families 3
This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.

FAS 442 Family Decision-Making and Resource Management 3
This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life.

FAS 443 Parent Education 3
This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths, empowering parents, and remaining sensitive to individual and community needs.

FAS 444 Family Law, Public Policy, and Applied Ethics 3
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

FAS 446 Methodology in Family Life Education 3
This course provides the student with a conceptual framework for programming family life education. Students will apply the methodology of adult learning to the broad principles of family life education. Attention is directed at developing the ability to plan, implement, and evaluate family life education programming. Through the lens of reflective practice, an emphasis is placed on educational methodology and leadership. In addition, networking with community agencies and the resources and challenges of technology in delivering family life education is explored.

FAS 447 Growth and Development in Children 3
This course will familiarize the student with child and adolescent developmental theories. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the child and adolescent. Application of developmental concepts to family life education will be emphasized. The course will emphasize the child's position in the family life cycle.

FAS 448 Development in Adulthood 3
This course familiarizes the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the adult. Developmental concepts across the life span related to family life education will be emphasized.

FAS 449 Parent Education: Methods 2
This course familiarizes the student with an understanding of the psychological, spiritual and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social and sexual development of relationships across the life span.

FAS 453 Intimate Relationships 3
This course examines the intimacy of human sexuality and relationships. Specific attention will focus on the emotional and psychological aspects of sexual involvement, sexual values and decision-making, the physiological and psychological components of the sexual response, and the influence of sexual involvement on interpersonal relationships.

FAS 480 Parent Coaching 1: From Theory to Practice 3
Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student’s ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.

FAS 481 Parent Coaching 2: Building Skills, Attitudes, and Competency 3
Students will broaden their knowledge of the field of parent coaching and sharpen their mindful parenting skills. It includes skills for coaching a variety of parenting challenges, behaviors, problems, concerns, issues, and special needs. Also included is a focus on couple relationships and recognizing spiritual needs.

FAS 482 Parent Coaching 3: Professional Applications 3
Students will apply the techniques and skills that they have learned with actual clients. The professors and cohort members will offer ideas and support to better their coaching sessions. The class contains details for your Parenting Consultant Business as well as gaining Parent Coaching skills. As a result of this class, you will feel like a confident Parent Coach.

FAS 483 Parent Coaching 4: Supervised Field Parent Coaching 3
There is a required Fourth Class in the Parent Coaching certificate which offers supervision from a certified parent coach. This includes new tools, support, new perspectives, problem solving while being sensitive to the new coach’s learning and coaching style. It opens up a new area of confidence for the coach. This class will be available when the student begins their coaching.

FAS 488 Independent Study 4
The final course is designed to help learners reflect on all they have done in the program. Through guest speakers, research study and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

FAS 490 Portfolio and Synthesis 3

FAS 498 Family Life Education Internship
The internship provides the student with an in-depth field experience in a work setting that provides family life education services. The student learns to apply family life education theories and principles. The student in conjunction with the academic advisor selects an appropriate internship site which meets the needs and vocational interests of the student. (Prerequisite: Completion of a minimum of 30 credits in the Family Life Education Major)

FAS 501 Family Systems 3
This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

FAS 504 Systemic Dynamics of Families 3
This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.

FAS 506 Families In Society 3
This course familiarizes the student with an understanding of the history, evolution and demographics of the family. Kinship, family structures, functions and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in the society.

FAS 525 Public Policy and Applied Ethics 3
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.
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<td>FAS 532</td>
<td>Navigating the Oceans of Data and Information in Family Life Education</td>
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<td>FAS 534</td>
<td>Reflexive Assessment and Evaluation in Family Life Education</td>
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<td>Seminar in Human Growth</td>
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<td>FAS 560</td>
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<td>FAS 570</td>
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<td>FAS 576</td>
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<td>Parent Coaching 1: From Theory to Practice</td>
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<td>FAS 681</td>
<td>Parent Coaching 2: Building Skills, Attitudes, and Competency</td>
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<td>Parent Coaching 3: Professional Applications</td>
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<td>FAS 683</td>
<td>Parent Coaching 4: Supervised Field</td>
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<td>FIN 211</td>
<td>Personal Finance</td>
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<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
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This course continues the examination of various corporate finance topics from Corporate Finance I. Special focus is given to long-term financing, including bonds, preferred stock, common stock and the optimal capital structure. Students also explore capital budgeting and the cost of capital and dividend policy. (Prerequisite: FIN301)

This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are discussed. Various investment methodologies are discussed. International investing, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN301)

This course provides students with a comprehensive overview of the forensic mental health field. The course explores in detail why some people with mental-health related problems engage in criminal related behavior.

This course provides an in-depth look at the relationship between family violence, Post Traumatic Stress Disorder (PTSD), preventing suicide, substance abuse, and trauma, as these topics relate to the family structure. This course will help students understand the dynamics of family violence and trauma on other family members, including children.

This course provides students with the skills to critically evaluate research on issues related to forensic mental health. Students will learn how to apply empirical research to inform their decision-making in matters of forensic assessment and treatment planning.

This course focuses on the ethical and legal considerations that forensic professionals encounter in their daily job duties. Students will learn about ethical guidelines for forensic practice, as they relate to an ethical decision-making framework.

This course examines the most common mental health conditions observed in a forensic mental health-based population, including those conditions common among homeless individuals with undiagnosed mental health issues. Students can expect to learn how substance use, co-occurring disorders, traumatic brain injuries, and prenatal substance exposure can contribute to increased mental health symptoms.

This course explores underserved and disadvantaged individuals who are involved in the criminal justice and legal system.

This course provides students with an overview of the most commonly abused substances in forensic mental health populations. Students will learn how to identify commonly abused drugs, recognize patterns and warning signs associated with drug use, and identify evidence-based intervention and treatment approaches.

This course provides students with a better understanding regarding why some individuals engage in inappropriate sexual behaviors. Students will learn about the various types of sex offenders, risk factors and statistics associated with sex offending, sex offender-specific policies (i.e., registries, civil commitment of SVP's), and sex offender treatment options.

This course provides more extensive training to students on forensic mental health assessment for adults and adolescents. It will cover topics including risk-needs assessment tools that are commonly used by forensic mental health professionals to assess for risk of violence, danger, and harm to self and others, as well as determining what criminogenic needs should be addressed.

This course explores what corrections, law enforcement, legal, and related forensics-based professionals need to know about culture. Students can expect to understand the complex definition of culture and gain insight into how culture may impact one’s personal and professional choices and behaviors.

This course examines the relationship between mental illness and the legal system. It will discuss the various professional roles involved in the forensic mental health law arena, issues involving competency to proceed, expert witness testimony, courtroom testimony protocols, and the insanity defense.

This course is the culminating final project in this program of study. Students are required to complete a 30-40 page integrative paper on a scholarly topic relevant to the study of forensic mental health.
This course provides an early overview of American musical theater, popularly known as "Broadway" from its European roots and examines the place of musical theater in American popular culture.

FNA 120 Music Appreciation 2
This course explores the relationship between commonly held experiences and the expressive voice of the creative musical artist and will place music in the social/historical context which shapes the expressive spirit.

FNA 200 Introduction to Cinema 4
This course investigates the creative processes embedded in the art of cinema. Emphasis will be on the artistic, entertainment, and business aspects that interact to inform our shared cultural experience. Learners will be challenged to examine and explore film as an art form via simple analysis techniques, readings, and reflections. The focus will be on the creators of moving images as well as the role of the audience in creating meaning.

FNA 209 Theater in the City 3
Through a blended delivery of online and in-class course curriculum as well as performance attendance, students will learn about theatrical themes, character and plot development, what the local theater community has to offer, and how all the different offerings fit into the marketplace of the arts. Students will spend one weekend of this course visiting local theatrical performances in the Minneapolis/St Paul area. Students must be available to attend all organized functions on that weekend.

FNA 210 Jazz in the City 3
Through lecture, listening, and discussion students will learn the history of jazz—an indigenous American art form—and discover the cultural place that this music has had in the past, and today, and its relationship to other popular music.

FNA 211 Watercolor: Level I 2
FNA 212 Watercolor: Level II 2
FNA 214 Survey of World Music 3
This course will explore the vast body of music from around the globe. Through lectures, discussions, group work, WECBT, assigned listening, and live performances our attention will be focused on how selected regional musical genres and instruments serve to construct and dictate issues such as race identity, gender identity, community, heritage, and other social formations. Considering the United States' position as a dominating cultural force globally, this course will also explore the influence and intersections it has with the music of the non-western world.

FNA 221 Integrative Concepts Fine Arts 1
This course of study is designed to examine the arts and to explore how humankind attempts to understand itself and find its place in the universe through the arts.

FNA 222 Music as Form and Expression 1
This course explores music as an expression of human experience. Students will identify basic elements of musical composition and will consider the importance of music within community. Students have the option of attending a concert as part of the final assignment.

FNA 225 Art in Soc and Pol Contexts 1
This course of study is designed to examine the role of the arts within the context of social, religious, and political evolution. Topics of study will include the arts as a catalyst for social change, propaganda, and contemporary cultural issues.

FNA 227 Music and Community 2
Explore music in a new way! Art is a means of communication, and in this course we will examine a wide variety of music in the context of human experience. Topics may include "Music and Love," "Music and Nature," "Music and Society," "Music and Myth," etc. Musical genres to be considered include examples from Broadway, popular music, and music of western and non-western cultures.

FNA 228 Arts in the City 4
Through course curriculum and experience students will be introduced to the vast body of artistic expression, analyze and discuss the role of culture, in its many forms—as it is constructed and/or represented by the arts. With blended class delivery students will explore the various genres of artistic expression, recognize commonalities within the fine arts, and integrate personal experiences into one's understanding of the arts. Students will spend one weekend of this course visiting local art museums and attending musical and theatrical events in the Minneapolis/St Paul area. Students must be available to attend all organized functions on that weekend.

FNA 280 Topics in Cinema: 2
This class is an exploration of selected films by Alfred Hitchcock that illuminates postwar American cinema, the role of the spectator, and the art film criticism. Students discover the importance of Hitchcock's contribution to cinema through a close reading of specific cinematic texts, and learn how the master of suspense created his trademark style.

FNA 281 Music in Cinema 2
The union of music and cinema dates to the beginnings of moving pictures in the 1890s. In this course, students will be introduced to the history and aesthetics of the music/cinema relationship. A prior knowledge of music and/or film history is not required. Students will be taught skills enabling them to listen intelligently and write cogently on music and cinema.
This course is an exploration of selected films by the American filmmaker Steven Spielberg. Through class chats, discussions, and written assignments, learners investigate the aesthetic, cultural, and economic impact of one of the most popular and successful motion-picture directors of the last three decades. In addition, the course examines the style and themes in Spielberg's films, as well as his influence as a producer and studio executive.

FRM 310 Innovation 3
This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovative allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires viewing themselves as agents of innovation within organizations. Students will submit papers and presentations to demonstrate the process integration and collaborative nature of innovation as they analyze new trends in the market place.

FRM 315 Foundations of the Global Food Industry 3
This course will focus on marketing principles with an analysis of the Food Industry from the farm to the table (supply chain). Key areas of study will be an overview of agricultural economics, food distribution, wholesaling and retailing. Critical areas impacting the industry including behavioral and social trends as well as consolidation trends will be explored. Students will prepare a final project on a current key topic such as food safety or the eco-environment based on readings and learning's in the coursework.

FRM 320 Food Marketing Communications 3
This course provides an overview of marketing communication principles applied to the retail Food Industry. Students will learn the strategy and techniques to create an integrated marketing communications plan. Students will submit papers to demonstrate the communication process across diverse food retail venues and the role of marketing to reach the consumer.

FRM 321 Food Marketing and Merchandising Strategy 4
This course explores the foundation of marketing and merchandising in the food industry. The focus will be on consumer demand, segmentation and positioning, integrated marketing communications, branding, and promotional strategies. Students will develop techniques to establish and maintain the correct merchandise assortment for a given trade area, and how to analyze the environmental scan of the industry. Students will create their own marketing plans based on overall value related to usefulness, cost/benefit analysis and social value.

FRM 330 Understanding Food Consumers 3
This course highlights the major buyer behavior models focusing on the food retail consumer. Students will gain a better understanding of buyer behavior along the food supply chain. Key concepts will include attitudes, culture and perceptions that impact consumer behavior at the retail level and with new products/concept development including research. Students will demonstrate relevant business application within the context of the coursework.

FRM 335 Food Marketing and Merchandising Strategy 3
This course builds on previous coursework to analyze consumer demand for food, branding and promotional strategies within retail food formats. Students will develop techniques used to establish and maintain the correct merchandise assortment for a given trade area, how to develop a retail pricing strategy, and how to monitor the effects of a pricing strategy on store profitability. The final project will provide students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the program to develop FRMMM store-level support services to drive sales through innovative merchandising and marketing strategies.

FRM 340 Applied Business Ethics 3
This course will review and analyze popular models of ethical decision making and relate specific examples to the food retail environment. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in a retail business and organizational setting. Students will analyze and discuss ethical and social issues important to the Food Industry within a contemporary environment. Literature relative to applied ethics and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

FRM 341 Understanding Food Consumers 4
This course explores the foundation of marketing and merchandising in the food industry. The focus will be on consumer demand, segmentation and positioning, integrated marketing communications, branding, and promotional strategies. Students will develop techniques to establish and maintain the correct merchandise assortment for a given trade area, and how to analyze the environmental scan of the industry. Students will create their own marketing plans based on overall value related to usefulness, cost/benefit analysis and social value.

FRM 345 Food Supply Chain Management 3
This course focuses on effective and efficient supply chain management to move food from the farmland to the consumers table. Basic concepts and practices within the food retail industry specific to material, information, technology and supplier relationships will be explored. Students will analyze revenue generating activities to achieve customer value leading to growth through collaborative partner relationships along the supply chain. Students will prepare a major project that examines product movement along the supply chain.

FRM 350 Leadership/Group Dynamics 3
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. Students will examine how leaders develop themselves and others and create alignment as an organization changes to meet future needs. Students will also explore collaborative styles for effective group management and analyze group decision making techniques to gain consensus. Students will focus on analysis of case materials and the strategic practices of students; organizations within a retail environment.
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<th>Course Code</th>
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<td>FRM 351</td>
<td>Retail Food Operations Management</td>
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<td>FRM 360</td>
<td>Applied Food Retail Finance</td>
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<td>FRM 400</td>
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<td>FRM 415</td>
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<td>Food Supply Chain Management</td>
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<td>FRM 425</td>
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<td>FRM 430</td>
<td>Human Resource Strategy</td>
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<td>FRM 435</td>
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<tr>
<td>FRM 440</td>
<td>Retail Design and Visual Merchandising</td>
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<tr>
<td>FRM 441</td>
<td>Human Resource Strategy and Leadership</td>
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This course will focus on effective retail operations within the supply chain covering areas such as competition, the consumer, trading areas, merchandising and marketing strategies, and retail branding. The student will analyze opportunities for retail management to drive sales, improve operational results and profitability as well as how to direct change in a consolidating and complex industry. The final project will incorporate the material from retail operations coursework and apply the material to relevant business strategies.

This course will examine the framework and systems of current accounting and finance principles specific to the food retail industry including gross profit margins, demand, forecasting, pricing, cost analysis, sourcing and promotional activities. Students will apply these principles, along with ethical responsibility and critical thinking skills, to management practices of business decision making. In the final project the students will evaluate an ethical accounting case study and determine how the issues could have been averted in the analysis.

This course emphasizes the issues involved in developing and maintaining profitable category management. Areas of concentration include strategy, process, benchmarking, capabilities, information technology, and building collaborative relationships in the supply chain. Students will apply techniques for managing categories as strategic units producing more profitable business results while focusing on delivering consumer value. The course will also examine new shopper merchandising strategies that are evolving in the retail environment. Students will select a retail banner and create a category management plan for the business as the final project.

This course will be developed as an independent study with a retail mentor and academic advisor. The student will focus on specific industry issues that are timely and relevant to food retail management (Examples: Food Safety, the Eco-Green Environment, Marketing to the Hispanic Consumers, Strategies for Healthy Food Marketing, and New Retail Technologies). Students will research independently providing periodic updates throughout the first half of the program. This course will culminate with a final paper and presentation on a specific course date.

This course emphasizes the issues involved in developing and maintaining profitable category management. Areas of concentration include strategy, process, benchmarking, capabilities, information technology, and building collaborative relationships with trading partner and suppliers. Students will apply techniques for managing categories as strategic units producing more profitable business results while focusing on delivering consumer value. The student will prepare papers and presentations on the coursework that demonstrate category management strategies.

This course focuses on effective and efficient supply chain management to move food from the farmland to the consumer’s table. Basic concepts and practices within the food retail industry specific to material, information, technology, pricing and supplier relationships will be explored. Students will analyze revenue generating activities to achieve customer value leading to growth through collaborative partner relationships along the supply chain. In the final project, students will research, analyze and make recommendations to improve the supply chain in their organization.

This course will focus on effective retail operations covering areas such as competition, the consumer, trading areas, merchandising and marketing strategies, and retail branding. The changing retail environment and the global impact of operations will also be covered. The student will demonstrate subject mastery through a retail operations analysis of an area relating to the coursework.

This course looks at human resource management and the skill set necessary for recruitment and retention across generations in a retail food environment. Students will apply communications styles and conflict resolution to meet the challenges of a diverse retail work place from an operating manager’s perspective. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an expanding economy. The student will demonstrate content knowledge through papers and presentations on related topics as well application of the material to the food retail business through the final project.

This course will further explore the food retail operation and its position within the supply chain. The student will analyze opportunities for retail management to drive sales, improve operational results and profitability as well as how to direct change in a consolidating and complex industry. The final coursework project will incorporate the material from both retail operations coursework and apply material to relevant business strategies within the context of the course material.

This course will explore design areas such as store layout, product assortment, purchasing, and front-end operations that enhance the customer experience. Readings and cases will incorporate an analysis of the emerging trends in store design to improve the consumer experience. Discussions will focus on the way in which business strategy is served by information technology to augment critical thinking skills. Final project outcome will demonstrate relevant business application within the context of course material.

This course looks at human resource management and the skill set necessary for recruiting, retaining, and optimizing human capital in a retail food environment. Students will apply communication styles and conflict resolution to meet the challenges of a diverse retail work place from an operating manager’s perspective. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an expanding economy. This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In the final project students will complete a strategic human resource strategy plan for a selected firm.
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<td>FRM 480</td>
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This course will examine the framework and systems of current accounting and finance principles specific to the food retail industry including gross profit margins, demand, forecasting, pricing, cost analysis, sourcing and promotional activities. Students will apply these principles, along with ethical responsibility and critical thinking skills, to management practices of business decision making. Students will present a final project on a relevant business application that demonstrates the principles learned within the readings and cases from this course.

The Business Planning course provides a foundation for students to synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. The students will draw on their FRM 480 course work, career experiences, and critical thinking skills. This course is presented as an independent study where students create their own business planning project for a particular area within the food retail industry approved by their academic and industry advisor. Outcomes will demonstrate consumer insight, research skills, and experienced-based learning to complete a written plan and presentation.

This course would focus on how public policy is determined and interpreted by our society, including how individuals or grassroots mobilization, public and private institutions, special interest groups and the media, shape or kill public policy or legislation and how this affects policy. The goal is to give students more than just an understanding of public policy making and issue advocacy. This course will provide students with practical techniques, skills and vehicles to understand how "agenda" can become "law".

This course helps entrepreneurs define and understand the basic concepts, theory of entrepreneurship, understand small business best practices, and practically apply them to their business enterprise.

This course helps the emerging entrepreneur to define and understand the basic concepts of market research and apply the concepts to their business, documenting industry, target markets, competitive analysis and trends and creating a customer profile.

Human Geography is an introduction to the basic techniques and concepts of geography. Population, culture, livelihood, settlements and political geography are introduced with emphasis placed on the human role in inhabiting and changing the landscape.

An introduction to classical Greek, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.

A continuation of GRK 101, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.

By reviewing basic concepts, building mastery of vocabulary and forms, and focusing on syntactic structures, students begin to translate larger of blocks of text in Biblical Greek.

Through reading of major portions of the Greek text of Matthew, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the indicative verb. Matthew is read in the fall term prior to Year A in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

Through reading of the complete Greek text of Mark, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to nouns, pronouns, and adjectives. Mark is read in the fall term prior to Year B in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)
GRK 316 Luke  2
Through reading of major portions of the Greek text of Luke, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the vocabulary of Luke. Luke is read in the fall term prior to Year C in the liturgical cycle. (Prerequisite: GRK212 with a grade of C or above.)

GRK 412 Galatians and Romans  2
Through the reading of the complete Greek texts of Galatians and Romans, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to participles. (Prerequisite: GRK212 with a grade of C or above.)

GRK 414 Corinthians  2
Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Prerequisite: completion of GRK 212 with a grade of C or above.)

GRK 416 General Epistles  2
Through selected reading of the Greek texts of a wide variety of epistolary writings, students build their skills in the translation of biblical Greek and in the analysis of textual variants. Particular attention will be given to texts displaying a broad range of textual variation. (Prerequisite: GRK212 with a grade of C or above.)

HBR 311 Biblical Hebrew I  4
This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.

HBR 312 Biblical Hebrew II  4
The study of basic Hebrew grammar is continued in this course. Students are introduced to weak verbs and to the study of the Hebrew text of the Torah. (Prerequisite: HBR311)

HBR 411 Biblical Hebrew: Prose Readings  2
A review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament prose texts. (Prerequisite: HBR312)

HBR 413 Biblical Hebrew: Poetic Readings  2
The course has the following objectives: a review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament poetic texts. (Prerequisite: HBR312)

HCA 500 Public Policy and Aging  3
This course examines social policy in both the United States and Minnesota specifically, looking at the current major issues affecting older adults such as income security and health care financing. Programs mandated by the Older Americans Act are explored. The process of how a health care bill becomes law will be researched.

HCA 510 Health and Physical Characteristics  3
This course examines the physical process of aging and the physiological changes that accompany the aging process, relating these to the social and economic factors that affect health status and independent living. Students will study the characteristics of age-related diseases such as Alzheimer's, Dementia, Incontinence, Heart Disease, Arthritis, Vision and Eye Diseases.

HCA 515 Spirituality and Aging  3
This course explores and examines issues around spirituality and faith, to promote the lives, health, and spiritual well-being of older adults of all faiths and cultures. Faith is important to older adults; understanding the various practices of our diversified community is necessary to serve them and meet their needs. Inviting various clergy from our community would be an enhancement to this course.

HCA 520 Diversity in Health Care  3
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity.

HCA 525 Program Development and Service Delivery  3
Students will gain an understanding of the structural problems that underlie the challenges in using formal services. The course will cover a wide range of services that older people may need, both formal and informal services, service coordination and integration, and the role of both consumer directed and professional case management in negotiating service systems. Types of care facilities would also be discussed: memory care, assisted living, home care, and longterm care.

HCA 530 Research Methods  3
Introduce students to qualitative research methods within the context of aging. Quantitative research will look at methodologies and technologies of social science research emphasizing the diversity in our aging population.
This course examines marketing principles as applied to aging services organizations, and learning about the distinctive concepts and objectives for this demographic. Students will examine varied cultures and learn to apply marketing concepts based on their target audience and product.

HCA 540  Professional Ethics, Fraud, Abuse, and Exploitation  3
Students will gain an understanding of the roots of ethical practice and consider moral behavior in light of a changing and diverse society and the complicated issues of modern science and technology. This course examines abuse and neglect in its various forms, the signs and symptoms, reporting requirements, and how those working with older adults, as mandated reporters, can work with Adult Protective Services and the other legal, medical, and community agencies that deal with this difficult and complex issue.

HCA 545  Grant Writing and Fundraising  3
This course offers students an opportunity to develop skills in fundraising. It will include reviewing successful grants, researching grant opportunities, the grant writing process, assembling documentation, managing and evaluating a grant, and reporting procedures. Processes for both for-profit and nonprofit will be compared.

HCA 555  Economic Issues in Aging Populations  3
This course will look at the economic issues surrounding aging population. Examining projections and trends, students will analyze the elements in our society that play important roles in providing people with income and health security, which are currently hot topics in both our Federal and State governments. Medicare and Medical Assistance, social security, private pensions, and long-term care insurance are examples of topics to study. The course looks at how public policy effects different populations such as minorities and women with discussion on how to revamp our system across the generations.

HCA 565  Master's Thesis  3
Thesis or Project related to their specific field of interest.

HCM 540  Health Care Biomedical Ethics  4
Many hospitals have ethical boards to help with difficult decision making. This speaks to the increasing complexity of ethical issues which health care professionals face. This course will look at end-of-life issues, resource allocation issues, decision-making issues, access-to-care issues and other major ethical issues facing health care professionals. This course will explore briefly a Christian understanding of the grounds for ethical decision making.

HCM 545  Quality Practices  4
In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.

HCM 550  Health Care Regulatory Environment  2
This course covers the governmental policies affecting health care entities: labor law, business law, liability law, and tax-related issues. Government regulation is a growing part of health care systems and these regulations need to be understood by practitioners. This course will give students the framework for understanding the changing laws and regulations which affect health care systems.

HCM 555  Health Care Information Technology Issues  4
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

HCM 560  Health Care Strategic Leadership and Managerial Application Portfolio  4
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

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HCR 325 Compliance and Regulatory Requirements 4
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

HCR 330 Communication Strategies for Conflict Management 4
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

HCR 340 Health Care Information Systems 4
This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

HCR 350 Health Care Diversity and Global Issues 4
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

HCR 400 Health Care Finance 4
Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of health care payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a health care organization.

HCR 435 Ethics and Decision Making in Health Care Environments 4
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

HCR 440 Legal Environment for Health Care Managers 4
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

HDC 216 The American Drug Problem 3
Students will discuss challenges facing a society that continues to change in demographics, norms, and philosophies of dealing with drug abuse and drug offenders, which in turn dictate which resources and how many resources will be made available to deal with the nation’s drug problem.

HIS 111 Western Civilization to 1648 4
Beginning with the Egyptian society, this course places major emphasis on the growth and progress of Western culture and civilization and European institutions. Topics include the Hellenistic world, Rome, medieval Europe, and the Renaissance.

HIS 113 Western Civilization Since the Reformation 4
Beginning with the Reformation, this course places major emphasis on the growth and progress of Western culture and civilization and European institutions. Topics include the Scientific Revolution, the Enlightenment, the French Revolution, Romanticism, and twentieth century totalitarianism. INT111 is not a prerequisite for this course.

HIS 121 World History 4
A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.

HIS 202 St. Paul Gangsters 2
Experience the fascinating history of St. Paul’s infamous gangsters and underworld leaders who claim to have run the city during the 1920’s and 1930’s. Students will attend class and then see the sites where the gangsters “lived it up” and committed some of the most notorious crimes in the upper Midwest.

HIS 209 History of the Family 4
This course looks at the family in a number of cultures at various periods in history. Child rearing, marriage, and kinship are explored. Particular attention is given to the historical influences that have affected the dynamics of the contemporary family.
Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.

In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.

This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements which shape the metropolitan and cosmopolitan world culture of which we are heirs.

This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.

This survey course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation's emergence as a world power and its failure to keep the promises it made in the 13th and 15th amendments. Students will also examine: America's various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

This survey course looks at the structures, forces and individuals that helped to shape the history of Europe from the French Revolution to the outbreak of World War One. Among the topics considered are the French Revolution and Napoleonic era, industrialization, the revolutions of 1848, socialism, the unification of Germany and European imperialism.

This survey course details the events of Europe's tumultuous 20th century, a period that extends from the outbreak of World War One to the fall of the Berlin Wall and includes two world wars, the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota's place in the global community.

The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and longterm causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln's leadership, battles and military strategies, soldier's lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.
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<td>HIS 334</td>
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<td>HIS 339</td>
<td>Race and Ethnicity in American History</td>
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<td>HIS 401</td>
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<td>HIS 482</td>
<td>French Revolution and Napoleonic Era, 1789-1815</td>
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HIS 487 Readings Seminar: Topics in History 2
Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings/semester topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

HIS 498 Internship 2
Students participate in internships in state and local government agencies, archives, museums, and related fields of interest under supervision of staff members of the department of history.

HMG 101 Introduction to Hmong Studies 2
Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

HMG 110 Introduction to Hmong History 4
This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.

HMG 201 Hmong Culture and Society 4
Through a combination of lectures and field work experiences, students will gain a better understand of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.

HMG 202 Hmong Literature and Art 4
In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.

HMG 254 People and Culture of Southeast Asia 4
This course explores the people and culture of countries in Southeast Asia including Thailand, Vietnam, Cambodia and Laos. These Southeast Asia countries known for their ancient culture, increasing modernization and breathtaking beauty, provide a rich setting for interdisciplinary learning. This course is designed to introduce students to the region's history and culture. Students will learn about language, literature, history, religion, economics, politics, education, arts and other aspects of Thai, Vietnamese, Cambodian and Laotian cultures. Students will receive an orientation prior to the trip that will acquaint them with the course and its learning objectives. Classroom instruction and cultural appreciation will be integrated with the cultural tours. Particular attention is given to the Hmong experience in two comparative contexts: Southeast Asia, and the United States. The program will take place in a number of southeast Asian countries: Thailand, Cambodia, Laos, and Vietnam.

HMG 255 People and Culture of China 4
China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the people and culture of China. Students will learn about the Chinese language, literature, history, religion, economics, politics, education, arts and other aspects of Chinese culture. Students will receive an orientation and become acquainted with the course objectives prior to the course. Classroom instruction and cultural appreciation will be integrated with a cultural tour of Beijing, Xi’An, and other major Chinese cities and sites. Visits to the great wall of china, the temple of heaven, the summer palace, Tiananmen Square, the forbidden city, and the Lama Temple. Excursions will be made to local markets, a Chinese cooking class, a river cruise, a site visit to a Chinese school, the Terracotta Warriors, and a Hmong village. Particular attention is given to the Hmong experience in two comparative contexts: China, and the United States.

HMG 301 Hmong Cosmology and Belief 4
This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.

HMG 327 Reading and Writing for HMong 2
Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.

HMG 328 Hmong Readings 2
With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.

HON 110 Perspectives, Approaches, and the Gospel 8
Using primary texts and artifacts set in their historical/cultural contexts students examine the ways in which peoples of the west, east, and south have apprehended their world, humanity, and God over time. Sciences, arts, and the religious texts of Christianity will serve to challenge students to develop a world view that integrates faith and learning.

HON 120 Hearing Their Voices: Globalism, Justice and the Lives of the Marginalized 8
Students explore the needs of the world through the eyes of the poor and the marginalized. Students assess global conditions of population, health, economic development, ecology, and political expression in view of human responsibility for creation and the Biblical concern for the poor. Students analyze theoretical and practical approaches to addressing global inequities and needs.
HRG 500 Human Resources Leadership and Ethics 4
This course examines the full scope of human resources activities. It covers a broad list of key Human Resources competencies including strategic management, teaming, problem solving, conflict management, and creativity. This course will also focus on understanding the value and connection between morality, ethics, and values as they relate to the role of Human Resources leadership in our capital system.

HRG 510 Strategic Human Resources and Measurement 4
This course examines the role of the Human Resources leader in the development of vision, mission, values, and coherent strategic plans. Students will diagnose their strategic abilities and develop a plan for increasing their personal and team strategic capabilities. Students also will explore the importance of developing a global talent management and metric driven mindset.

HRG 520 Recruitment, Selection, and Retention 4
This course will explore the full spectrum of the talent acquisition process with a focus on making an effective business case for implementing talent acquisition strategies. The course also will cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

HRG 530 Compensation and Benefits 4
This course explores employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. The focal point of the course is on designing pay structures that support organization values and strategic objectives. Topics include the strategic role total compensation plays in organizations, the dynamics of alternative pay systems, sales compensation, executive compensation systems, and employee benefits.

HRG 540 Organization Development for Human Resources Professionals 4
This course will help Human Resources leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex business environment is driving the need for continuous change.

HRG 550 Human Resources Research Methods and Design 4
This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.

HRG 560 Finance for Human Resources Leaders 4
This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.

HRG 570 Human Resources Legal Environment 4
This course covers legal employment issues that Human Resources leaders face in operating organizations in today’s complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.

HRG 580 Human Resources Action Research at Work 4
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.

HRG 590 Human Resources Legal Environment 3
This course covers legal employment issues that HR leaders face in operating organizations in today's complex environment. The ubiquitous nature of our legal environment necessitates that leaders are able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of HR practitioner.
This course examines the role of the HR leader in the development of vision, mission, values, and coherent strategic plans. Students will be able to develop short and long-term HR goals that improve operational effectiveness and strategically position the overall organization for the future. Students will diagnose their strategic abilities and develop a plan for increasing personal and team strategic capabilities. The course examines the systemic interrelationships among the topics introduced in earlier program courses.

This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in HR problem-solving and leading change. Students will select a topic related to HR leadership and will use an action research framework to create a high impact deliverable for increasing organization effectiveness. Students are expected to leverage their learning from the entire program when preparing their final project.

Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.

This course provides a foundation in management practices, general employment practices, staffing, human resource development, compensation and benefits, employee labor relations, health, safety, and security.

The purpose of this course is to establish the value and basic principles of a well-run employee reward/recognition program within an organization. Tools and specific practices for building an effective program will be presented.

This course provides an introduction to the subject of recruitment and selection of employees. It will introduce students to needs and identifying effective recruiting strategies, including advertising, locating candidate sources.

The challenges many organizations face today are complex; new dimensions, such as an increasingly diverse workforce, make it more difficult to ensure HRD efforts will succeed. This course serves as a comprehensive introduction for managers, supervisors, and HR professionals who have had limited course work or experience with HRD.

Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.

Provides basic knowledge to design, implement, and maintain a successful performance management system.

Students will investigate their strengths, and areas of personal development in order to understand how best to create and develop a personal strategic plan for their future.

The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.

Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

Students will develop a Human Resource Plan for a key human resource function by utilizing class learning, research, audit practices, and mentors. The Human Resource Plan will provide an analysis of the significant aspects of the human resource profession.

How will employees be compensated for their efforts? Salary administration, variable pay, performance management, position evaluation, and reward systems, in terms of monetary and non-monetary pay, will be investigated and evaluated. Employee benefits will also be examined.
HRM 350 Legal Issues in Human Resources 4
Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.

HRM 352 Staffing the Organization 4
How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation and retention.

HRM 353 Compensation/Benefits Systems and Theories 4
How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.

HRM 355 Organizational Development and Training 3
This course introduces students to concepts in organizational development and the training of employees. Students will study how to make organizations more effective, how to perform and assess organizational needs, and how to look at various options in training employees.

HRM 360 Human Resources in Global Environment 2
This course addresses topics in human resource management from an international, cross-cultural perspective. The focus of this program is to fully explore human resource issues in a global context.

HRM 375 Managing Organizational Change 2
To understand the complex nature of organizational change, every individual within an organization must understand and apply various change methodologies. This workshop provides an overview of several models of change and their applicability to generic organizations.

HRM 380 PHR/SPHR Cert Prep Program 3
This course is for HR practitioners planning to take the Society of Human Resources Management (SHRM) certification examination for both the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) designations. Concordia is working in coordination with Trusight, Inc to offer this learning opportunity.

HRM 410 Organizational Development and Change 4
This course introduces students to concepts in organizational development. Students will study change theories and how to make organizations more effective while navigating change, how to perform and assess organizational needs, and how to look at various options in training and developing employees.

HRM 420 Employee and Labor Relations 3
This course will look at the range of issues dealing with employee relations. The historical roots of labor/management will be examined as well as present day paradigms for that relationship. Techniques such as negotiation and mediation will be practiced.

HRM 425 Employment Strategies 3
How do we find and keep good employees? Every manager in America is grappling with this issue. This course will focus on the many aspects of employment: recruitment, forecasting, selection, orientation, and retention.

HRM 435 Business and Personal Ethics 4
This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up this class with their own statement of ethical beliefs.

HRM 440 Human Resource Plan 4
Students will have completed their human resource synthesis project they began months ago and will present it to their cohort.

HRM 470 Strategic Human Resources 4
This course will examine Human Resources professionals as strategic partners with their organizational counterparts. Various cases and readings will be used to illuminate the pivotal role HR can play in influencing the direction of organizations.

HSM 310 Innovation: Trends in the Hospitality Industry 4
This course will view the future of the Hospitality Industry from a number of different prerogatives including the world economy, the age of terror, tourism trends, with respect to the cruise industry, airlines, restaurants, hotels, resorts and gaming industry. This course will encourage the student to explore and embellish the future of not only the Hospitality Industry, but the world economy and appreciate this quick-paced, ever changing stage where each day is an adventure.

HSM 325 Business Ethics 4
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.
### HSM 340 Integrated Marketing Communications

This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

### HSM 345 Interactive and Mobile Marketing

This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company's marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

### HSM 400 Hospitality Human Resources: Managing Human Performance

This course examines the management of the fundamental and most valuable asset in any organization - its human resources; and, it will also review the salient issues and key elements critical in building a strong and successful organization. It will review the application of human resource management practices as they apply to the Hospitality and Tourism Industry. This course will encourage students to realize the significance of human resource management (HRM) and its successful application and practice in the Hospitality and Tourism field.

### HSM 410 Hospitality Law and Legal Issues

The student will be introduced to hospitality law, utilizing proven tools and standard operating procedures for satisfying company objectives. This course is designed to give the student a working understanding of Federal and State laws pertaining to Hospitality Industry-related entities and business operations.

### HSM 420 Applied Accounting and Finance

In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

### HSM 430 Marketing Innovation

This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five Ps of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

### HSM 435 Hospitality Industry Leadership Strategies

This course will explore leadership and management in the Hospitality Industry, utilizing proven tools and exercises for creating future leaders in the Hospitality Industry and emphasizing the important role that management skills play in organizations. Leadership, people management, interpersonal skills, and the attention to quality and critical factors ensure future success. Mastering these skills permits career growth as there is no substitute for ethical leadership and management grounded in sound principles and practices.

### HSM 440 Hospitality Industry Bus Plan

Students will create their own business plan for the Hospitality Industry-related organization of their choice. The goal of this course is to enable the student to become proficient in developing his or her own Hospitality Industry business plans.

### HSV 420 Family Systems

This course familiarizes the student with an understanding of the history, evolution, and demographics of the family. Kinship, family structures, functions, and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in society.

### HSV 490 Portfolio and Synthesis

This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

### INF 150 Spreadsheet Management

Using Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be able to sort and format data, utilize functions, and create charts and graphs. Further studies will include management of large data sets, linking multiple workbooks, security issues, and using styles, tables, and formulas. Finally, advanced formulas, functions, search strategies, and data analysis tools will be covered including PivotTables and PivotCharts. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.
INF 210 Database Design 4
Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, data warehousing, and web-based application design. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. denormalization), creation of data-backup systems, and the emergence of unstructured data systems.

INF 250 Google Android Mobile Application Development 3
Google Android Mobile Application Development provides students with an in-depth look at the current state of mobile computing application development specifically using the Software Development Kits (SKDs), tools, widgets, and Integrated Drive Electronics (IDEs) specifically tailored for Android Development. Students will conduct a project management exercise to enhance customer and/or employee experience by planning, analyzing and gathering requirements before designing an interactive Android application.

INF 470 Social Media Marketing 2
In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.

ITA 101 Introduction to Italian Language and Culture 4
Learning the basics of Italian and the culture of Italy.

ITA 488 Independent Study 4

ITM 305 Introduction to Computer-Based Information Systems 4
Students will analyze how hardware, software, and people interact to help carry out a business strategy. This analysis will be built on a study of system's architecture used to support system-wide computer based applications such as Enterprise Resource Planning (ERP) and Customer Relationship Management (CRM).

ITM 310 Contemporary Issues in Information Technology 3
An introduction is given to the latest developments in information technology and its social and organizational impact. Included in the study of social issues are the effects, threats, and challenges to privacy and property. Organizational issues include effective communication for virtual teams, effects of information systems on communication, and the consequences of employee behavior and quality of work life.

ITM 312 Harnessing Personal Innovation 4
Utilize reflective tools and course feedback to examine individual strengths and opportunities for growth as a writer and communicator. Harness this self-awareness to develop a personalized strategic plan that clarifies each student's unique ability to collaborate on teams and innovate for the organization. Begin comparing the effectiveness and efficiency of various electronic and face to face communication strategies amidst a contemporary exploration of technology's global impact on business.

ITM 315 Personal Resources: Assessment and Application 3
Students investigate their histories, strengths, and weaknesses in order to understand how to best create and develop a personal and strategic plan for their future.

ITM 325 Business Management for Information Technology 4
Conduct an in-depth examination of the characteristics of a business and the circumstances that affect their success. Explore varying activities and styles of managers within organizations to develop an effective personal style for managing technology as a business-savvy professional. Study ways to enhance the effectiveness and efficiency of application development and operations management teams. Topics include managing change, compliance, finances, marketing, business intelligence, and frameworks for technology service delivery such as the Information Technology Infrastructure Library (ITIL) and the Control Objectives for Information and related Technology (COBIT).

ITM 330 Systems Analysis and Design 4
An overview is given of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specifications. CASE methodologies are introduced as well as some advanced strategies and techniques of structured systems development.

ITM 335 Data Management 4
In this course you will learn to use business strategy to lay the foundation for managing data. You will learn the tools to model and create databases that minimize redundant, inaccurate data and provide faster access to strategic information. You will learn to identify the management and knowledge skills needed for enterprise data warehousing (a big reason for Wal-Mart's success!). At the end of this course, you will have expanded your toolset for improving organizational efficiency and for becoming a potential contributor to competitive advantage.

ITM 340 Applied Research Project 1 2
This seminar provides a forum for discussion of issues and problems encountered in the development of the ITM project, a capstone course integrating the information systems knowledge gained through the other courses. Students evaluate each other's project design and plan, organize, and conduct a walk-through exercise. In addition, students are introduced to advanced project management techniques used to manage highly innovative projects.
Students explore the methods used in managing projects and processes. Emphasis is placed on scheduling, tracking, and planning techniques as it relates to working with current and new technologies that require a significant amount of innovation. Computer tools for assisting project management tasks are discussed.

Channel effective project management skills to innovate and deliver on business strategy. Utilize a project management simulation to study planning, scheduling, and tracking techniques for effective project management. Apply learning to a draft of the following deliverables for the student’s own Applied Research Project: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) project schedule, 5) risk register, and 6) quality management plan. Identify the relationships between IT operations, project management and other value-chain functions that manage internal and external relationships among partners, vendors, and outsourcers. Explore the impact of operations management on a firm’s competitiveness and management of IT resources.

Students will study management tactics designed to focus on the talents and strengths of technical staff by empowering each employee with defined outcomes and the right organizational fit. Students will learn how to mobilize political support. The investigation will identify the sources of power, where power can be lost, and the resources needed to help get things done.

Compare technical to non-technical staff in studying ways to build collaborative effectiveness for the business. Investigate sources of power from the local to global setting to better understand how power can be lost or gained within an organization. Empower each employee with defined outcomes and the right organizational fit. Utilize collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

This course explores the functions of Information Technology (IT) Operations and the impact of operations management on a firm’s competitiveness and management of IT resources. A strategic framework will be introduced identifying relationships between IT operations, project management and other value-chain functions that manage internal and external relationships amongst partners, vendors and outsourcers. Students will examine the need for speed and being first-to-market to positively leverage the network effect of new technologies in order to gain competitive advantage with technology enabled products and services.

Analyze how information systems are designed to interact with people and carry out business strategy. Analysis will include a study of enterprise-wide applications, coupled with a discussion of the infrastructure necessary to support these applications. Implications for security and privacy are key threads discussed throughout the module. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development (e.g. HIPPA, SOX, GLBA).

Study all phases of the project lifecycle with an emphasis on creating a first draft for the Planning and Analysis phases of the student’s Applied Research Project. Utilize contemporary case studies such as mobile applications development to compare software and infrastructure development methodologies such as the Systems Development Lifecycle and Agile Methods. Create a common understanding of project requirements by interviewing key stakeholders and diagramming to communicate process workflow. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, business requirements gathering, and Cloud Computing.

Examine strategies that businesses use to be competitive in the marketplace. Determine how tactical strategies for technology support the business strategy. Practice working in teams to develop techniques for innovation management of technologies.

Use business strategy and data-based applications as a foundation for making intelligent business decisions. Utilize a database tool to create a prototype for output that meets real-life business outcomes. Practice working individually and in teams to learn the normalization process, minimizing the potential for losing customers through redundant, inaccurate data. Study the Structured Query Language (SQL), data warehouse development, de-normalization, and data-mining for faster access to operational and strategic information leading to a potential competitive advantage.

In this course you will analyze network and security architecture for strategic value in a business context. You will create cost/benefit analyses to compare infrastructure options, analyze types of network attacks and design mitigation strategies, describe differing physical network media and topologies, examine privacy from an organizational and global perspective, and propose a network solution that helps to solve a day-to-day issue.

The conduct of technical and business professionals is considered from a moral and ethical perspective. Students develop their capability and depth as a reflective practitioner by using a rich framework for processing ethical decisions. A rare opportunity is provided to prepare a personal moral and ethical statement as a foundation for future decision-making.
This seminar helps students complete a synthesis project integrating business and technology knowledge gained through the Innovation and Technology Management (ITM) program coursework. The project addresses actual workplace needs; both human and technical. A problem or need is selected and a proposal to solve the problem or meet the need is prepared. A thorough analysis is conducted including cost-benefit, requirements gathering, options analysis, and measured success to address a business need.

ITMC 380 ITIL® V3 Foundations 3
ITIL® (Information Technology Infrastructure Library) is the most widely accepted approach to IT Service Management in the world. ITIL® provides a cohesive framework drawn from the best practices of public and private sectors internationally. This course introduces students to the V3 service lifecycle phases and associated processes. The Foundations’ certification exam is administered at the end of the course.

JPN 101 Beginning Japanese 3
The course goal is to provide a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Japanese. Throughout the process of learning these skills, emphasis will be on the student’s ability to perform in real-life situations through task-based practice. Additionally, students are required to engage in regular independent practice.

KHS 100 Walking and Running Basics 1
This course develops the fundamental skills, strategies and experiences to enjoy the health benefits of walking and running.

KHS 102 Team Sports Activities 1
This course develops the fundamental skills, strategies and experiences in team activities such as soccer, volleyball, and basketball.

KHS 103 Strength and Conditioning Activities 1
This course develops the fundamental skills, strategies and experiences in fitness activities such as weight training and cardiovascular conditioning.

KHS 107 Golf 1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of golf.

KHS 108 Racquetball 1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of racquetball.

KHS 109 Volleyball 1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of volleyball.

KHS 110 Health and Dynamic Human Movement 3
The aim of this course is to enhance and expand upon the personal and community benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course is designed to optimize informed healthful living, balanced service to God and humanity and enlightened care for self, such that Concordia University students are challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.

KHS 111 Badminton 1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of badminton. Basic skills include serve, forehand, backhand, smash and drop shot. Strategies will be explored in singles and doubles. Understanding the rules and scoring will add to the experience of the sport of badminton.

KHS 114 Pilates 1
This course provides students with a basic understanding of the Pilates method, and how to properly perform a wide variety of introductory mat exercises. These exercises will focus on applying the fundamental skills of Pilates, including breathing technique, focus and body alignment. As students’ progress through exercises they will gain awareness of the mind-body relationship, and the many benefits Pilates offers.

KHS 125 Introduction to Kinesiology 1
This course provides an introduction to the sub-disciplines of the field of Kinesiology. At the conclusion of the course, students will have an understanding of the various sub-disciplines of Kinesiology and the current issues present in these sub-disciplines, and be aware of available employment and graduate school opportunities.

KHS 200 Community Safety and First Aid/CPR 1
This course is designed to give students the fundamental skills and procedures necessary to identify ways to prevent injury and/or illness, recognize when an emergency has occurred, follow emergency action steps, and provide basic care for injury and/or sudden illness until professional medical help arrives. (Prerequisite: KHS110)

KHS 220 Epidemiological Foundations and Research 4
This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work. (Prerequisite: KHS110)
This course is designed to provide students with knowledge of technological advancements in health, the influence of the media on health, and a look into how our environment affects our health. Students will be asked to conduct research into all three topics, analyzing data, summarizing findings, and developing opinion statements concerning all three areas. Class discussion and participation is essential to student success in this course. (Prerequisite: KHS110)

**KHS 300 Applied Nutrition**

The study of the interaction of humans with food. Nutritional concepts; current consumer issues in nutrition; nutritional needs through the life cycle; international nutritional concerns and issues are studied. (Prerequisite: KHS110)

**KHS 305 Youth Sports**

This course will cover the role of sports on the lives of young people in society. Students will be engaged in learning what was and what currently is youth sports today. Topics also covered include youth development, gender, class inequities, and inter-group relations.

**KHS 308 Women's Health: Today and Future**

This course focuses on the diversity of women while reviewing dimensions of their general health. A history of women's health will be studied along with factors that have influenced the health care of women.

**KHS 310 Drug Education**

Pharmacological and etiological foundations, schedules, classifications, theoretical approaches to dependency, addiction and tolerance together with intervention and prevention strategies are studied. This course is designed to provide students with applicable knowledge and role playing experience in the area of drug use and abuse. Students will develop a broad based knowledge of the various types of drugs and how they are being used today medically and on the street. The students will also be asked to participate in discussions designed to raise their awareness of drug use/abuse and assist them in developing the skills and habits necessary to refrain from the negative impacts of use/abuse. (Prerequisite: KHS110)

**KHS 311 Functional Anatomy**

This course employs a regional approach to human anatomy and emphasizes the role of the musculoskeletal system in producing movement. Elements of the nervous, cardiovascular, and respiratory systems are also considered. Kinematic features of common athletic movements are explored.

**KHS 315 Media and Sport**

This course will cover the most current trends and issues in the world of media as it affects sport. Students will explore and develop a critical knowledge and appreciation for the media as they relate issues to and of sport.

**KHS 316 Psychology of Sport Injury and Rehabilitation**

Psychological factors related to sport injury and rehabilitation are examined. Special attention is given to the antecedents to injury, the stress-injury relationship, emotional responses to injury and rehabilitation, and the role psychological skills such as mental imagery, relaxation, goal setting, positive self-talk, and social support has on injury risk and recovery. Ethical issues for professionals and psychological considerations for malingering individuals are also examined.

**KHS 320 Human Life Experience**

This is a survey course designed to enable students to understand the biological, physiological, psychological, social, and cultural aspects of sexuality and human sexual behavior. Students will approach much of the material from a variety of different learning strategies including, research, games, small and large groups discussions, guest speakers, group activities, small assignments/worksheets, etc. (Prerequisite: KHS110)

**KHS 330 Elementary Methods Block I**

This course is designed to give students the basic principles of effective instruction at the elementary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity.

**KHS 335 Middle School/Secondary Methods Block II**

This course is designed to give students the basic principles of effective instruction at the middle/secondary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning, teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Testing and measurement are covered in greater detail during this course. (Prerequisite: KHS330)

**KHS 375 Sociology of Sport and Exercise**

This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

**KHS 390 Sport Management**

Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

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This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

KHS 392  Marketing and Fundraising in Sports  4

Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of date-based marketing in researching the sport consumer the overview of the marketing mix as individual units and the relationship between those units, and the development and endorsement packages.

KHS 393  Planning and Managing Sport Facilities  4

This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.

KHS 394  Sports Business  4

This course will include a comprehensive analysis of issues related to sports business. Topics will include finance, accounting and budgeting as it relates to the world of sports business.

KHS 400  Health Psychology  4

KHS400 Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process. (Prerequisites: PSY101)

KHS 401  Kinesiology Teaching/Research Assistant  4

This assistantship is an on-campus experience teaching/research working under a faculty/staff member who has expertise in the area of interest to the student.

KHS 410  Health Methods and Strategies  3

Health Methods and Strategies is designed to help learners identify and practice effective methods of facilitating K-12 health education. Observations of teaching of health lessons in elementary, middle school and secondary school settings are included in the requirements. Learners will explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with K-12 learners. This will include development of a professional telecommunications resource database. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for K-12 health education. (Prerequisites: ED336, KHS 115)

KHS 420  Program Administration  2

Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with. (Prerequisites KHS400, ED470)

KHS 435  Sport Psychology  4

Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Content examines personality traits, anxiety, aggression vs. assertion, motivation, and other individual and group variables. (Prerequisite: PSY101)

KHS 436  Motor Development, Control and Motor Learning  4

This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to enhance student insight into the fundamental role that the motor system plays in the human condition. There are four broad topic areas: 1) nature and mechanisms of the expression and control of motor behavior; 2) concepts, principles and measurement of motor learning; 3) factors that influence skill and proficiency in motor performance; and 4) practical approaches to studying and learning motor skills. Content will follow motor control through motor development across the life span with special emphasis on early childhood development and late adulthood. (Prerequisite: KHS110)

KHS 438  Philosophy of Values and Ethics  3

This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up the program and this class with their own statement of ethical beliefs

KHS 439  Physical Dimensions of Aging  3

This course is designed to provide students interested in the gerontology population the knowledge base of physical aging. Physical aging is central to most daily activities and permeates through all aspects of life. Throughout this class, students will study the biomechanical, physiological, and motor effects associated with aging. Students will understand that when society encourages older individuals to stop being active, professions should be encouraging activity, while understanding their physical abilities.

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KHS 445  Ethics and Decision Making in Health Care Environments  4
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

KHS 470  Health Education for Teachers  2
This course investigates personal and community health issues facing society and especially children. The National Health Education Standards and the Centers for Disease Control and Prevention (CDC) Priority Health Risk Behaviors are addressed. (Prerequisite: Admission to Teacher Education Program)

KHS 472  Athletic Training, Injury Prevention, and Safety  4
The practical study of procedures for the care and prevention of injuries sustained during physical activity, including First Aid and Safety principles as dictated by the American Heart Association and the American Red Cross. Designed as a course for students pursuing careers in athletic training, teaching, coaching, physical therapy, or other related fields. Instruction will include lectures, informational presentations, and hands on experience.

KHS 473  Biomechanics  4
This course examines the physics of human movement. Content areas include the structural mechanics of bone construction, muscle contraction, ligament, and tendon plasticity and elasticity. Sport implement mechanics and the mechanics of environmental conditions (e.g. friction, air, and water resistance) are also explored. Sport performance issues will also be analyzed for mechanical efficiency.

KHS 474  Exercise Physiology  4
The physiological basis for human performance and the effects of physical activity on the body's functions are examined in theory and application. Representative experiences include lecture, discussion, group exercises, class teaching, and written projects. (Prerequisite: KHS 471)

KHS 475  Applied Exercise Prescription  4
This course integrates important principles and theories in exercise physiology, kinesiology, nutrition, psychology, and measurement, and then applies them to physical fitness testing and individualized exercise program design for team and individual athletes. Students will learn how to select physical fitness tests, conduct physiological assessments, and design individualized exercise programs and prescriptions. (Prerequisite: KHS 473, Kinesiology and KHS 474 Exercise Physiology)

KHS 479  Coaching Pedagogy  2
This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs. (Prerequisite: KHS110)

KHS 481  Adaptives  2
Students study disorders, which limit student participation in physical education and the adapted development approach to a physical education program. Students will describe past and present legislation that has influenced programs for those with special needs, compare and contrast the major theories and models about movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairment, learning disabled, emotional/behavioral disturbances, mentally disabled, speech and language impairments, awkwardness, brain injured and cerebral palsy, epilepsy and convulsive disorders, muscular dystrophy and other muscular disorders, orthopedic impairments, arthritis, heart disease, and asthma and other respiratory conditions. Students will also analyze the latest research in adaptive methodology and specific conditions, which require adaptive assistance in the physical education setting. (Prerequisite: KHS473)

KHS 482  Advanced Athletic Training  4
This course is geared for the athletic training student pursuing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Prerequisite: KHS472)

KHS 490  Senior Professional Seminar  1
This capstone course prepares students to chart different paths following graduation with a degree in Kinesiology or physical education: (a) entering the workforce in the field of Kinesiology at a bachelor's degree level, (b) enter the work force in the field of teacher education at a bachelor's degree level, or (c) enter a graduate school. In this course student will develop a resume, request letters of recommendation, complete a professional portfolio, and identify job-searching strategies. (Prerequisite: senior status)

KHS 498  Internship  1
This internship places students directly in a setting where students learn to apply entry-level competencies. The student and advisor collaborate with the on-site supervisor in selecting an appropriate internship site that meets the need of the student, the needs of the internship site and the program needs. (Prerequisites: senior status and advisor approval)

KHS 499  Kinesiology Internship  1

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<td>Capstone I</td>
<td>3</td>
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<tr>
<td>KHS 566</td>
<td>Capstone II</td>
<td>3</td>
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<tr>
<td>KHS 700</td>
<td>Cross Country-Intercollegiate Men</td>
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Today the need for sport management professionals is increasing in areas of business, marketing, sales and managing. This course will examine the expanding field of Sport Management. Areas of emphasis include: exploring job specific skills pertaining to sport marketing and sales, facility management, event planning, sport agents and recruiting services, intercollegiate athletics, professional sport, public relations.

This course is a scholarly consideration of the concepts, principles and analytical tools for effective administration in sport management. Students will examine how leaders develop themselves and others in a dynamic, changing environment. The course will also examine the topics of communication and conflict management as they relate to successful organizational outcomes.

This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced.

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Students will complete an internship or capstone project to complete the requirements for the Master of Arts in Sport Management program. KHS560 and KHS561 will complete the requirements for the internship.

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Students will complete an internship or capstone project to complete the requirements for the Master of Arts in Sport Management program. KHS565 and KHS566 will complete the requirements for the capstone project.

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Students will complete an internship or capstone project to complete the requirements for the Master of Arts in Sport Management program. KHS560 and KHS561 will complete the requirements for the internship.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>KHS 705</td>
<td>Cross Country-Intercollegiate Women</td>
<td>1</td>
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<tr>
<td>KHS 710</td>
<td>Football-Intercollegiate</td>
<td>1</td>
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<tr>
<td>KHS 715</td>
<td>Volleyball-Intercollegiate</td>
<td>1</td>
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<tr>
<td>KHS 720</td>
<td>Basketball-Intercollegiate Men</td>
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<tr>
<td>KHS 725</td>
<td>Basketball-Intercollegiate Women</td>
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<tr>
<td>KHS 730</td>
<td>Baseball-Intercollegiate</td>
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<td>KHS 735</td>
<td>Softball-Intercollegiate</td>
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<td>KHS 740</td>
<td>Indoor Track and Field-Intercollegiate Men</td>
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<td>KHS 745</td>
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<td>KHS 750</td>
<td>Outdoor Track and Field-Intercollegiate Men</td>
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<td>KHS 755</td>
<td>Outdoor Track and Field-Intercollegiate Women</td>
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<td>KHS 760</td>
<td>Cheerleading</td>
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<td>KHS 765</td>
<td>Dance Line</td>
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<td>KHS 775</td>
<td>Soccer-Intercollegiate Women</td>
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<td>KHS 780</td>
<td>Golf-Intercollegiate Women</td>
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<td>KHS 785</td>
<td>Golf-Intercollegiate Men</td>
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<td>KHS 790</td>
<td>Spirit Squad</td>
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<tr>
<td>LAW 401</td>
<td>Legal Environment of Business</td>
<td>2</td>
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<tr>
<td>LAW 411</td>
<td>Federal Income Tax</td>
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<tr>
<td>LDR 205</td>
<td>Motivational Management</td>
<td>3</td>
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<tr>
<td>LDR 210</td>
<td>Behavior Profiles in Leadership</td>
<td>3</td>
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<tr>
<td>LDR 220</td>
<td>Leadership Process</td>
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<tr>
<td>LDR 230</td>
<td>Synergistic Leadership</td>
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This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions. (Prerequisite: senior standing)

LAW 411 Federal Income Tax
This course studies the application of the law of federal income tax to individuals. Both procedural and substantive tax laws are examined. The policy behind the applicable code provisions is explored. Students extensively research a variety of tax problems. (Prerequisite: ACC202)

LDR 205 Motivational Management
Students will use personalized PIAV (Personal Interests, Attitudes, and Motivators) reports to learn "why" we make the decisions we make, why conflicts happen, and perhaps most importantly come to realize why diverse people view the world so differently. The overall focus is on understanding which attitudes drive your life, actions, and decisions. Students will also examine how rewards and recognition can be most effectively used when an individual's motivators are taken into account. It's recommended, but not required, for students to take Behavioral Profiles in Leadership first.

LDR 210 Behavior Profiles in Leadership
This class discusses the language of personal style - how people do what they do. The DISC report "a personality profile" is the core piece of this class as participants learn more about their own behaviors and then the how to adapt to others piece. Students will be introduced to the different styles of communication and be able to apply the concepts to their individual situations.

LDR 220 Leadership Process
Leadership is often incorrectly interpreted as a position within an organization. This course provides a tremendous source of theoretical concepts and examples to improve leadership behaviors.

LDR 230 Synergistic Leadership
Leadership begins with understanding the behavior and motivations of others. To do so, one must go beyond the surface advice of popular business books and review the psychology of individual behavior. This course, examines the writings of Abraham Maslow and the way in which successful leaders have utilized his concepts to create a workplace where the individual and the organization can strive for their best performance.
LDR 240 | Building Emotional Intelligence | 2

Why are those with the highest IQs not necessarily the most successful in their personal and business lives? The latest research into factors that distinguish successful individuals tends to show that “EQ” or Emotional Intelligence is the more significant factor. This applies both to personal success and to bottom-line company performance of companies whose leaders have high “EQ.” This is something we recognize intuitively—the people we like to work with are those who both understand and effectively manage their emotions and are able to discern the emotions of others in order to develop the most rewarding relationships.

LDR 250 | Leadership for Child Care Professionals | 4

Concepts that are presented in this course will provide the leader with tools to develop best leadership practices that support an effective and motivated staff.

LDR 260 | Introduction to Personal Coaching | 3

This course explores personal life coaching while discussing the distinctions between coaching, mentoring, and counseling. An introduction to coaching concepts and skills is discussed while exploring the many coaching “niches.” Students apply coaching concepts to personal and organizational situations.

LDR 270 | High Performance Coaching | 2

As a manager, your most important job is to develop the people under you. You must help them develop skills, build emotional intelligence, overcome personal blocks, and navigate organizational landmines. You are the coach that can ensure their success. In this workshop, participants learn effective tools for coaching, techniques on how to give effective feedback, and how to avoid pitfalls in coaching.

LDR 280 | The Servant Leader as a Leadership Style | 2

This class discusses the leadership styles formulated by Robert Greenleaf, called Servant Leadership. It discusses an organizational overview of the servant leadership as applied to organizations and the basic values and attributes of servant leadership.

LDR 307 | Leadership Ethics | 3

Is it possible to lead without ethics? Is there a lesson to be learned from the Enrons and World Coms we have heard so much about? This course focuses on leadership ethics - what, how, and why. Learn about and test your own ethical values - apply your ethics to current cases from the business world. Learn the impact of ethical leaderships on others, and the cost of unethical leadership. Learn to let your ethics be your rudder in life.

LDR 312 | Topics in Leadership | 3

To achieve a true understanding of leadership, it is necessary to look back at how the various theories of leadership and management have developed, changed, and coincided with the needs of the workplace at the time they were popular. This course explores the development of leadership theory as a means of understanding the current concepts. Application of various theories are also examined.

LDR 313 | Supervisory Leadership Tools | 3

Every leader can benefit from improved supervisory skills. This course focuses on some of the basic skills necessary to be an effective manager or supervisor. Effective communication will be applied to the topics of facilitating teams, delegation, and how to coach employees at different performance levels. Students will apply these concepts to personal and organizational situations.

LIT 250 | Readings in Contemporary Fiction | 1

Students will discuss the themes, style, character, symbolism and images in contemporary novels.

LIT 255 | Flash Fiction: Reading, Writing and Publishing Sudden Fiction | 2

Flash Fiction has many names: Sudden Fiction, Flash Fiction, The Short-Short, The Prose Poem and Micro Fiction. While there is no agreed upon definition of what constitutes a work of Flash Fiction, everyone agrees that it's short. Sometimes they are as long as 1000 words, and sometimes they are much smaller. Ernest Hemmingway wrote one that was only 6 words long (For sale: Baby shoes, never worn). In this course, we will read, write and learn how to publish Flash Fiction.

LIT 256 | Comedy Writing | 2

Comedy Writing is difficult. Many think that funny people can automatically write funny. This is not true. Just like every other artistic medium, comedy writing is a craft. Students will learn how to apply this craft to various mediums.

LIT 257 | Reading and Writing the Narrative Poem | 2

The narrative poem is the oldest form of poetry. This, though, doesn’t mean it’s stuffy. Contemporary narrative poetry is hip and edgy. This course will examine contemporary narrative poetry. Students will also learn how to write the narrative poem.

LIT 300 | Understanding Plagiarism | 2

This class will help you to avoid plagiarism in an academic context, while also discussing grey areas of plagiarism, including sampling in hip hop and avant garde writing and standards in different academic and professional fields. You will have fun writing and plagiarizing while also learning what is expected from your instructors and developing your own personal philosophy about when and whether plagiarism is acceptable.

LSC 107 | History of Photography | 1
This course is a one-day, hands-on workshop that will introduce beginning golfers to the rules and etiquette of golf. Participants will receive instruction in the fundamentals of chipping and putting—key elements to successful golf. Time will also be set aside for instruction in other golf fundamentals. Students will need to provide their own golf equipment. Instruction will be at a local golf facility.

This course provides a one-day, hands-on workshop of continued instruction to help students perfect basic skills and better their golf game. Students will need to provide their own golf equipment. Instruction will be at a local golf facility.

This is an entry level course that is appropriate for any woman that wishes to learn how to be aware and understand how to better protect herself in everyday life. The course goal is to prepare women to avoid/deal with a wide range of attacks that could happen to anyone. Concepts learned will include: awareness education, mindset development, and techniques for physical defense.

Learn natural ways to help cope with stressors. What foods and nutritionalists will help calm the brain and increase memory retention. We will discuss the typical ‘American Diet’, expose hidden dangers and provide healthier alternatives.

Learn natural ways to help cope with stressors. What foods and nutritionalists will help calm the brain and increase memory retention. We will discuss the typical ‘American Diet’, expose hidden dangers and provide healthier alternatives.

This course will focus on identifying the key elements/attributes that employers are seeking during their interview process. During this highly interactive program, you will have the opportunity to learn how to better prepare yourself for interviews; how to distinguish yourself from the competition; what to include in your resume; and how to most effectively follow-up after the interview. Emphasis will be placed on defining your “ideal” job criteria, researching potential companies that meet these criteria.

Students will be introduced to basic hand building techniques in forming clay objects. As well, students will learn to Design a tile, hand-carve a plaster tile press-mold, and produce multiple tiles from their mold. Students will be introduced to basic underglazing and glazing and will produce finished ceramic work, including tiles. 12 hours (minimum) will be required outside of class to complete assigned projects. All tools/equipment supplied by Concordia Ceramics.

This course takes up the history of Rock from the beginning and will examine its history from its clear pre-origins in the 19th Century, through the first great maturation of Rock music around 1970; the era in which this music transformed from an artifact of youth culture into an art form, and beyond.

This course takes up the history of Rock toward the end of what most historians consider its Golden Age. From the emergence of ¿progressive¿ Rock in the early ’70s, we will trace the course of Rock related styles to the present day, considering ¿arena¿ Rock, punk, new wave, heavy metal, rap, grunge, and a range of ¿alternative¿ styles.

The course is intended to show the relationship between effective leadership qualities and comparing it to characteristics of leaders in comic books. Part of being an effective leader is how to be creative. The course focuses on how to see peoples’ skill

Public relations is an effective marketing tactic for any organization. In this course you will learn the basics about public relations and how to design a public relations program. Content in this course includes identifying audiences, creating key messages, developing a media contact list, writing press releases, using wire services and more.

Business etiquette can play a large role in career success. This course will cover basics of networking and etiquette that will help you feel more comfortable in social and work situations. Content in this course includes networking guidelines, written communications, oral communications, manners, meals and more. This class also includes a luncheon event on campus where you can practice your new-found skills.

Documentary films are powerful social tools which often reflect both the current state of affairs in a country as well as struggles for change in the future. In this course, we will look at the history of documentary and how this medium addresses various social justice issues, both from the past as well as the present, and how documentaries capture political tides of resistance and change.
In this reflective course students will evaluate their strengths as a learner; define priorities and goals when choosing a career; and gain a greater understanding of memory.

LSC 203 Constructing Life Experience Essays 3
This course teaches students how to construct Life Experience Essays, essays that demonstrate significant real-life learning at a college-equivalent level and may earn college course credit. This course emphasizes understanding and use of the Kolb Model of Experiential Learning. Students will complete guided practice activities utilizing each of the four stages of the Kolb Model. Students will also learn how to identify significant learning experiences, categorize their life experience within general college course areas, and evaluate their learning for credit. Upon successful completion of this course, students will possess the necessary skills to write and submit Life Experience Essays for credit evaluation. This course teaches a model and a process with significant practice and feedback. This is not a writing course, so it is expected that students will have college-level writing skills and a basic understanding of APA formatting and citation. This course prepares students to write and submit Life Experience Essays, but submitting actual Life Experience Essays for additional credit is NOT part of this course...

LSC 241 Families in Film 2
This course will explore concepts of family and family dynamics in film. By using examples from modern day cinema, family issues including chemical dependency, grief and loss, end of life issues, multicultural families, and blended families will be examined in depth. Learning will be based on family theoretical frameworks including family systems theory, family development theory, feminist theory and social constructionism with a focus on multicultural families. Concepts such as boundaries, rules, triangulation, communication styles, conflict, family secrets, and gender roles will be addressed. The myths and realities of family, as portrayed on the silver screen, will be explored through example and discussion. In addition, the notion of film as a reflection of society will be discussed in terms of the social construction of family and the role of the media in this construction. As a final project, students will have the opportunity to do their own analysis of family dynamics in a film of their choice.

LSC 265 Innovation: A Methodical Review 2
Futurism is the methodical study of the future. The participants of this course examine differing views of the future, both optimistic and pessimistic, and learn how to systematically study the trends and patterns leading to the future.

LSC 267 Peer Group Facilitation Training 2
In this course students learn the skills, techniques, and attitudes that will enable them to facilitate, and/or support information groups, teams, or work groups. Students also learn effective techniques for delivering information, facilitating problem solving, and decision-making.

LSC 268 Exploring World/Global Studies 2
This course on global study provides participants the opportunity to explore different countries while experiencing various aspects of the culture, history, architecture, literature and the traditions of the regions visited. Travelers will prepare with a course of study in history, and events and literature prior to departing, in addition to ongoing instruction during the tour. Additional assignments will be completed after returning from the trip.

LSC 271 Women's Symposium 1
LSC 274 Effective Strategies for Communication Success 2
Professionals bringing the most success to their function and to their organization will possess a broad and rich skill set. Nothing is more important to organizations than having professionals who understand how to handle relationship needs. Students will gain insight on how to manage relationships through effective communication tactics. Identify your preferred thinking style and discover effective strategies that enhance relationships, communication effectiveness and team collaboration. This highly interactive course utilizes a powerful tool and theory for diagnosing, planning, and enhancing communication with people in the workplace. Explore effective communication strategies that help strengthen relationships across teams and departments.

LSC 277 Reflection and Synthesis 2
This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will examine how their personal strengths, personal limitations, academic goals, and career goals will integrate as they leave the program and begin new endeavors- academic or otherwise. (this course replaces Portfolio and Synthesis)

LTN 111 Beginning Latin I 4
Students begin their study of Latin vocabulary, grammar and syntax in order to read and comprehend Latin prose and poetry with appropriate assistance.

LTN 112 Beginning Latin II 4
MAN 101 Introduction to Business 2
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN 120 Basics of Business 2
This course is for anyone planning to major or minor in one of the business areas and for students who plan to start their own business. Students learn to develop a business plan in a dynamic business environment. Fundamental course concepts include the basics of economics, management, entrepreneurship, marketing, finance, and communications.
MAN 201 Business Analytics 2
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.

MAN 301 Organizational Behavior 4
This course will examine the basic principles of management including planning, organizing, integrating, leading, decision-making, and evaluating performance. Using theories contributed from the behavioral sciences students will examine the behavior of individuals, groups and organizations. Students will learn to analyze problems and develop strategies to deal with organizational growth and change.

MAN 302 Operations and Quality Management 2
This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. The production process includes the management of equipment and machinery, facilities, materials management, inventory control, scheduling, and lean operations. Quality includes quality control and quality management including six sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed. (Prerequisites: ECO 201)

MAN 310 Managing Teams, Communication, and Projects 4
This cross functional course covers forms of business communication including business letters, reports, proposals, resumes and the employment process. Emphasis is on business writing and speaking that is strong, clear, concise and grammatically correct. Project management techniques that will enhance success in leading and completing projects are also covered. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. Students will apply project management knowledge, tools and techniques to an actual class project.

MAN 350 Managing in a Global Economy 4
This cross functional course will build on management principles and apply them to global opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control.

MAN 401 Business Strategy and Ethics 4
This course introduces the critical business skills of planning and managing strategic activities. Case studies are emphasized. Students learn an executive-level perspective on strategy formulation and implementation. Students also explore the divergent viewpoints one might hold in analyzing the ethical issues likely to confront business practitioners. This course is the capstone course in the Business Program. Therefore, students should take this course only during the last semester of their program. (Prerequisites: ACC202, ECO102, FIN301, MAN302, MAR301, senior standing)

MAN 410 Managing Talent, Change and Negotiations 4
The role of the human resource management function in organizations will be studied in this cross functional course. The changing nature of work and demographic shifts will be of particular emphasis. The course also will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations, and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations and preserving relationships using principled dispute resolution strategies.

MAN 435 Applied Ethics 4
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public and work lives.

MAN 450 Managing Finances and Business Strategy 4
This is the capstone course for the major. Students will apply business analytical tools in finance and accounting to real world business scenarios. Students will use popular business software, such as QuickBooks, to gain experience in implementing and managing small business finances. Through case studies and other techniques students will learn how to integrate their knowledge of business disciplines in developing business strategy which will include principles of stewardship and sustainability issues.

MAN 460 Managing Teams, Communication, and Projects 4
This course focuses on team building and team leadership utilizing communication, conflict management, and decision making skills. Project management techniques that will enhance success in leading and completing projects are also covered. Students will apply project management knowledge, tools and techniques to an actual team project. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. The course is for seniors only.

MAN 488 Independent Study 1

MAR 301 Principles of Marketing 4
This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing)

MAR 311 E-Marketing and Entrepreneurship 4
This course will explore small business management and entrepreneurship.

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This course addresses the theoretical background for understanding consumer behavior. This course will examine the interaction between the environment, consumer's affect and cognition and a consumer's ultimate behavior. Various theories and perspectives on consumer motivation, attitude formation, information processing, and decision-making will be discussed throughout the course. (Prerequisite: MAR301)

MAR 313 Advertising and Promotions 4
This course is designed to provide students with a basic understanding of integrated marketing communications through advertising, promotions, personal selling, public relations and internet marketing. Ethical issues related to these topics will be examined and trends in consumer and business-to-business buyer behaviors will be explored. (Prerequisite: MAR301)

MAR 413 Marketing Research 4
This course will teach some of the fundamental tools needed to analyze the behavior and attitudes of all types of consumers. Students will acquire an overview of scientific methods and the research process. Skills learned will include learning how to identify problems, formulate problem definitions, define research objectives, choose and develop the research design, analyze data, and write up and present a report. Students will be taught several research techniques including survey, observation, focus groups, in-depth interviews, projective techniques, experimentation, and secondary data analysis. (Prerequisites: ECO201, MAR301, MAR312, MAT102)

MAR 414 Marketing Strategy 4
This is the senior marketing capstone course. In the class we will discuss how marketing strategy, tactics, theory and practice are integrated. Students will learn to apply strategic thinking through case analysis and through class facilitation and frequent participation.

MAR 470 Social Media Marketing 2
In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.

MAR 471 Global Marketing 2
This course examines the complexities of international marketing. The scope and nature of international and global marketing operations are introduced. The influence of culture on global marketing is explored. The traditional elements of marketing, including price, product, promotion, distribution, and service are examined in the context of international markets. Students are asked to analyze what it takes to introduce a product into a foreign market.

MAR 488 Marketing Independent Study 1

MAR 498 Marketing Internship 1

MAT 095 Mathematics Workshop 3
The goal of this course is to strengthen basic math skills in preparation for future math courses. The course begins by reviewing operations with whole numbers, fractions, and signed numbers. The course builds to simplifying algebraic expressions and solving and graphing linear equations.

MAT 100 Intermediate Algebra 3
This course is not a general education course and should only be taken by students planning to take a course with MAT100 listed as a prerequisite. Topics include systems of linear equations, polynomial, factoring, quadratic equations, function, inverses, exponentials and logarithms. (Prerequisite: A minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam)

MAT 101 Contemporary Mathematics 3
This course was designed to give the liberal arts student an experience in contemporary mathematics with emphasis on its connection to society. The concepts include financial mathematics, statistics, apportionment, voting, graphs and networks. (Prerequisite: Minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam)

MAT 110 Introduction to Probability and Statistics 3
This course will explore fundamental topics from probability and descriptive and inferential statistics and apply these to a range of areas of study including business, social science, and biology. Topics include probability and counting rules, probability distributions, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance. (Prerequisite: Minimum grade of C- in MAT100 or level 3 placement on the Math Placement Exam.)

MAT 111 Principles Contemporary Math 3
This course is designed to give the liberal arts student an experience in contemporary mathematics, with emphasis on its connection to society. The concepts include management science, statistics, coding, social choice and decision-making, and geometric shapes and symmetries.

MAT 125 Precalculus 4
This course emphasizes functions and their applications. It starts with investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. The course continues by exploring transcendental functions including exponential, logarithmic, and trigonometric functions. The course concludes with a study of conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. (Prerequisite: Minimum grade of C- in MAT100 or level 3 placement on the Math Placement Exam)
MAT 135  Calculus I  4
This course explores the concepts of limit and continuity, investigates techniques of differentiation and its applications, introduces integration, and provides the framework for the Fundamental Theorem. (Prerequisite: Minimum grade of C- in MAT125 or level 4 placement on the Math Placement Exam.)

MAT 145  Calculus II  5
This course is a continuation of MAT135. Topics covered include techniques of integration, an introduction to differential equations, sequences and series and applications of these concepts. Other topics include parametric equations, polar equations, and conic sections. Students will be introduced to a computer algebra system. (Prerequisite: Minimum grade of C- in MAT135 or equivalent)

MAT 150  Practical Application of Mathematics  3
Practical applications are the focus in this "real life" math class. Examples of topics covered include calculating retirement income, budgeting, determining interest on loans, the real cost of consumer debt, and everyday use of statistics.

MAT 200  Foundations of Elementary Mathematics  3
This course gives students the mathematical foundation necessary to teach K-6 mathematics and to prepare for the Minnesota Teaching Licensure Basic Skills Exam. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques. (Prerequisite: Minimum grade of C- in MAT100 or level 3 placement on the Math Placement Exam.)

MAT 220  Discrete Mathematics  3
This course serves as an introduction to formal proofs and is prerequisite for several upper level math courses. Additional topics covered include logic, set theory, function and relations. (Prerequisite: C- or better in MAT135 or consent of instructor)

MAT 255  Calculus III  4
This course is a continuation of MAT145. Topics covered include analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and related applications. (Prerequisite: Minimum grade of C- in MAT145)

MAT 305  Foundations of Geometry  3
This course provides a systematic survey of Euclidean, hyperbolic, transformation, and fractal geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove conjectures. (Prerequisite: Minimum grade of C- in MAT135)

MAT 330  Probability and Statistics  4
This course is a Calculus-based look at Probability and Statistics. Assuming students have been exposed to the basics through an introductory course, this course will build upon that experience. Topics include an in depth investigations of probability, discrete and continuous random variables, parameter estimation, hypothesis testing, inference using the normal and binomial distributions, goodness of fit, regression and correlation, and ANOVA. The course will include a statistical software component. (Prerequisites: A grade of C- or higher in MAT145 and MAT110)

MAT 375  Differential Equations and Linear Algebra  4
This course is an overview of the concepts of differential equations and linear algebra necessary to solve applied problems. Topics include: Differential equations: separable, first-order linear, higher-order linear, linear systems with constant coefficients. Linear algebra: basis, dimension, matrices, eigenvalues/eigenvectors, and vector spaces. (Prerequisite: Minimum of C- in MAT145)

MAT 450  Abstract Algebra  4
This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: Minimum grade of C- in MAT220)

MAT 460  Foundations of Analysis  4
This course is a formal treatment of functions of a real variable. It covers the topology of the real line, sequences and series, and classic results in continuity, differentiation, and integration. (Prerequisites: MAT145 and MAT220)

MAT 478  Mathematics Internship  1 - 16
An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student's field of interest.
MBA 500  Organizational Leadership and Development  3
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future.

MBA 505  Global Economics  3
The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union.

MBA 510  Managerial Research Methods and Design  3
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

MBA 515  Applied Business Ethics  3
This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presentations will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

MBA 520  Integrated Marketing Communication  3
This course will develop marketing strategy and executing diverse communication tactics critical to all enterprises. Consistency in both processes and messages is important. Students will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate how to apply multiple marketing tactics.

MBA 525  Strategic Human Resource Management  3
This course looks at human resource management from an operating manager's perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address these issues strategically.

MBA 530  Managerial Finance and Accounting  3
This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

MBA 535  Legal Environment for Managers  3
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

MBA 540  Health Care Bioethics  3
Many hospitals have ethical boards to help with difficult decision making. This speaks to the increasing complexity of ethical issues which health care professionals face. This course will look at end-of-life issues, resource allocation issues, decision-making issues, access-to-care issues and other major ethical issues facing health care professionals. This course will explore briefly a Christian understanding of the grounds for ethical decision making.

MBA 545  Quality Practices  3
In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.

MBA 550  Health Care Informatics  3
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

MBA 560  Health Care Strategic Leadership  3
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations direction in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will be explored. The students will develop their own tools to become effective decision-makers.

MBA 615 Topics in Organizational Management 2
This course will provide an overview of contemporary topics related to organization effectiveness. Students will be required to leverage application, theory and research as they develop skills in talent management, organization learning, and strategy formation and implementation. Students will obtain skills in identifying and developing high potential talent for the purpose of competitive advantage.

MBA 616 MBA International Topics in Organizational Management 2
This course will provide an overview of contemporary topics related to organization effectiveness as viewed from an international perspective. Students taking this course will participate in one of the international trips for graduate students sponsored by the College of Business and Organizational Leadership and led by one of the faculty. Based on information gathered from international corporate visits, students will be required to synthesize observation, theory, and research as they investigate a variety of organizational topics: talent management, organization learning, and strategy formation and implementation in an international business setting. Students will gain perspectives in identifying and investigating various aspects contributing to global competitive advantage.

MBA 620 Strategic Leadership 3
This course introduces students to the principal practices and the theorists of contemporary strategic thinking. Students will understand how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles and focus on strategic analysis of their industry and the strategic practices of the organizations in that industry.

MBA 630 Topics in Global Management 3
This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal, and cultural environment, international market analysis, international human resource management, and import/export transactions.

MBA 700 Strategic Leadership and Managerial Application Portfolio 4
This course introduces students to the principal practices and theorists of contemporary strategic thinking. Students will focus on strategic analysis of their industry and the strategic practices of the organizations in that industry. The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a portfolio.

MBA 705 Managerial Application Portfolio 1
The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a customized professional portfolio.

MIS 301 Technology and Project Management 4
This course will focus on two major themes: managing technology in a business environment and tools, concepts and techniques in project management.

MIS 401 Computer Systems for Management 4
This course gives the framework for the design, development and management of information systems. Topics include real-time computer systems, systems analysis and design, feasibility studies, cost benefit analysis, data base design, and recent developments in the industry. Students must have a very strong knowledge of basic computing skills, word-processing, and spreadsheets to take this course.

MKC 200 Marketing Business to Business 2
This course will analyze how to market and sell products or services to organizations in a business to business (B2B) marketplace. Discussion will consist of various marketing and sales approaches to achieving sales to businesses, and an in-depth interpretation of the value based proposition. This course will also give you an opportunity to analyze if a product/service should be launch, produced, or developed, for a specific marketplace, or if the idea/product/service should be abandoned.

MKC 310 Innovative Marketing 3
Innovation is essential; that's the rule of business for the new millennium. Students will learn about product development, entrepreneurship, and different types of innovation.

MKC 330 Marketing Research 3
This course gives students the tools for researching the consumer using qualitative and quantitative methods. Students will have the opportunity to create a marketing research plan for a product.
Promotions consist of advertising, sales promotion, sales, public relations, and direct marketing. These avenues for transmitting one's message effectively will be examined for usefulness, cost/benefit analysis, and social value. Students will have the opportunity to create their own promotional plans.

An understanding of consumer behavioral patterns is central to the discipline of marketing. In this course, we look at individuals and organizations as consumers.

Amazon.com? Anything.com? Electronic commerce has become a common part of society, and virtually anything can be bought or sold on the internet. This course examines how to strategically market items electronically.

In the global economy, employees compete with other employees all over the world. Because of this expanded economy it is necessary to understand other parts of the world and how business is implemented. Students create marketing plans to market products to other countries.

This capstone course relates concepts learned in previous marketing certificate courses in an effort to synthesize the information and create a strategic marketing plan.

Innovation is essential; that's the rule of business for the new millennium. Students will learn about product development, entrepreneurship, and different types of innovation.

This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovation allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires, viewing themselves as agents of innovation within organizations. Within this course of study the student will also examine the underlying dynamics, culture and change within an organizational context.

Students investigate their own past, strengths, and weaknesses in order to understand how to best create and develop personal strategic plans for their future.

Organizations are unique in and of themselves. Students will examine underlying dynamics, culture, and change within an organizational context.

This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P's of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

Students explore their personal ethics and develop frameworks for addressing tough ethical decisions in business and in marketing.

This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

This course gives students the tools for researching consumers and markets. Qualitative and quantitative methods are explored. Students will create a marketing research plan for a product.

This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. Students will complete a marketing research plan for their final assignment.
MKM 340 Industry Analysis
Numbers can be intimidating. In this course, financial information is made less daunting and easy to comprehend. Financial reporting, contribution margins, and project financing will be presented.

MKM 341 Applied Accounting and Finance
In this course, financial information is made easier to comprehend. Financial reporting, contribution margins and project financing will be presented.

MKM 342 Marketing Research
This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan

MKM 345 Promotional Strategy
Promotion consists of advertising, sales promotion, sales, public relations, direct marketing, and more. These avenues for transmitting marketing messages across effectively are examined for usefulness, cost/benefit analysis, and social value. Students will create their promotional plans.

MKM 346 Electronic Marketing
Amazon.com? Anything.com? Electronic commerce is with us more today than ever before. Cars, travel, clothing, and food are being sold through the Internet. This course examines how to market goods and services electronically.

MKM 350 Interactive and Mobile Marketing
This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development, and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company's marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

MKM 360 International Marketing
Today the economy is global and it is necessary to understand other world stakeholders and how business is ethically implemented worldwide. This course focuses on contemporary issues marketing across national borders, marketing within foreign countries and collaborating within global markets. Areas of focus include identifying marketing-based international business opportunities within the context of cultural, social, economic and governmental factors that may influence buyer behavior and ultimately determine market strategy. Students will create international marketing plans to market products to other countries.

MKM 401 Understanding and Developing a Strategic Approach to Social Media
This course will teach the fundamentals of using social media and explore how it is changing business communications through integration into marketing, PR, customer service and sales functions. Students will explore the process of developing a social media marketing and communications strategy for a business or organization and creating a strategic plan to chart a course for implementing that strategy. The strategic process will be supported by research and measurement projects using social search tools, in addition to assessing client goals, expectations and resources. Students will receive an introduction to the most widely used social tools in preparation of their research. As part of this course, students will choose a client to work with and develop a real world social media strategy throughout the series of three courses (Strategy, Implementation and Measurement).

MKM 402 Implementing Social Media Plans and Processes
This course will explore the process of implementing a social media marketing and communications strategy utilizing a range of social media applications and platforms (including mobile). This process will include developing engagement approaches and creating content and social objects to populate channels for that engagement. Students will learn the fundamentals of building and optimizing a powerful presence in the most widely used social channels (Twitter, Facebook, LinkedIn, blogs, etc.) gaining real-world experience in this process by working with a client of their choice (this must also be the same client they developed a social media strategy in the prior course).

MKM 403 Monitoring and Measuring Social Media Communications
This course will explore the process of managing and measuring a social media strategy using a range of (paid and free) social search and measurement tools. This process will include learning more about the role of a Community Manager and understanding the practical applications of launching a social media initiative and integrating social media into an existing company infrastructure. Students will learn the fundamentals of social media monitoring and strategies for online reputation management and will be exposed to a range of social media case studies. They will also have an opportunity to present their own measurements when they report on the successes and struggles working with the client they selected for SMC 401 and 402 courses.

MKM 410 Industry Analysis
Students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distributive systems, and other industry factors. Marketing professionals perform similar industry analysis as part of their jobs.
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

This course connects morality, ethics, and values with leadership and influence. Students explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals from the perspective of Christianity and vocational ethics, incorporating these elements into the personal and professional decision-making process.

The Marketing Internship provides the opportunity to gain knowledge through the experiential activities of organizational life. Joint cooperation with business, government, and non-profit institutions in structuring and monitoring work experience aimed at supplementing the marketing learning process. Opportunities are developed in consultation with the faculty advisor and department chair and require approval of both.

Theory, research and practice of innovation, with an emphasis on increasing student understanding of how effective innovation efforts can be used to help organizations better respond to today's increasingly complex business and/or nonprofit environments. Students will increase their capacity to research, design, facilitate and lead innovation initiatives in a wide variety of settings.

This course connects morality, ethics, and values with leadership and influence. Students explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals from the perspective of Christianity and vocational ethics, incorporating these elements into the personal and professional decision-making process.

It is said that contemporary employees compete with other employees worldwide. The economy is global and it is necessary to understand other parts of the world and how business is implemented. Students will create marketing plans to market products to other countries.

The five Ps of marketing: place, price, product, promotion, and people, are the center of this module. The building blocks of the five Ps, understanding, and researching the customer, are also covered.

In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

This capstone course combines everything that has been taught in previous courses. Students analyze graduate-level case studies. Group work is essential.

Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization’s ability to create a competitive value proposition for the consumer.

This course spans the Marketing Management and Innovation program at Concordia University. It is presented as an independent study where students create their own business plan for a selected company, product, entity, or department approved by their faculty advisor. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

The Marketing Internship provides the opportunity to gain knowledge through the experiential activities of organizational life. Joint cooperation with business, government, and non-profit institutions in structuring and monitoring work experience aimed at supplementing the marketing learning process. Opportunities are developed in consultation with the faculty advisor and department chair and require approval of both.

This course provides an overview of leadership, management, influence, social power dynamics, and change theories and practices, emphasizing application to the challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Introduces the philosophies and methodological approaches underlying the Master of Arts in Leadership and Management as well as the writing and online research skills students will use in this program.

This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization’s ability to create a competitive value proposition for the consumer.
This course will look at the importance of taking a leadership role in managing a continuous flow of talent throughout the organization. Students will learn how leaders can positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing and relocating talent. Students will explore the importance of developing a talent management mindset and will also be introduced to training and development methods. Finally, they will leverage their experience and practical research as they develop skills in how to build innovative, disciplined and well-led organizations.

This course provides students with the ability to gather, analyze, and synthesize complex credible information about a topic of interest using quantitative and qualitative action research methodologies. Students choose a topic that relates to leadership, management, and/or social power dynamics and properly leverage their influence as they complete an action research project using a strategy to improve an organizational situation. While the emphasis of this course is on applied methods of research, an overview of the theory and some of the political and ethical implications of research will also be covered.

This course explores the practical aspects of the strategic and operational roles of financial management, accounting, analysis, and an introduction to finance-based decision-making related to working capital and long-term financing and investment. Students will learn the impact of a leader and/or manager's influence on budgeting, financial performance, and fiscal and ethical responsibility.

This course explores how quality programs, tools and concepts can strengthen leadership and, where necessary, help to research, design and implement innovative changes. Students will study theories and practices related to quality management and improvement in corporate, nonprofit and government settings. This course will also examine the leadership and change implications of several recent innovations in this area, such as Reengineering, Six Sigma, Lean Manufacturing, and Process Improvement.

This course examines the role of the leader and manager's role in influencing the development and implementation of vision, mission, values and coherent strategic plans. Students will be able to develop skills in how to build innovative, disciplined and well-led organizations.

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This course examines the role of the leader and manager's role in influencing the development and implementation of vision, mission, values and coherent strategic plans. Students will be able to develop skills in how to build innovative, disciplined and well-led organizations.
Basic Musicianship is designed for the student with little background in music. This course will present concepts needed for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall. No prerequisite. This course can serve as a prerequisite for MUS201 and ED446. Studio course.)

Principles of Customer Service

Customer service is neither luck nor accident. Creating excellence in customer service is methodical and organized. In this course students learn how to craft customer service strategies that create loyal customers. Students examine customer service audits, moments of truth, gaps, analysis, and service recovery agents.

Strategies for Professional Advancement

Not sure what you "want to be when you grow up" or what to do with your new degree? Take a look at who you are to move forward on your career path. This class covers self-assessment such as core values, strengths, dreams, purpose statements, and much more.

Informational Interviewing

An informational interview is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to other methods of researching an occupation. Come learn how to effectively use this strategy in your job search plan.

Leadership and Management Research, Synthesis and Reflection

This course offers students the opportunity to leverage their learning from the entire program. They will reflect their learning related to leadership, management, and social influence on topics relevant to their professional organizational setting. Students will also complete significant final steps in their research and present a formal report on their action research project.

Contextual Global Experience

This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. (May be substituted for MLM 542.)

Independent Study

This course is a continuation of Beginning Guitar I with additional chords in several more keys. Students will also learn the basic fundamentals of music theory. Students will also have an introduction to ear training and keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite to MUS201 and ED446. Studio course.)

Basic Musicianship

This is the first of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS201 and ED446. Studio course.)

Class Piano II

This is the second of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS201 and ED446. Studio course.)

Listening to Life: Western Classical Music

Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. The course also touches briefly on ethnic folk music, global art music, and popular music (American jazz, musical theatre, and pop music.) (This course earns 2 credits towards the 4 credit Fine Arts component of the general education curriculum. Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MUS 121</td>
<td>Listening to Life: Global and Popular Music</td>
<td>2</td>
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<tr>
<td>MUS 161</td>
<td>Class Voice</td>
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<td>MUS 201</td>
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<td>MUS 202</td>
<td>Musicianship II</td>
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<td>MUS 261</td>
<td>Beginning Conducting</td>
<td>2</td>
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<td>MUS 267</td>
<td>Diction for Singers</td>
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<td>MUS 301</td>
<td>Musicianship III</td>
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<td>MUS 302</td>
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<td>MUS 312</td>
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<td>MUS 356</td>
<td>K-6 General Music Teaching Methods</td>
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<td>MUS 357</td>
<td>7-12 General Music Teaching Methods</td>
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Using global folk and art music and contemporary popular idiom music, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. This course contributes to the Fine Arts/Aesthetic component of the General Education curriculum. MUS121 is required for Music Education students.

Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one's classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)

This course begins with a brief review of music fundamentals (scales, keys, intervals and triads) and continues with four-part harmonic writing, and basic analysis. Exercises in keyboard harmony, sight singing, and dictation are included in the course. (Offered every fall. Prerequisite: MUS101 or equivalent as determined by music placement test.)

Students continue to learn four-part harmonic writing, including the use of inversions and seventh chords. Exercises in analysis incorporate the study of melody, harmony, rhythm, texture, and form. Dictation, sight singing, and keyboard harmony are continued. (Offered every spring. Prerequisite: MUS201 or equivalent.)

The goal of this introductory course is to begin and develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues, cutoffs, deadbeats, fermatas, asymmetrical patterns, and subdivided gestures. Students will learn to make thoughtful decisions in varying their conducting pattern to show changes in dynamics, tempo, and articulation. Activities to strengthen the inner ear while conducting will also be included. Requirement: for Church Music and Music Education majors. (Offered every odd fall. Prerequisites: music reading ability, MUS201 and/or consent of instructor. Studio course.)

This course is designed for the student who is interested in enhancing his or her vocal training by expanding one's knowledge of Italian and German diction and song repertoire. Emphasis is placed on the understanding and production of pronunciation. Voice students and music majors, particularly those in the choral and church music tracks, will want to register for this course. (Offered odd falls. Prerequisite: 2 semesters of MUS860 - Private Voice or consent of instructor. Studio course.)

Students learn to write in the contrapuntal style of the 18th century. Chromatic harmonies and a study of classical period forms are also included in the course. Dictation, sight-singing, and keyboard harmony are continued. (Offered every fall. Prerequisite: MUS202 or equivalent.)

Students explore the new directions composers have taken in the 20th century and compose their own pieces in various contemporary styles. Keyboard harmony, dictation, and sight-singing are continued. (Offered every spring. Prerequisite: MUS301.)

This course explores the Ancient, medieval, Renaissance and early Baroque periods of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS120 or MUS121, MUS201.)

This course explores the 18th and 19th centuries of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS120 or MUS121, MUS201. MUS321 is preferred, but not required.)

This course explores Western Music from the late 19th century to the present. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites MUS 120 or 121 and 201. MUS 321 and 322 preferred but not required.

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the elementary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisite: MUS 202.

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the secondary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisite: MUS 202.
MUS 360  String Techniques and Pedagogy 1
This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS 361  Woodwind Techniques and Pedagogy 1
This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered odd springs. Prerequisite: music reading ability. Studio course.)

MUS 362  Brass Techniques and Pedagogy 1
This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS 363  Piano Pedagogy 1
As an introduction to the various techniques related to the teaching of piano, students are exposed to and explore piano instructional materials and methodology. Practical experience is gained through observation, teacher interviews, and evaluation of pedagogical materials. (Offered even springs. Prerequisite: MUS840 or other previous private piano study.)

MUS 364  Handbell Techniques and Pedagogy 1
Through lecture and hands-on ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS 365  Electronic Instruments Techniques and Pedagogy 2
This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using preset patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and eartraining will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every spring. Prerequisites: music reading ability, computer literacy. Studio course.)

MUS 366  Vocal Techniques and Pedagogy 1
This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)

MUS 367  Percussion Techniques and Pedagogy 1
This course acquaints students with the techniques and challenges of playing percussion instruments. (Offered even springs. Prerequisite: music reading ability. Studio course.)

MUS 368  Jazz Improvisation 1
Students will explore concepts used in jazz improvisation. (Offered odd springs. Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)

MUS 369  Art of Accompanying 1
This course is designed as a practice and provides students with the skills necessary to become artistic and capable accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Offered odd falls. Prerequisite: MUS840 or other previous private piano study. Studio course.)

MUS 424  Keyboard Literature 2
A survey of keyboard instruments, literature and styles from 1600 to the present, excluding that which relates directly to the organ. (Offered odd springs. Prerequisites: MUS120, MUS840 or other previous private piano study.)

MUS 425  Choral Literature 2
A study of the choral literature from the Renaissance through the present (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS120, MUS202 or consent of instructor.)

MUS 426  Instrumental Literature 2
Instrumental literature will emphasize literature for school-aged groups. Instrumental composers and compositions are studied through lecture, listening, reading, and student presentations. Students also develop a level II and III, four-year curriculum for band and orchestra. Teaching strategies based on the National Standards for Arts Education will also be discussed. (Offered even falls. Prerequisites: MUS120, MUS202 or consent of instructor.)

MUS 427  Organ Literature 2
This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.)
MUS 430 History of Sacred Music
An examination of the practice and theology involved in the music of the church enables students to evaluate music in relationship to worship. (Offered on demand. Prerequisite: MUS321 or MUS322.)

MUS 439 Parish Music Field Experience
This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)

MUS 440 Church Organist
This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered on demand). Prerequisites: 4 semesters of MUS850 - Private Organ Study or consent of instructor. Studio course.

MUS 441 Organ Improvisation
In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising chorale preludes and intonations. (Offered on demand). Prerequisites: 2 semesters of MUS850 - Private Organ Study, MUS202. Studio course.)

MUS 444 Instrumental Arranging
Instrumental arranging focuses on the practical aspects of scoring and is approached in terms of understanding how composers have traditionally written for instrument(s) and ensembles. (Offered even springs. Prerequisites: MUS201, current or previous enrollment in MUS202.)

MUS 445 Choral Arranging
This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS301, current or previous enrollment in MUS302.)

MUS 446 Choral Conducting and Methods
This advanced conducting course will apply and develop the skills gained in MUS261, focusing on leading choirs. Topics will include literature selection/programming for various school and church choirs, choral score study, audition procedures, seating formations, rehearsal planning and execution, working to develop vocal quality and musicianship in rehearsals and administration of church and school choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. Requirement for Vocal Music Education majors and Church Music majors-choral track. (Offered even springs. Prerequisite: MUS261. Studio course.)

MUS 457 Instrumental Conducting and Methods
Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be presented. The organization and management of an instrumental program will be covered. A major component of the course will be the preparation and conducting of a public instrumental ensemble performance. Requirement for Instrumental Music Education majors. (Offered odd springs. Prerequisite: MUS261. Studio course.)

MUS 488 Independent Study in Music
Topic and course of study determined in consultation with instructor. (Offered on demand. Prerequisite: consent of instructor.)

MUS 492 Senior Project: Composition Recital
The student is challenged to compose a major piece or group of pieces. Students are challenged to begin to develop a personal language, one that gives evidence of skill, imagination and originality and that communicates effectively to an audience. This project is the capstone experience for the Music Major in the Music Theory/Composition track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: 2 semesters of MUS890, 1 semester of MUS990.) Honors lesson fee applies.

MUS 493 Senior Project: Thesis
The student will research a musico logical topic, write a documented thesis and present their research in a public lecture/demonstration. This project is the capstone experience for the Music Major in the Music History/Literature track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS321, MUS322 and consent of instructor.) Honors Lesson fee applies.

MUS 494 Senior Project: Conducting Recital
The student will conduct a public recital of an instrumental and/or vocal ensemble for which they have selected literature, prepared scores, rehearsed the ensemble, and prepared a program. The conducting experience may involve regularly scheduled university ensembles and student organized ensembles. This project is done with the supervision of the appropriate faculty conducting teacher. This is an option for the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS456 or MUS457 and consent of instructor.) Honors Lesson fee applies.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MUS 495</td>
<td>Senior Project: Solo Recital</td>
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<td>The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student's primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 9xx and consent of instructor.) Honors Lesson fee applies.</td>
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<tr>
<td>MUS 545</td>
<td>Graduate Choral Arranging</td>
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<td>This course is designed for the musician wishing to create effective arrangements for choral groups. It culminates in a major project. Offered in spring semester of odd-numbered years in conjunction with MUS 445 undergraduate course.</td>
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<tr>
<td>MUS 560</td>
<td>Private Voice Lessons</td>
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<td>A course of private lessons, practice, and performance designed to develop technique and musicianship in voice. (Prerequisite: prior vocal study at the undergraduate level and/or consent of the instructor.)</td>
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<tr>
<td>MUS 566</td>
<td>Graduate Vocal Tech and Pedagogy</td>
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<td>This course is designed for singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. At the graduate level, Supplementary assignments are designed comprising additional hours of directed assignments to fulfill graduate level study and to focus course material toward work with juvenile and young adult voices. (Offered on demand. Prerequisites: private voice study and consent of instructor. Studio course.)</td>
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<tr>
<td>MUS 580</td>
<td>Graduate Conducting Lessons</td>
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<td>These private lessons explore the following topics, depending on the individual student's needs and interests: clarity of conducting gesture, expressivity in the gesture, score study, rehearsal preparation, and teaching performance techniques and musicianship in rehearsal. 7 total contact hours, scheduled by student and instructor. Offered on demand.</td>
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<tr>
<td>MUS 600</td>
<td>Graduate Honors Voice Lesson</td>
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<td>This is a private, on hour weekly lesson that is for advanced voice students at the graduate level. Honors lesson fee applies.</td>
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<tr>
<td>MUS 608</td>
<td>Graduate Honors Conducting Lessons</td>
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<td>These private lessons explore the following topics, depending on the individual student's needs and interests: clarity of conducting gesture, expressivity in the gesture, score study, rehearsal preparation, and teaching performance techniques and musicianship in rehearsal. 14 total contact hours, scheduled by student and instructor.</td>
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<td>MUS 712</td>
<td>Shades of Harmony Multicultural Gospel Choir</td>
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<td>The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of the music, and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register for the choir. (No auditions are required.)</td>
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<td>MUS 713</td>
<td>Jubilate</td>
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<td>This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)</td>
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<td>MUS 714</td>
<td>Christus Chorus</td>
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<td>This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retreats and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)</td>
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<td>MUS 715</td>
<td>Chamber Choir</td>
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<td>MUS 716</td>
<td>Opera Workshop</td>
<td>2</td>
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<td>Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS 860 or MUS 960. First time enrollment must be for 2 credits.</td>
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<td>MUS 717</td>
<td>Vox 9</td>
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<td>This is a small vocal ensemble of 4-16 singers focusing on learning and performing vocal jazz literature. The group meets for one rehearsal 90 minutes/week and performs occasionally on campus.</td>
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<td>MUS 720</td>
<td>Concert Band</td>
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<td>Concert Band performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)</td>
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MUS 730 Chamber Ensemble 1
Chamber Ensemble performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

MUS 739 CSP Ringers 1
This course is open to any student with limited or no handbell experience. It teaches basic handbell techniques. Members of this class will perform 1-2 times/semester in chapel.

MUS 740 Handbell Ensemble 2
This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble may also belong to other music organizations on campus. (Offered every fall and spring. Prerequisites: music reading ability, audition for placement by instructor.)

MUS 750 Jazz Band Ensemble 2
Jazz Ensemble and Jazz combos from the group perform works from various jazz styles. Performances include fall and spring concerts, chapel service playing, and occasional off campus performances. (Offered every fall and spring.) Prerequisite: previous instrumental experience.

MUS 760 Percussion Ensemble 1
The Percussion Ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsal and performance of standard percussion ensemble repertoire.

MUS 770 Woodwind Ensemble 1
Ensembles are open to all levels of woodwind students. Woodwind ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 772 Flute Ensemble 1
Ensembles are open to all levels of flute students. Flute ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 774 Clarinet Ensemble 1
Ensembles are open to all levels of clarinet students. Clarinet ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 776 Saxophone Ensemble 1
Ensembles are open to all levels of saxophone students. Saxophone ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 778 Brass Ensemble 1
Ensembles are open to all levels of brass students. Brass ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 780 Guitar Ensemble 1
Open to intermediate and advanced guitarists, the players will learn and perform duets, trios, quartets, etc. in styles ranging from classical to jazz to blues to reggae. (Prerequisite: audition by instructor.)

MUS 782 Chapel Band 1
Open to singers and instrumentalists by audition. The ensemble performs a variety of praise, prayer and ethnic worship music for chapel in contemporary music idioms. Planning and leading a full chapel service is a feature of the group's activities. (Prerequisite: audition by instructor.)

MUS 786 Jazz Combo 1
This small ensemble is for solo players in the jazz idiom. It builds on the experience gained from the Jazz Ensemble. Improvisation is a major component of the group's performance. (Prerequisite: Approval of instructor)

MUS 800 Violin 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 801 Viola 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)
MUS 802 Cello 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 803 String Bass 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 810 Flute 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 811 Oboe/English Horn 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 812 Clarinet 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 813 Saxophone 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 814 Bassoon 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 815 Recorder 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 820 Trumpet 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 821 Trombone 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 822 French Horn 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)
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<th>Course Code</th>
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<tr>
<td>MUS 823</td>
<td>Tuba</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<td>MUS 824</td>
<td>Euphonium</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<td>MUS 829</td>
<td>Private Jazz Lesson</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<td>MUS 830</td>
<td>Percussion</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<td>MUS 831</td>
<td>Handbell Lesson</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 840</td>
<td>Piano</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 841</td>
<td>Harpsichord</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 850</td>
<td>Organ</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<td>MUS 860</td>
<td>Voice</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 861</td>
<td>Private Vocal Jazz Lesson</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 870</td>
<td>Guitar</td>
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<td>1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)</td>
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<td>Course</td>
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<tr>
<td>MUS 900</td>
<td>Violin</td>
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<tr>
<td>MUS 902</td>
<td>Cello</td>
<td>2</td>
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<tr>
<td>MUS 903</td>
<td>String Bass</td>
<td>2</td>
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<tr>
<td>MUS 910</td>
<td>Flute</td>
<td>2</td>
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<tr>
<td>MUS 911</td>
<td>Oboe/English Horn</td>
<td>2</td>
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<tr>
<td>MUS 912</td>
<td>Clarinet</td>
<td>2</td>
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<tr>
<td>MUS 913</td>
<td>Saxophone</td>
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Private weekly 1/2 hour lesson in using electronic music technology.
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<th>Course</th>
<th>Title</th>
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<tr>
<td>MUS 914</td>
<td>Bassoon</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 915</td>
<td>Recorder</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 920</td>
<td>Trumpet</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 921</td>
<td>Trombone</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 922</td>
<td>French Horn</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 923</td>
<td>Tuba</td>
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<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 924</td>
<td>Euphonium</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 930</td>
<td>Percussion</td>
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<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 931</td>
<td>Honors Handbell Lesson</td>
<td>2</td>
<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<tr>
<td>MUS 940</td>
<td>Piano</td>
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<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<td>MUS 941</td>
<td>Harpsichord</td>
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<td>2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)</td>
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<td>Course</td>
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<tr>
<td>MUS</td>
<td>950</td>
<td>Organ</td>
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<td>MUS</td>
<td>960</td>
<td>Voice</td>
<td>2</td>
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<td>MUS</td>
<td>961</td>
<td>Honors Vocal Jazz Lesson</td>
<td>2</td>
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<tr>
<td>MUS</td>
<td>970</td>
<td>Guitar</td>
<td>2</td>
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<td>MUS</td>
<td>980</td>
<td>Honors Conducting Lesson</td>
<td>2</td>
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<td>MUS</td>
<td>990</td>
<td>Honors Composition Lessons</td>
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<td>OLC</td>
<td>605</td>
<td>Operations and Technology Management</td>
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<tr>
<td>OLC</td>
<td>610</td>
<td>Managerial Decision Analysis</td>
<td>2</td>
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<tr>
<td>OLC</td>
<td>615</td>
<td>Topics in Organizational Management</td>
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<td>OLC</td>
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<td>Strategic Leadership</td>
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<td>OMC</td>
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<td>Managerial Decision-Making</td>
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<tr>
<td>OMC</td>
<td>106</td>
<td>Value Base Goal Setting</td>
<td>2</td>
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<tr>
<td>OMC</td>
<td>115</td>
<td>Effective Thinking</td>
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</table>
OMC 200 Negotiations  
The course will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations as well as how to deal with competitive negotiations.

OMC 203 Introduction to Six Sigma  
With Six Sigma training, we learn to use tools that enable us to solve fundamental problems in complex processes and to make better decisions. This class introduces the student to the five phases of the Six Sigma performance improvement disciplines, and, it explains the basic approach to data-driven decision making. Attendees will become familiar with the Six Sigma terminology, and, they will gain an entry-level familiarity with the basic tools that will be used in their future Six Sigma process improvement projects.

OMC 205 Management Skill Building  
Learn principles and techniques for conflict resolution, goal setting, stress and time management and active listening skills. This course consists of mini-lectures, discussion, class activities and evaluating actual situations.

OMC 206 Intellectual Property Law for Business  
Students will learn the top level concepts of patent, copyright, trademark, trade secret, and related law. Students will be expected to identify legal issues arising from patent, copyright, trademark, and trade secret law in typical business situations. Students will understand the basics of contract formation. Course material will be placed in the context of the American legal system through a brief introduction to the American common law system.

OMC 220 Behavioral Style Concepts  
An in-depth study of the concepts of behavioral styles and how they can be applied in the work environment to improve relationships. This course goes beyond the typical approach of recognizing ones own style and delves into recognizing styles in others and using behavioral versatility as a communication tool. Participants will leave with effective tools that they can begin applying immediately.

OMC 227 Trust: A Leadership Competency  
The course will cover the personal competencies as outlined in Stephen M. R. Covey's 2006 book The Speed of Trust: The One thing that changes everything. Class participants will review the competencies of; self-trust, relationship trust, stakeholder trust and inspiring trust.

OMC 230 Team Building in Workplace  
This one-day course centers on the ingredients to making successful organizations work. Team-work will be put into a historic context, as well as applied to real-life business issues. We will discuss the importance of the teams within an organization, how they work together, synthesize their individual skills into meeting business goals, and use a creative approach to problems as they arise. The central theme will be a “big-picture” view of the importance of people working as teams to build a strategy to ensure their organizations’ business success.

OMC 250 Career Management  
This seminar will develop the necessary skills and attitudes to achieve career and life satisfaction. Participants will discuss the following questions and work toward their resolution: How does my personality fit with my current position? How can I find a better fit? How do I diversify (balance) my work life, home life, personal life, and spiritual life? What is my mission and purpose in this world?

OMC 251 Continuous Personal Growth and Improvement  
Continuous personal growth and improvement: if this is not a goal of yours, then you are less likely to succeed in today's workplace. Much of one's productivity is determined by one's inner states rather than the availability, the technologies, and work processes. Learn how to harness one's inner states and develop them to become a more effective person and worker. Find out what is holding you back on the road to inner improvement.

OMC 252 Creative Problem Solving  
In this course, we will examine various forms of creative problem solving. We will look at a variety of techniques that a group can use to solve problems effectively. We will also examine how to improve individual creativity and enhance environments for creative thinking.

OMC 253 Cross Generational Management  
This course is designed to give managers the necessary knowledge and important skills to successfully build a productive team that spans generational boundaries. Students discuss methods of assessing the generational friendliness of organizations and creating a welcoming place for veterans, boomers, Xers, and nexters.

OMC 255 Building Emotional Intelligence  
This class focuses on emotional intelligence and the need for individuals to recognize and manage their own emotions before focusing on leading others. The core of quality leadership starts with an individual and their actions. There is mounting evidence that how people feel about themselves and their work, as well as how open they are to engaging in dialogue, valuing others, to sharing ideas, and to making the most of informal and creative collaboration affects how effectively they manage change.

OMC 312 Organizational Theory and Behavior  
The emphasis of this course is to understand organizational behavioral theories and models, with a focus on the individual, the group, and the organization as a whole. Topics will include understanding and improving behavior, human elements, motivation, social dynamics, and the impact of culture.
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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>OMC</td>
<td>Organizational Theory and Behavior</td>
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<td>OMC</td>
<td>Applied Synthesis Project I</td>
<td>3</td>
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<td>Students learn professional presentation skills and then combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation or avocation. This project is completed more independently than the other courses, synthesizing information from the rest of the program. Students learn significant skills in research and writing, project management, written and oral presentations, and demonstrate skills in applying theoretical constructs to concrete applications. This mid-program course expects that chapters 1-3 of the written project will be turned in for a grade and an oral presentation will provide the instructor and other classmates with a summary and overview of the project and the work completed up to that time.</td>
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<td>OMC</td>
<td>Values and Ethics</td>
<td>3</td>
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<td></td>
<td>Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Both ethical theory and personal values are explored.</td>
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<tr>
<td>OMG</td>
<td>Human Resource Organizational Theory and Behavior</td>
<td>4</td>
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<td>This course examines the full scope of human resources activities. It covers a broad list of key functional areas such as Staffing, Human Resource Planning, HR Strategy, HR Legal, Performance Management, Training and Development, and Organizational Learning.</td>
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<tr>
<td>OMG</td>
<td>Total Compensation</td>
<td>3</td>
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<td>This course provides concentrated learning in employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. Topics include the strategic role total compensation plays in organizations and the dynamics of alternative pay systems.</td>
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<tr>
<td>OMG</td>
<td>Management and Leadership</td>
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<td>Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, decision making, resource allocation, and human resource development. This course will analyze how leadership is not only different from management but also more effective in today's workplace.</td>
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<td>OMG</td>
<td>Staffing Models and Retention</td>
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<td>This is an advanced course in recruitment, selection, and retention. Case studies on modern and creative recruitment strategies will be explored, along with effective retention methods. The course will also cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.</td>
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<td>OMG</td>
<td>Productivity and Quality</td>
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<td>Students will explore the concepts and theories underlying Total Quality Management and Continuous Improvement Processes in manufacturing and service environments. This course includes reengineering, innovation, and Six Sigma as practical tools for improving productivity.</td>
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<td>OMG</td>
<td>Managing in an Information Age</td>
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<td>This course focuses on the way in which business strategy is served by information technology. It also explains the tools and techniques that help to ensure that information systems strategies are in line with strategic organizational needs. Concepts introduced include maximizing the value of individual knowledge work and how it can improve personal productivity.</td>
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<tr>
<td>OMG</td>
<td>Legal Environment for Managers</td>
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<td>This course covers legal issues that managers face in operating organizations in today's complex environment. The ubiquitous nature of our legal environment necessitates managers being able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment.</td>
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<tr>
<td>OMG</td>
<td>Strategic Thinking</td>
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<td>This course examines the role of the leader in the development of coherent strategic plans and the articulation of short- and long-range plans. It examines the systemic interrelationships among the topics introduced in earlier program courses.</td>
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<tr>
<td>OMG</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
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<td>This course will emphasize the strategic nature of human resources management (HRM). It will focus on the importance of Alignment of HR responsibilities with the organization's mission and HR's role as a partner in planning and executing the business plan.</td>
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OMG 555 Capstone Seminar 1
Provides students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the Master of Arts in Organizational Management program. Students will present the results of a self-directed capstone. This could be a case study, action research, literature review, or various other form of quantitative or qualitative research.

OMG 610 Capstone Completion: MAOM 1
This course is designed to help MAOM students complete their capstone project. The class will cover various options for completing the capstone. Specifically, students will receive help in formulating a Capstone problem or question; writing a literature review; deciding upon a practical outcome; understanding different research methodologies; choosing appropriate methodologies; and creating a timeline for completion.

OML 300 Group Dynamics and Organizational Culture 4
In this course, students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision making techniques, determine various roles within organizational groups, and identify decision making skills and effective collaborative styles for efficient group management within the complexities of varying organizational cultures.

OML 310 Systems Theory and Organizational Behavior 4
This course trains leaders to observe and manage patterns and relationships within the organizational system as a whole, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Organizational Systems concepts are used to analyze organizational behavior, facilitate and manage change, and find creative ways for leaders to address unique organizational behavior issues in positive ways.

OML 311 Group Dynamics 3
Students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision-making techniques, determine various roles within organizational groups, and identify decision-making skills and effective collaborative styles for efficient group management.

OML 315 Personal Leadership: Assessment and Application 3
Students critically examine life experiences within the context of a learning model, identify personal and professional traits and skills and evaluate personal strengths and weaknesses. This foundation is used to develop learning strategies, identify and understand the implementation of personal goals, and anticipate professional opportunities.

OML 320 Organizational Research and Decision Making 4
This course explores basic research methodologies in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project which is developed throughout the OML program, ending with OML 450.

OML 321 Systems Management 3
This course provides an overview of systems management and systems thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

OML 322 Systems Management 4
This course provides an overview of systems management and systems thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

OML 326 Research Methodologies 4
Basic research methodologies are explored in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project.

OML 330 Strategic Planning and Project Management 4
This course addresses the practical aspects of working with teams in a project environment. Students will learn the basics of strategic planning theories, effective project management, and applications that contribute toward organizational success, along with a functional application of project management software that helps manage the research project and other organizational challenges.

OML 340 Interpersonal and Intercultural Communications 4
This course explores interpersonal and organizational communication strategies and interpersonal relationship skills essential for creating a productive work environment in the diverse intercultural and global setting of the United States. Students explore language, non-verbal communication, context, constructive dialog, and global and multicultural implications of effective communication on an organizational setting as they explore the values, beliefs, customs and perceptions represented in various kinds of multi-cultural themes and create effective communication models.
This course explores major concepts of corporate finance within an organizational context, including basic accounting terms, budgeting, the time-value of money, and global considerations. Students learn to use standard financial tools to make business assessments and financial decisions important for managers in any organization.

OML 420  Personal and Organizational Management and Leadership  4
Students examine key elements of management and leadership theory, including planning, organizing, motivation, feedback, and accountability. Students will analyze management and supervision styles and techniques to develop creative solutions to personal and organizational issues.

OML 425  Management and Organizational Leadership  3
Students examine management and leadership theories and their application to individual and group functioning in work/home situations. The key elements of Management explored are: Planning, Organizing, Leadership, and Controlling (Accountability). Management and supervision styles and techniques are analyzed to understand the potential solutions to current organizational problems.

OML 430  Innovative Marketing  4
Students use market research skills and the Five P’s of Marketing (place, price, product, promotion and people) as the context for understanding and researching customer needs and wants, advertising, branding, and market niches, all leading up to the development of a Marketing Plan.

OML 435  Philosophy of Values and Ethics  3
Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussions, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Both ethical theory and personal values are explored.

OML 440  Applied Synthesis Project  3
This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project’s content to the instructor and the cohort.

OML 440  Applied Synthesis Project  4
This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project’s content to the instructor and the cohort.

OML 450  Personal and Organizational Values and Ethical Leadership  4
In this final capstone course, students explore and assess their personal value systems, organizational mission and values, and diverse global characteristics, and explore their moral and ethical base to develop strategies for leading and managing from that ethical foundation in a Christian and secular context.

OML 488  IS:

PHI 341  Major Systems of Philosophy  4
A selective historical survey of the principal areas of inquiry, key figures, major issues and tentative resolutions and the central themes prevailing in western philosophy during the ancient, medieval, modern and contemporary periods. The course is based on readings from primary sources and supplementary lectures and discussions.

PHI 342  Athens and Jerusalem: Philosophy and Christianity  4
A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. (Prerequisite THL 100 or THL 206).

PHS 111  Principles of Physics  4
This is a course for those who have not taken physics in high school. The concepts of mechanics, matter, heat, sound, electricity, magnetism, light, and atomic and nuclear physics are considered. These major concepts of physics are examined by discussion, demonstration, use of current literature and the Internet, and hands-on-activities. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics; concepts and model practical situations.
This is a course for those who have not taken physics in high school. The concepts of mechanics, matter, heat, sound, electricity, magnetism, light, and atomic and nuclear physics are considered. These major concepts of physics are examined by discussion, demonstration, use of current literature and the Internet, and hands-on-activities. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations.

This algebra-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for two lecture periods each week and for 2 - 2 period lab sessions each week.

This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisites: One year of high school physics and Calculus I)

This calculus-based course deals with the areas of mechanics, thermodynamics, and wave motion. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: PHS221)

This algebraic-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for two periods each week and for 2 - 2 period lab sessions each week.

This calculus-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for two periods each week and for 2 - 2 period lab sessions each week.

This calculus-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisites: One year of high school physics and Calculus I)

This three day comprehensive course builds your knowledge and skills in the agile approach to defining, estimating, and prioritizing requirements. Using Scrum as a reference, you will learn how to build a Product Backlog, estimate sprints, write user stories, use burndown charts, and complete reviews and retrospectives. You will learn techniques for building and managing a Product Backlog of user stories, and techniques for prioritizing requirements for releases and iterations. The techniques described use Scrum as a reference, and apply equally well to other agile methods.

It begins with 2 days of practical application of the methods and techniques that project managers use to effectively initiate, plan, execute, control and close projects. The next 3 days include intense preparation for the PMP® examination. Students learn test-taking tips and strategies and get hands-on experience with the tools and techniques they need to understand for the test. Discussion of the extensive materials covering all of the concepts and best practices in project management get reinforced through individual group work, exercises, and practice tests.

This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty.

State and local government is the primary contact a citizen has with government. In a creative learning experience students use Minnesota Legislature as their laboratory for learning and participating in the governmental process.
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life— including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

This course examines the goals and consequences of American foreign policy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. Imperialism, and the current conflicts over terrorism and natural resources. Special emphasis will be placed on how foreign policies are formulated. The perspectives of other peoples and nations will also be emphasized.

Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."

This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

This course will examine a variety of contemporary urban/city issues, problems, and potential solutions. Social, cultural, economic, historical, and political topics will all be covered. The course will be an integral part of the Public Policy program. Specific topics will be listed in the class schedule.

This class will explore a specific topic or theme selected by the instructor. The course will expand students' understanding and appreciation of Political Science, relevant global political issues, and the International political system.

This serves as research and writing capstone course for all students in the Political Science program. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (government documents, policy reports, newspapers, election data, personal correspondence, etc.), rather than scholarly articles or books. Student can select their own topic, but must work with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

Readings/Research Seminar in Political Science covering selected topics. This course will emphasize the use of scholarly and primary source materials, individual research, and student participation.

Independent Study provides a more flexible educational experience for the student as well as college credit for work done outside the classroom. These courses are designed and supervised by a faculty member.

Students participate in an internship or perform a Service Learning project. These sites might include: legislature, government agencies, or other related fields of interest.

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.

POL 325 U.S. Business History
POL 334 U.S. Foreign Policy
POL 337 Parties, Campaigns, and Elections
POL 340 Slavery and Freedom in the Americas
POL 341 The Civil Rights Movement in the U.S.
POL 345 Urban Studies
POL 353 Themes in Global Politics
POL 401 Research and Writing in Political Science
POL 487 Readings Seminar: Topics in Political Science
POL 488 Political Science Ind. Study
POL 498 Internship or Service Learning
PSY 101 Introduction to Psychology
PSY 190 Psychology and Human Services
PSY 210 Child Psychology and Development 4
A broad sketch of human growth and development is provided from the prenatal stages to the adolescent years. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies of children at the students' projected levels of teacher certification are required. (Prerequisite: PSY101)

PSY 215 Child and Adolescent Developmental Psychology for K-12 Educators 4
This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required. (Prerequisite: PSY101)

PSY 220 Adolescent Psychology 4
This course examines developmental phenomena of adolescence, its physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions, with opportunity for personal exposure to youth's needs and interacting societal institutions. (Prerequisite: PSY101)

PSY 230 Lifespan Developmental Psychology 4
This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. Students observe children in the campus Early Childhood Center or in a similar setting off campus. Prerequisites: PSY 101.

PSY 240 Psychology and Family on Video 3
This course uses video as its medium to investigate a broad range of themes, concepts and ideas found in the fields of psychology, family studies and communication. (Prerequisite: PSY101)

PSY 300 Cognition, Learning and Memory 4
This course introduces students to important insights and theoretical principles of modern cognitive science. Students study human cognition, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, creativity, learning, and individual differences in cognition. (Prerequisite: PSY101)

PSY 303 Topics in Human Development 4
This course looks at the cognitive, social, and emotional changes that occur over a human lifespan. Developmental characteristics of infancy, childhood, adolescents, and adulthood are examined. The influences of heredity and environment at each stage are considered.

PSY 310 Physiological Psychology 4
This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiology and what this tells us about maladaptive behaviors will also be discussed. (Prerequisite: PSY101)

PSY 320 Sensation and Perception 4
Sensing and perceiving the world involves an interaction between our bodies and minds. This course explores the neuroscience and psychological principles underlying human perceptual abilities. Students will encounter different theoretical approaches to the study of this question, as well as a variety of methodological techniques. Topics to be covered include the biological basis of vision, the perception of pattern, color, depth, and spatial layout. The senses of hearing, touch, smell, and taste will be similarly addressed. The course will conclude with an exploration of the relationship between perception to knowledge. (Prerequisite: PSY101)

PSY 330 Introduction to Counseling 4
Basic theory, principles, and techniques of counseling and its application to counseling settings are explored. In addition, students develop counseling skills in the following three theoretical areas: person-centered therapy, behavioral contracting, and reality therapy. The student becomes both teacher and subject in experiential laboratory sessions. (Prerequisite: 8 credits of psychology)

PSY 331 Group Counseling and Therapy 4
This course is designed to provide students preparing to enter a helping profession with an understanding of group theory, and understanding of the types of groups used in group counseling or group therapy, and the experience of being a member and co-leader in a counseling group. Emphasis is placed on methods, problems, and leadership skills in working with a group. In addition to group processes this course also focuses on professional and ethical responsibilities, assessment, treatment planning, crisis intervention, and referral.

PSY 332 Introduction to Alcohol and Drug Studies 3
This course is an overview of the transdisciplinary foundations of alcohol and drug counseling, including theories of chemical dependency, the continuum of care, and the process of change. Topics that will be covered include: the pharmacology of substance abuse disorders and the dynamics of addiction, medication-assisted therapy, screening, intake, orientation, case management, client education reports and record keeping, and consultation with other professionals regarding client treatment and services. Outside of class hours students will be expected to observe group intervention.
This course offers in-depth analysis of cultural issues within the field of chemical dependency. It will explore themes of specific subgroups which Minnesota guidelines have identified as critical for chemical dependency treatment professionals: Native American Issues, Asian American Issues, Deaf and Hard-of-Hearing Issues, Chicano/Latino Issues, Disability Issues, African-American Issues. There will be an overview of alcohol and drug counseling focusing on the transdisciplinary foundations of alcohol and drug counseling and providing an understanding of theories of chemical dependency, the continuum of care, and the process of change. The course will address the pharmacology of substance abuse disorders and the dynamics of addiction. This will include issues among the subgroups as it relates to chemical dependency, including attitudes toward medication, response to medication, and other themes.

### PSY 333 Cultural Competency in Chemical Dependency
4

This course is designed to facilitate awareness of addictions including alcohol and drug abuse. Various types of addictions will be explored. Students will be introduced to treatment and prevention approaches appropriate to each addiction. An emphasis will be placed on understanding addictions in a sociocultural context. Case studies, class lectures, and on-line follow-up will assist students understanding rehabilitation approaches to addiction.

### PSY 360 Abnormal Psychology
4

An introduction to the study of abnormal psychology. The course covers a wide range of behaviors that are distressing to a person or society or which are otherwise identified as abnormal. A comprehensive review of the etiologies of psychological disorders, discussion of available treatments and a focus on the effects that mental illness has on the individual, the family system, and society are included. Current controversies in the field are identified. (Prerequisite: PSY101)

### PSY 380 Research Methods with Statistical Applications
4

This course covers a variety of research strategies for studying psychological phenomena. Students will conduct studies using different research methodologies and will gain experience in analyzing data and writing research reports. Descriptive Statistics, measures of central tendency, correlation, multiple regression, inferential statistics, chi-square, t-tests, analysis of variance, hypothesis testing with application to research methodologies will be taught. (Prerequisites: PSY101, MAT110)

### PSY 381 Psychology Research Seminar
1

This course is designed for advanced psychology students who have designed and implemented research projects as part of PSY380, Research Methods with Statistical Applications. Through individual faculty mentoring, students will complete projects and prepare them for presentation and/or publication. (Prerequisites: PSY101 and PSY380)

### PSY 370 Introduction to Personality Theories
4

This course introduces the student to a variety of personality theories including psychoanalytic, behavioral, cognitive, humanistic and trait and type theories. Issues in personality measurement and assessment techniques are also presented and discussed. (Prerequisite: PSY101)

### PSY 430 Introduction to Industrial/Organizational Psychology
4

Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY101)

### PSY 460 Abnormal Psychology
4

An introduction to the study of abnormal psychology. The course covers a wide range of behaviors that are distressing to a person or society or which are otherwise identified as abnormal. A comprehensive review of the etiologies of psychological disorders, discussion of available treatments and a focus on the effects that mental illness has on the individual, the family system, and society are included. Current controversies in the field are identified. (Prerequisite: PSY101)

### PSY 480 Independent Study
4

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: PSY101)

### PSY 489 Research Methods with Statistical Applications
4

This course covers a variety of research strategies for studying psychological phenomena. Students will conduct studies using different research methodologies and will gain experience in analyzing data and writing research reports. Descriptive Statistics, measures of central tendency, correlation, multiple regression, inferential statistics, chi-square, t-tests, analysis of variance, hypothesis testing with application to research methodologies will be taught. (Prerequisites: PSY101, MAT110)

### PSY 490 Seminar on Psychological Topics
3

This course offers in-depth analysis of a selected topic in psychology such as intelligence, creativity, brain chemistry, cross-cultural psychology, group counseling and processes, advanced counseling, history and systems of psychology, psychology of religion, psychology of gender, forensic psychology, psychological testing, behavior modification, cognitive psychology and biofeedback in a seminar setting. Content determined by the needs of students and interest of psychology faculty. (Prerequisite: 25 credits of psychology or consent of instructor)

### PSY 491 Preparing for Graduate School
1

This course prepares students to enter graduate or professional school following graduation. In this course, students will identify strategies for preparing and taking the Graduate Record Examination, request letters of recommendation, complete application forms, and submit them to graduate or professional schools of their choice.

### PSY 493 Introduction to Industrial/Organizational Psychology
4

Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY101)

### PUB 435 Philosophy of Values and Ethics
3

Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public and work lives.

### PUB 440 Writing for the Public Safety and Security Professional
3

This course teaches students to identify issues; know and access databases; discern what is legitimate information; manage the data, and present information in an articulate, professional manner in APA style.
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.
This course provides the foundation for the research project. The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design.

**RAD 222 Pathological Foundations**

This course is designed to provide students with a historical background in pathological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of pathological investigations. By applying knowledge from a range of disciplines, pathologists are able to more adequately study disease, wellness, and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in pathological course work. Also includes the study of cell response to radiation and chemotherapy.

**RAD 300 Strategic Leadership of Resources, People, and Teams**

The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

**RAD 310 Writing for Health Care Professionals**

Health care professionals at all levels must demonstrate professionalism as strong communicators not only verbally, but as writers as well. This course will lay the ground work of writing expectations in the program and serve to remediate as needed.

**RAD 322 Compliance and Regulatory Requirements**

The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

**RAD 330 Communication Strategies for Conflict Management**

This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

**RAD 350 Health Care Diversity and Global Issues**

Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

**RAD 400 Organization Development for Human Resources Professionals**

This course will help HR leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex organizational environment is driving the need for continuous change. Moreover, students will develop skills in planning for change, communicating change, and holding individuals accountable for results. Students will also demonstrate an understanding of how change impacts individual performance.

**RAD 435 Ethics and Decision Making in Health Care Environments**

This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

**RAD 440 Legal Environment for Health Care Managers**

This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal acumen to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

**RAD 490 Senior Seminar**

The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Students learn professional presentation skills and combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation.
The course will introduce students to the skills, concepts, tools and techniques in professional selling: business to business. This course is geared towards those working in the field of school-age care and is not open to students in Concordia University's School-Age Care BA program.

Theories will be covered to help identify at risk behaviors, support effective parenting practices, and link discipline concepts to school age care. The focus is how to lead children towards healthy self-discipline and self-management.

This course focuses on advanced professional selling concepts, tools and techniques focusing on key account selling and relationship management.

Used to identify key issues and relationships in environmental issues like economics and ethics in environmental use and planning, and issues relative to pollution, natural resource use and conservation, biodiversity, and global climate change. No "technical" science knowledge is needed.

The course introduces physics in a non-threatening manner. Explore the physics of rollercoasters, parachutes, air pressure and much more.

This course will introduce students to the skills, concepts, tools and techniques in professional selling: business to business, business to employee and personal selling.

The course will focus on advanced professional selling concepts, tools and techniques focusing on key account selling and relationship management.
This course will study how to develop and manage an effective sales organization focusing on business to business sales. Students will study in-depth competitive analysis, develop sales proposals, negotiate contracts, understand buyer needs, consultative selling, and develop strategies for gaining new business. These same concepts will be applied to creating positive social impact related to public policy in areas including the environment, health policy, business regulation, and education.

This course will explore strategies for both sale of products that have a social impact (such as green products) as well as strategies to integrate sales within an environmental or social context (percent of sales going to reduce the company's carbon footprint).

This course provides an introduction to the systematic study of society and social behavior. Investigation will focus on the values and norms shared by society's members, the groups and institutions that compose social structure, and the forces that are transforming social reality.

This course examines the role of society in organizational leadership. This interactive course is designed to help understand the impact of social-cultural perspectives on professional decision-making. Overview of topics: social conformity, conflict resolution, and cognitive distortions.

Students identify and analyze social problems that are social-structure in origin and discuss potential responses. Using the concept of sociological imagination, the problems of individual members of society are seen within the broader context of society as a whole. Specific social problems studied include drug abuse, poverty, crime, and aging.

This course considers the family as one of the primary social institutions within the larger social system. It explores the family's internal structure and functioning, how it serves the needs of both individuals and society, how it is changing in contemporary American society, and the societal challenges of families in crisis. (Prerequisite: SOC152)

The course uses a sociological perspective to analyze the meaning of crime for a society, theories of criminal behavior and crime prevention. Emphasis is placed on understanding the law enforcement, judicial and corrections systems. Current issues such as police discretion, gun control, capital punishment and corporate crime are examined. (Prerequisite: SOC152)

This course will allow students to explore the many career opportunities in criminal justice and private security. Students will be given factual information, career guidance and an overview of what this field has to offer. Students who would like to know more about the criminal justice field as well as those planning on or are currently majoring in this area will benefit directly from the content covered.

This course will examine the relationships between the contemporary American society and the new technologies that have recently emerged (e.g., the Internet, cell phones, video-games, etc.). The class will look at how fundamental social processes of communication, friendships, intimate relationships, social capital development, community building and political participation transform as a result of new technologies.

The course covers the elements and effects of the Minnesota Criminal Code. Students study basic procedural law; crimes against persons, crimes against property, juvenile law, traffic law, and laws relating to domestic violence. Pertinent court cases are discussed in relation to each topic. (The course is required for students who intend to take the POST exam for Minnesota law enforcement officers.)

The course examines the nature and extent of juvenile crime in American society. It includes an analysis of the historical and intellectual foundations of the juvenile justice system and the interpretation of Constitutional law as applied to children. Emphasis is placed on the role of the family and community in the prevention and treatment of delinquency. (Prerequisites: SOC152, SOC256)

Though this course addresses the primary purposes and functions of policing, instructional priorities include scientific police management; the dynamics of community policing; theories underlying crime prevention and control; the ability of law enforcement of effectively address cultural diversity, police ethics; emerging technologies; and the application of Constitutional and Minnesota State law and procedures to current practice. (Prerequisites: SOC151, SOC256)
SOC 353 Themes in Adult Development and Aging with a Lifespan Perspective 4
This course explores a variety of themes in development throughout the lifespan beginning with youth and ending in the last stages of adulthood including aging, death and dying. Lifespan, sociological, psychological, and family science perspectives will be used to examine a variety of themes.

SOC 354 Sociology of Law 4
This course examines the formal, public responses to crime. It includes a discussion of the nature of criminal law and its purposes and the classification and grading of various criminal wrongs. Case law examples are used to enable students to understand, critique and apply criminal laws to situations in contemporary society. (Prerequisites: SOC152, SOC256 or consent of instructor)

SOC 357 Class and Community 4
This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social inequality and resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual/community relationship. (Prerequisite: SOC152)

SOC 358 Minority Groups 4
Students study various racial, ethnic, and other social groups in the broad context of American society. Attention is given to the concept of minority status as it relates to prejudices, discrimination and segregation in contemporary life. (Prerequisite: SOC152)

SOC 359 Social Welfare as an Institution 4
This course examines basic social welfare theory and methods in order to understand the structure and function of public and private welfare in American society. Social welfare is examined as part of the larger American social structure, reflecting cultural values as well as political and economic processes. Attention is given to several areas of social welfare in which specialization has occurred, including work with the elderly, the chemically dependent and battered children and adults. (Prerequisite: SOC152)

SOC 451 Social Psychology 4
Students examine how the individual's personality, behavior and attitudes are shaped through interaction with others. The course deals with such issues as conformity, persuasion, aggression, altruism, and attraction. Individual behavior is understood in light of symbolic communication and the social construction of the self. (Prerequisite: SOC152 or PSY101)

SOC 453 Social Theory 4
This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Weber, George Herbert Mead, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. "This course serves as the capstone experience for the sociology major. (Prerequisite: SOC152)

SOC 488 Independent Study 4
With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: SOC152)

SOC 498 Internship 1
Students participate in internships in social service agencies, local government, urban studies and related fields of interest under supervision of field professionals and staff members of the sociology department. (Prerequisites: SOC152; sociology majors only)

SPA 101 Beginning College Spanish I: First Semester 4
This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.

SPA 102 Beginning College Spanish II 4
This course continues vocabulary building through short readings and dialogues in simulated real-life situations. Grammar concentrates on past-tense review, present subjunctive, perfect tenses, the future, commands, and object pronouns. Cultural readings and film are included. (Prerequisite: SPA101 Beginning Spanish I or equivalent; usually 2 years of high school Spanish)

SPA 201 Intermediate College Spanish I 4
In this course basic grammar is reviewed with increased emphasis on composition and conversation. An accompanying reader is included to expand vocabulary and recognition of familiar structures as well as provide literary and cultural material for discussion. Verb tenses include an introduction to the subjunctive. (Prerequisite: SPA102 Beginning Spanish I: Second Semester or equivalent; usually 2 years or more of high school Spanish)

SPA 202 Intermediate College Spanish II: Second Semester 4
This course is a continuation of SPA201 with the same texts. Continued refinement of writing and conversational skills with emphasis on cultural issues is featured. Verb study is expanded to include all tenses. (Prerequisite: SPA201 Intermediate Spanish II: First Semester or equivalent; usually 2 years or more of high school Spanish)

SPA 301 Advanced Spanish I 4
An advanced Spanish language course focusing primarily on grammar review and writing with regular conversation sessions. The course includes intensive and detailed work in expository and creative writing, syntax, stylistic and idiomatic usage. There is also some introduction to advanced translation in Spanish. (Prerequisite: SPA202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)
SPA 302  Advanced College Spanish II  4  
An advanced Spanish language course focusing primarily on vocabulary expansion and conversation with some writing exercises and structure review. Conversational practice with special emphasis on aural-oral skills. A variety of reading material is assigned as preparation for class discussion. Videos, movies, and audiotapes may also be assigned. (Prerequisite: SPA202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)

SPA 401  Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture  4  
This course is designed to provide the student with advanced Spanish language proficiency. The specific topic may vary depending on the year and the instructors. Examples might include Spanish in the Workplace, Spanish Linguistics, or other related topics.

SPA 402  Advanced Spanish IV: Readings in Contemporary Spanish Literature  4  
A course designed to expose the student to representative writers of current trends in the literature of Spain and Latin America. Some literary movements explored are magic realism, post modernism, feminism, and the testimonial novel. The student will read novels, short stories, theater, poetry, and view occasional films. Authors may vary from year to year. (Prerequisite: SPA302 or consent of instructor: based on interview and proficiency test)

SPA 403  Advanced Spanish IV: Voices of Latinos in the United States  4  
A course designed to examine the stories of Latinos in the U.S. as told by them. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations, and spiritual needs are covered. Language issues are highlighted and film is used to complement the readings.

SPA 488  Spanish Independent Study  1  

SPA 498  Spanish Internship  1  

SPED 572  Special Education: General Education Practicum  2  
This course give the graduate special education teacher candidate an opportunity to observe in a regular education classroom, teach their created lessons to both general education and special education students in an inclusive environment, to reflect on those lessons, and modify their future lessons dependent upon the formative assessment of the students’ work.

SPED 573  Fundamentals: Autism Spectrum Disorder  3  
An introduction to the dynamics of autism spectrum disorders, their effect on students’ education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 574  Communication and Social Skills Training  3  
A study of strategies and interventions for promoting the development of communication skills and social skills.

SPED 575  Intervention: Autism Spectrum Disorder  3  
Development of functional skills instruction including applied behavior analysis, sensory integration, and functional and ecological assessment procedures for the instruction of learners with autism spectrum disorder.

SPED 580  Education of Exceptional Learners  3  
A study of historical and contemporary issues in education of learners with differentiated needs.

SPED 581  Instructional Strategies: Mid/Moderate Disabilities  3  
An examination of the knowledge and skills needed to learn about and apply instructional strategies in preK-12 classroom settings.

SPED 582  Teaching Students with Linguistic Differences or Difficulties  3  
A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

SPED 583  Collaboration in Inclusive Settings  3  
A Study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.

SPED 584  Interventions for Students with Emotional and Behavioral Disorders  3  
Application of evidenced-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings.

SPED 586  Learners and Disabilities: Educational Assessment  3  
Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development.

SPED 589  Collaborative Consultation in Special Education  3  
An examination of techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs.
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<th>Course Code</th>
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<tr>
<td>SPED 590</td>
<td>Teaching Students with Math or Language Difficulties</td>
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<td>SSS 101</td>
<td>College Transitions</td>
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<td>SSS 120</td>
<td>College Turning Points</td>
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<td>SSS 150</td>
<td>Career Exploration and Assessment</td>
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<td>SSS 200</td>
<td>Leadership Development</td>
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<td>SSS 201</td>
<td>Transfer Transitions</td>
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*An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs.*

*Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)*

*An examination of the social/emotional needs of learners in contemporary classrooms and research based practices for meetings those needs.*

*An introduction to the dynamics of emotional and behavioral disorders, their effects on students’ education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.*

*An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.*

*The College Transitions course guides and supports students making the transition from high school to university study. It helps students develop the necessary skills, habits, strategies, and values that will empower them to deal effectively with college life. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in a high-school setting only are required to take this course their first semester on campus.*

*A Seminar to offer skill development, especially in writing and speaking, and to learn more about living and studying in the United States. By the end of the course, students will be better prepared to be successful in their education endeavors.*

*This course prepares students for the complexity and intensity of college-level reading demands. The course focuses on the types of textual material students will encounter in various academic disciplines, e.g., history, psychology, science, literature, and so on. Emphasis is placed on developing the critical thinking required by college professors when they ask students to read a text in their discipline. Students with ACT scores of less than 20 in Reading are required to take this course their first semester.*

*This course is designed to teach students on academic probation successful strategies, learning techniques, practical knowledge, and life management skills to stay on course in their college journey. Students use journals and class discussion to reflect on personal mindsets and decision-making.*

*Students relate self-understanding, lifestyle choices, personality inventory results, and career information to decisions about their own careers. Students will apply new insights about themselves to their investigation of career options and future life plans.*

*Learn about your own leadership potential and build skills in conflict management, boundary-setting, team-building, group facilitation, stress management, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a service-learning component.)*

*The Transfer Transitions course guides and supports transfer students entering the Concordia University community by familiarizing them with campus resources, campus culture, and opportunities for success. The course fosters a smooth, effective, and efficient college to college transition. Designed for transfer students who have completed 20–90 college-level credits.*
SSS 230 Service-Learning Costa Rica 3
This intensive month-long course is offered for CSP students participating in the Concordia University System study abroad consortium in Costa Rica. Students will have the opportunity to contribute to community development initiatives and discover their gifts through a service-learning placement in the community. Students will be placed in a community organization for 12-15 hours/week and participate in weekly reflection classes. The course offers direct interaction with locals and enhances students’ Spanish skills. Service-learning adds a unique dimension to the study abroad experience, resulting in a greater understanding of the language, culture, and community of the host country.

SSS 498 College Transitions Intern 1
This internship experience allows students to build leadership skills, mentor first-year students, and foster a relationship with a College Transitions instructor. The College Transitions Intern will model positive student behavior, plan and implement Welcome Week or other activities, attend every College Transitions class period, work with the assigned College Transitions section as a group, meet each student from their section individually, attend monthly Peer Advisor in-service sessions, maintain and turn in weekly journal entries, and develop a good working relationship with the College Transitions instructor.

THL 100 The Biblical Heritage of Christianity 4
An investigation of the sacred literature and basic theological expressions of the Christian tradition. The course emphasizes the covenant dealings of God with His people and the completion of the old covenant in God’s new covenant in Jesus Christ. Students will read selected portions from each major division of the Old and New Testaments and will explore themes taken up by the ecumenical creeds. This course fulfills the introductory general education requirement for Theology and counts toward the minor in Religion. (THL100 is not open to students enrolled in or having taken THL203, THL206 or THL303)

THL 101 Themes in Christian Thought 4
Students are introduced to the life of Christ and the impact of His life on the Early Church through the reading of Luke/Acts and Romans. Students examine major themes of Christianity, and how these themes play out in culture, artwork, books, movies, and Christian service addressing human need.

THL 203 Old Testament Narrative 3
A survey of the narrative of the Torah, the Former Prophets, and the Writings. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the story of God’s people. The course concludes with a survey of the intertestamental period and the Old Testament apocryphal literature. This course is required for the minor in Confessional Lutheranism. It is not a general education course.

THL 205 History and Literature of the Old Testament 4
An introduction to the historical context and literature of the Old Testament. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the narratives of the Pentateuch and the Former Prophets. The course also examines the nature of prophecy and the psalm and wisdom resources in the Prophets and Writings. Students begin to use the tools of Biblical interpretation and practice reading texts in their historical and literary contexts.

THL 206 New Testament 3
An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, practice the use of the tools of biblical interpretation, and grow in their ability to read texts of the Bible in their historical and literary contexts. This course fulfills the introductory general education requirement for Theology, counts toward the minor in Religion, and is required for the minor in Confessional Lutheranism.

THL 215 History and Literature of the New Testament 4
An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, practice the use of the tools of biblical interpretation, and grow in their ability to read texts of the Bible in their historical and literary contexts.

THL 241 Church History 3
A panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church’s institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural backdrop. This course is required for the minor in Confessional Lutheranism. It is not a general education course.

THL 250 Religions of the World 4
Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. Surveys will be done of the religions in the Far East, Animism, Islam, Judaism, Christianity, and the cults. This course fulfills the general education Global Studies requirement. It does not fulfill the general education requirement for Theology. It is required for the minor in Religion.

THL 270 Our Living Faith 4
A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification; with an exploration of the biblical basis, the conceptual framework and the contemporary significance of the historic doctrines of the church. This course is required for the minor in Confessional Lutheranism. (Prerequisite THL205, THL215)

THL 303 Old Testament II 2
A study of the major and minor prophets; Psalms and wisdom literature; and apocalyptic literature. The course will examine the nature of prophecy, and the nature of worship and response to God’s gifts and struggles in life. The overarching framework is God’s covenant promise to be with His people and an analysis of how the people responded. This course is required for the minor in Confessional Lutheranism. It is not a general education course.
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<th>Course</th>
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<tr>
<td>THL 320</td>
<td>Global Christianity</td>
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<td>The question “What is Christianity?” will be explored from a global perspective. After surveying the state of Christianity, its teachings, and practices, students will wrestle with basic questions of life and Christian vocation in the third millennium. A major component of the course will be study of worship practices of area churches representing diverse cultural and immigrant groups. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)</td>
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<tr>
<td>THL 325</td>
<td>Christian Ethics for Profession</td>
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<td>This course uncovers a foundation for the discussion of ethics and vocation in the chief elements of Christian doctrine and in the writings of major Lutheran theologians. Both ethical theory and personal values are explored. Students examine issues of accountability in business, sport, and politics through classroom discussions, and debates. In conversation with Christian themes, students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)</td>
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<td>THL 331</td>
<td>Seminar in Theology</td>
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<td>A study of the nature, tasks and methods of Christian theology on the basis of primary sources from the Old and New Testaments, the Lutheran Confessions and representative writings from the classical Christian tradition. Students' readings and subsequent discussions will explore the variety of questions addressed in selected periods of Christian history, paying special attention to how the gospel is implicitly or explicitly an issue in these theological debates. This course is required for the major in theology. It is not a general education course. (Prerequisites: THL203, Old Testament Narrative; THL206, New Testament; THL241, Church History; THL330, Our Living Faith)</td>
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<td>THL 334</td>
<td>Love and Hate</td>
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<td>These two words bring forth a wide variety of actions, emotions, mind-sets, and frameworks for life. Students will spend a significant amount of time examining texts that speak of love and hate in the Bible. But the course will range widely to evaluate concepts of love and hate during various eras, in such diverse areas such as psychology, philosophy, history, literature, politics, and as conveyed in various media. The goal will be to understand various ways of addressing the subject of love and hate in secular and theological settings. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)</td>
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<tr>
<td>THL 336</td>
<td>Evil Meets Good</td>
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<td>From earliest days of human history, people have struggled with the significance of evil and wickedness, especially in a world created by a God who is all and only good. Events such as the 9/11 attacks on the World Trade Center and the Pentagon have deepened the questions, especially for Americans. This course will probe this conversation through interaction with some of the classic expressions of humanity's understanding of good and evil, in the process considering texts from both Christian and non-Christian viewpoints. It will encourage students to wrestle with some of the key biblical texts that deal with this question, spending significant time in particular with the book of Job. Students will endeavor to provide their own thoughtful and informed understanding of this classic struggle to understand why evil exists in this world – and how we are to live with that reality. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite: THL100, The Biblical Heritage of Christianity; THL206, New Testament)</td>
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<td>THL 342</td>
<td>Athens and Jerusalem: Philosophy and Christianity</td>
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<td>A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. (Prerequisites THL 100 or THL 206).</td>
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<td>THL 344</td>
<td>Martin Luther: Saint and Sinner</td>
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<td>This course examines the life and theology of the Martin Luther, instigator of the Protestant Reformation in the 16th century. A prolific writer and bold thinker, Luther appears today on many top ten lists of most influential people in the last millennium. By studying Luther in his medieval context and by reviewing the influence of his thought since the 16th century, the course will explore the relevance of his theology for the 21st century. (Pre-req. THL 100 or THL 206).</td>
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<tr>
<td>THL 350</td>
<td>Religions of the World</td>
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<td>Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. Surveys will be done of the religions in the Far East, Animism, Islam, Judaism, Christianity, and the cults. This course fulfills the general education Global Studies requirement. It does not fulfill the general education requirement for Theology. It is required for the minor in Religion.</td>
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<tr>
<td>THL 351</td>
<td>Jesus and Muhammad</td>
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<td>This course explores the lives, contributions, teachings, and significant of Jesus and Muhammad through selected reading of the Christian Scriptures, pagan and Jewish sources, the Qur'an, Ibn Hishan, Al-Waqidy, and some later writers. Students will gain skill and confidence in reading ancient texts and understanding the historical, social, and religious trends that shaped the ancient world. (Pre-req. THL100 or THL206).</td>
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<td>THL 352</td>
<td>Is God Green?</td>
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<td>Drawing on the resources of Christianity and other religions, this course examines issues of ecology, sustainability and human health (broadly conceived). Students will explore the significance of Biblical themes of creation and new creation as they consider 21st century ethical choices for the care of the cosmos and the human community. This course fulfills the intermediate general education requirement for Theology. (Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)</td>
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<td>TRL 356</td>
<td>One Nation under God! Christianity and Politics in America</td>
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<td>TRL 357</td>
<td>Christianity and the Media in Contemporary Culture</td>
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<td>TRL 371</td>
<td>Mission of God</td>
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<tr>
<td>TRL 403</td>
<td>Old Testament II</td>
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<td>TRL 409</td>
<td>Studies in Biblical Theology</td>
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<td>TRL 441</td>
<td>Lutheran Confessional Writings</td>
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<td>TRL 460</td>
<td>Worship for Lutherans</td>
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<td>TRL 482</td>
<td>Christian Ministry and Practice</td>
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<td>TRL 488</td>
<td>Independent Study</td>
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<td>TRL 496</td>
<td>Senior Thesis</td>
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<td>TRL 498</td>
<td>Internship</td>
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<td>THR 101</td>
<td>Introduction to Theatre</td>
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The claim that the United States is a Christian nation will be examined from the Puritan settlers through the rise of the religious right in the late twentieth century, with particular emphasis on the notion of covenant and the influence of Christian leaders in various reform movements (abolitionist, temperance, women's suffrage, civil rights). The question of "one nation under God" will be tested against the Lutheran doctrine of the two kingdoms. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: TRL 100 Biblical Heritage of Christianity or TRL 206 New Testament)

Christianity has an unmistakable interplay with various forms of the media. This course explores subtle and overt Christian themes in movies, music, magazines/newspapers, theater, the World Wide Web, and television. Students locate, watch, and critically analyze numerous media resources and discuss them in correlation to Christian themes in the Bible. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: TRL 100 Biblical Heritage of Christianity or TRL 206 New Testament)

This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discloses that intent in biblical narratives and texts and in Lutheran theology and Lutheran confessions.

A study of the major and minor prophets; Psalms and wisdom literature; and apocalyptic literature. The course will examine the nature of prophecy, and the nature of worship and response to God's gifts and struggles in life. The overarching framework is God's covenant promise to be with His people and an analysis of how the people responded. (Pre-req. TRL 203, TRL 206).

An exploration of sections, books, or major topics of the Old and New Testaments, as determined by the instructor and announced by the division. This course is recommended for the major in theology. It does not fulfill the general education requirement for Theology. (Prerequisite: TRL 203, Old Testament Narrative; TRL 206, New Testament)

A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance.

A study of the interaction between the essential tenets of Lutheran Christianity and the structures of democratic society. Among the topics considered are Christian vocation, the nature of culture and the ways Christianity has historically related to culture (with a special emphasis on the interplay of religion, church and race in North American cultural experience), the functions of Law and Gospel, the Lutheran understanding of the "two governments," and the role of Christians in society at large. This course is elective for the major in theology. It does not fulfill the general education requirement for Theology.

The concepts of call, vocation, ministry and team ministry are studied in relation to the worship, witness, teaching, service and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servant hood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church.

Independent study offers students an opportunity to do research and complete a major project in an area of religion of their own choosing. This course is elective for the major in theology. It does not fulfill the general education requirement for Theology.

The Senior Thesis is the culminating work of a student majoring in Theology. The purpose of the thesis is to utilize the perspective, understanding, research skills, and writing abilities students have developed in their studies to investigate a substantial topic. The goal is for students to produce a paper of high quality and distinction. The work is normally done in one semester in the senior year under the guidance of a faculty mentor. The paper will be read by a second faculty member and proposed to the annual undergraduate Research Symposium. This course is required for the major in theology. It does not fulfill the general education requirement for Theology.

This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.
Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshops, dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews.

**THR 111 Theatre in Practice I**
1
Credit is given for major involvement in theatre productions, workshops, and other approved situations. Major involvement is defined as activities such as stage managing, assistant directing, designing, and directing projects. (Prerequisite: consent of instructor)

**THR 112 Theatre in Practice II**
2
This course will provide basic instruction in performance improvisational techniques for the theatre.

**THR 131 Improvisation**
2
This course will examine the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. The basics of modern, ballet, and jazz dance movement will be incorporated to provide a wide overview of dance history and practical technique through readings and studio movement participation. Students will be introduced to each dance style with a focus on body awareness and alignment. Warm ups and across the floor movement are incorporated to develop strength, flexibility, musicality, and coordination.

**THR 160 Introduction to Dance**
2
Students enrolled in this course study and practice methods and activities in creative dramatics for the classroom, parish, business, and family. Special emphasis is placed on activities designed to help students to express their own natural creativity and for these students, as future leaders of groups, to help others to express their own natural creativity as well.

**THR 201 Dance for Musical Theatre**
2
Through the study and practice of the various styles of dance used on the musical theatre stage, such as ballet, modern, jazz, and tap, this course will focus on dance technique, character development through movement, and performance skills. Execution and exploration of choreographed pieces from musical theatre repertoire will be taught and performed in a final Student Showcase. Students will be introduced to a wide dance vocabulary as well as to the major contributors/choreographers of Musical Theatre. Prerequisite: May be repeated once as an elective which may count as a general elective or be credited to a theatre major.

**THR 203 Creative Dramatics**
2
Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

**THR 221 Acting I**
4
Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.

**THR 241 Script Analysis**
4
Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

**THR 251 Stagecraft**
4
The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the material presented.

**THR 253 Makeup for the Stage**
2
Fundamentals of two and three-dimensional stage make-up through character analysis, design and application. Extensive practical experience through laboratory and possible crew work on departmental productions. Each student will be required to purchase his or her own makeup materials.

**THR 262 Modern Dance Technique I**
2
Students will be introduced to the basic movements, concepts, and technique of modern dance with a focus on breath, strength, alignment, and flexibility. Students will learn about the pioneers of modern dance (Loie Fuller, Isadora Duncan, Ruth St. Denis, Doris Humphrey, Martha Graham) as well as the current contributors to the dance form, regarding their stylistic contributions and differences. Reading assignments and quizzes will be given in addition to the technique class. Students will learn and perform a modern dance piece during the semester and perform in a final student showcase.

**THR 291 Topics in Theatre**
4
This course offers in-depth analysis of a selected topic in theatre such as film, children's theatre, drama in worship, stage management, or theatre management in a seminar setting. The needs of students and interest of theatre faculty determine content.

**THR 321 Acting II**
4
Further principles in developing a character are learned through more monologue and scene work. Advanced techniques of breathing, rhythm, focus and facial mask are taught to help the student explore the field of potential and lead the actor out of the known and into the unknown. (Offered every other year. Prerequisite: THR221 or consent of instructor)
Students learn production and placement of sound through various exercises, leading to character development. Students also are introduced to techniques for learning a foreign dialect.

This course is an introduction to the theory and techniques of scenery design. Three subject areas are combined to formulate the scope of the course: literature analysis, aesthetic design techniques and materials, pragmatic design production, and organization. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

This course will be an introduction to the art and practice of costume design. Emphasis will be on analysis of the costume design process and organization from script to design concept to the workable costume for the actor. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

This course is an introduction to the theory and the techniques of lighting and sound design for the stage. Three subject areas in both aspects of theatre will be discussed in this course: basic understanding and connection of the equipment, basic design, and a basic understanding of the aesthetics of sound and lighting design. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

This course is an introduction to the fundamental vocabulary and technique of tap dance, its history as an art form, and its major contributors to the style. Students learn a basic technical foundation, with an emphasis on the building block steps (spank, shuffle, flap, cramp roll, Shim Sham, Maxie Ford) while also concentrating on proper articulation and execution of movement. Students work on a choreographed routine and perform in a final student showcase.

A survey of dance history from origins in ancient civilizations up to the twentieth century, this course will examine the function of dance in a social, political, religious, and cultural context. Through text reading, research projects, and viewing, students will analyze the development of dance, its significance and role in history.

This course will explore the process of dance making, by studying the principles of composition and the thematic development and organization of movement material. Students will work on and study basic choreographic elements and principles (rhythm, space, time, dynamics) using movement exploration, improvisation, and other creative skills to develop compositions, with a concentration on solo or small group dances, which will be performed in a final student showcase.

This course will introduce the basics of classical ballet. Students will learn the basic positions of the feet and arms, fundamental ballet steps, and French terminology, through barre exercises, center floor work, and across the floor patterns. This class will also emphasize ballet vocabulary and style, proper body alignment, strength, flexibility, and musicality. Students will learn a choreographed ballet piece and perform in the final Student Showcase.

A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of performance in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, idea, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

This course is a continuation of the study of movement skills taught in THR 262, with an emphasis on further developing strength, flexibility, and vocabulary of principles of modern dance. Students will work on more complex combinations, increased technical skills, and refined movement phrasing. Along with increased technical articulation and clarity of movement, students will work to develop artistic expression, stylization, musicality, and performance skills. A choreographed modern piece is taught and performed in a final student showcase.

This course is a further study of the movement skills, vocabulary, and principles of jazz dance style taught in THR 263. Students will work on more advanced rhythms, combinations, individual expression and artistry through choreographed pieces that are performed in a final student showcase. Special emphasis will be put on increased strength, flexibility, increased technical skills, and performance ability.
This course will examine some of the influential choreographers and works of the 20th Century from the early pioneers of modern dance such as Lois Fuller, Isadora Duncan, Ruth St. Denis, and Doris Humphrey, through post modernism and the works of major contributors such as George Balanchine, Martha Graham, Alvin Ailey, Merce Cunningham, Twyla Tharp, Mark Morris, and others. Areas of study, through viewing, reading, lecture and discussion, and research projects will include dance criticism, identification of 20th Century dance themes, aesthetics, music, and styles.

This course is a further study and practice of the dance composition techniques. The class will investigate areas of the creative process, methods of dance-making, exploration of new movement material, and compositional tools, implementing music and dance, dance criticism, and aspects of contemporary dance history. Through lectures, viewing, reading and research projects, students will analyze choreography and apply various components to developing their own studies in solo, duet, and trio works which will be performed in a final student showcase.

This course will be a further study and practice of classical ballet technique and expands students work upon material taught in THR 367. With a focus on body alignment, increased strength and flexibility, and technical accuracy and proficiency, this class will concentrate on more complex movement variations, increased ballet vocabulary, individual expression, artistry in execution of movement, and performance quality. Along with a complete barre and technique class, students will work on choreographed pieces that are performed in a final student showcase. This course is an elective.

Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR241)

Independent study offers students an opportunity to investigate and study an area of theatre of their own choosing. 

Students participate in a firsthand theatre experience at a local professional or semi-professional theatre. The student, through observation and/or direct involvement, learns practical application of drama theories and theatrical principles. The student and internship advisor select an appropriate internship site that meets the needs and interests of the student. (Prerequisite: Consent of advisor and department chair)

Foundational for Christian leadership, this course equips spiritual leaders to identify means of spiritual and ethical leadership development and to utilize these means for their own and others’ growth. These means include regular study of the Scriptures as well as use of the sacraments, prayer, meditation, service to others and mentoring. A theological understanding of leadership formation is presented, as are approaches for designing programs for developing spiritual leaders.

An individually tailored experience arranged by the student to practice skills and theories related to caregiving in the congregation and community. Students will learn principles of diagnosis and personal care for the spiritual, emotional, physical, and social needs of people especially in the times of crisis, grief, and loss. A final paper describes and evaluates the experience.

Students will develop an appropriate Biblical and contemporary apologetic for their ministry context. This will be done by examining historical and contemporary methods used in rational and experiential defense of the Christian faith against unbelief, the use of categories of thought foreign to biblical thinking and Christian responses to worldviews hostile to Christianity.

Through study of the historical expansion of the Christian Church and its impact on community and society, students will identify their own leadership style and understand how God’s hand works through the variety of gifts to move His kingdom forward in world history.

This course encourages students to consider economic and political challenges in establishing social justice for people in given societies. Students will design appropriate strategies for addressing social issues in mission contexts.

An individually tailored experience arranged by the student to practice skills and theories related to reaching those who do not know Christ through evangelism and worship. The practicum will focus on researching, developing, and using evangelism strategies for reaching the lost. Students will describe and evaluate the experiences in a final paper.

Based on Jesus’ announcement of the Good News of the Kingdom of God, this course develops a Lutheran theology of mission intended to motivate God’s people to proclaim the kingdom. It builds an understanding of mission among the lost and the hurting. Resources include the Bible, the Lutheran Confessions and missiological texts.
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**Course Descriptions:**

- **THY 573 Outreach Leadership in Ministry I: Theory**: Students will learn the process of understanding another culture, how to adapt, and how to make sound value judgments within it. Results from anthropological and sociological research as well as current communication theory will inform this endeavor. Case studies from a variety of cultures will be utilized.

- **THY 577 Missiological Research/eFolio Design I**: In this course students will identify their focus of studies for the program, choose their capstone style, involve themselves in a literature search of their topic, and design an approach to a field learning project which they will seek to follow through the course of the program.

- **THY 578 eFolio Design II**: This course is the second of a three-part series that builds toward a holistic understanding of the function and scope of missiology. Such understanding happens through integration of the student's real-life ministry experience with the learning that takes place during the entire MACO Program. This course is structured to allow students to give initial expression to their missiological understanding and their professional philosophy.

- **THY 579 eFolio Design III**: This course is the third of a three-part series that builds toward a holistic understanding of the function and scope of missiology. Such understanding happens through integration of the student's real-life ministry experience with the learning that takes place during the entire MACO Program. This course is structured to allow students to demonstrate growth and integration in both their self-understanding of missiology as a discipline as well as their professional philosophy.

- **THY 581 Outreach Leadership in Ministry II: Strategies**: This course focuses on outreach ministry both overseas and in North America. It shares distinct strategies for reaching people in the variety of contexts to be found in multicultural urban centers. It also examines the changing dynamics of rural culture, the exploding outer rings of major cities, and inner ring suburbs struggling to revitalize. A theological understanding of human care and evangelistic ministries will be developed for these multiple settings.

- **THY 582 Congregational Outreach Leadership**: This course focuses on reaching those who do not know Christ and integrating them into the body of Christ. Consideration is given to the worldview of the unchurched and the structure of the post-church society. A key emphasis is on each believer’s role as a witness, as well as the church worker’s role in equipping them to respond to everyday opportunities.

- **THY 583 Planting the Worshiping Community**: An individually tailored experience arranged by the student to practice skills and theories related to church planting/beginning small groups. Students will be asked to plan and implement a church plant/small group ministry. A final paper will describe and evaluate the experience.

- **THY 591 Independently Developed Practicum**: This course will enable students to process what they are experiencing through their Field Learning. This will happen through reflection on those experiences, sharing results of their journaling, and reporting in seminar fashion to the remaining students in the cohort. Instructor will provide some input, but the focus will be on student interaction and evaluation.

- **THY 592 Capstone Seminar: Thesis, Project, or Portfolio**: Students will typically complete an eFolio (electronic portfolio) as their final project. This eFolio will be developed bit by bit through the course of the program. In some instances, students may opt for completion through a project or thesis method; eFolio development will be modified appropriately in those instances. Faculty approval (of topic and finished product) is required for graduation.