



**Concordia**  
UNIVERSITY · SAINT PAUL

# 2020-21 ACADEMIC CATALOG

Undergraduate & Graduate



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# HOME

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A comprehensive & 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 Science in Nursing, Bachelor of Business Administration, Bachelor of Fine Arts, Master of Arts, Master of Fine Arts, Master of Science, Master of Business Administration, Educational Specialist, Doctor of Education, and Doctor of Physical Therapy.

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# UNIVERSITY INFORMATION

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 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. This school is a business unit of a corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 255 Capitol St. NE, Salem, Oregon, 97310.

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## 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.

## The Concordia Seal

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."

## Mission Statement

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 Statement

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.

## The Concordia Promise

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.

### What does the Promise Statement Mean?

**Concordia University, St. Paul empowers you to:**

*discover and engage your purpose for life, career, and service*

- We believe that a purpose for living is greater than just a job, but is built upon a sense of calling that contributes to a deep level of personal fulfillment in all aspects of life.
- We affirm the notion of vocation, in which God calls and guides individuals throughout their lifetimes.
- We believe that one's purpose necessarily includes a passion for life-long learning beyond the attainment of an academic degree.
- We provide resources both within and outside the classroom to help students discover and begin to pursue their purpose.

*in a dynamic, multicultural, urban environment*

- We embrace our urban location, and celebrate the ever-changing, or dynamic, quality of our location, which has long been a place for new immigrants to become established in the United States.
- We rejoice that God has created human beings of all races and ethnicities in his image.
- We confess the brokenness that has often occurred among people because of race, creed, color, and ethnicity, and our part in it.
- We foster opportunities for all of us in this academic community to learn from and appreciate each other.

*where Christ is honored, all are welcome,*

- We honor Jesus as the Christ, whose atoning sacrifice on the cross allowed salvation to occur for all who believe and are baptized.
- We strive to live together in peace, love, and harmony as brothers and sisters in the human family.
- We love all our students regardless of age, race, color, disability, gender, familial status, sexual orientation, religion, national and ethnic origin.
- We conduct worship on our campus in the Christian context, shaped and informed by Lutheran traditions of music and the arts.
- We affirm the biblical teaching of God's love for all people in Christ, even when we do not live out his perfect intent for any and every part of our lives.

*and Lutheran convictions inform intellectual inquiry and academic pursuits.*

- We affirm the central biblical teaching that God so loved the world that he gave his only-begotten son, that whoever believes in him shall not perish but have everlasting life.
- We affirm the Bible as the Word of God and the sole rule and norm of all doctrine.
- We affirm the biblical teaching that God's creative intent is for sexuality to be expressed between one man and one woman in a marriage relationship.
- We aspire for all our students to learn from each other's religious traditions.
- We regard the academic disciplines as good gifts for understanding how God's creation works; as such, we pursue them, within the context of the Christian Gospel, through critical thought, lively discussion, and informed action.

## Motto

In litteris proficere volo malo diligere Jesum

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

## College Profile

Type	Private not-for-profit
Affiliation	Comprehensive, Coeducational
Affiliation	The Lutheran Church – Missouri Synod
Level	Four-year or above
Undergraduate Instructional Program	Professions focus, some graduate coexistence
Graduate Instruction Program	Post-baccalaureate professional (education dominant)
Enrollment Profile	Majority undergraduate

Undergraduate Profile	Full-time four-year, selective lower transfer-in
Student Population (headcount)	4,792 (Fall 2017)
Student Population (full-time equivalent)	4,059 (Fall 2017)
Size and Setting	Small four-year, primarily residential; urban
Basic	Master's Colleges and Universities (larger programs)

## 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 – 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. CSP became the first private university in Minnesota to compete at the NCAA



Division II level, bidding farewell to the Concordia Comets nickname and introduced a new athletics identity, the Golden Bears.

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.

## 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. Contact information for specific offices, departments, or individual faculty or staff are available on the university website at [www.csp.edu](http://www.csp.edu) (<http://www.csp.edu>).

## Concordia College and University Presidents

Theodore Henry Carl Buenger	1893-1927
Martin A. H. Graebner	1927-1946
Willy August Poehler	1946-1970
Harvey A. Stegemoeller	1971-1975
Gerhardt Wilfred Hyatt	1976-1983
Alan Frederick Harre	1984-1988
John Franklin Johnson	1989-1990
Robert Arthur Holst	1991-2011
Thomas K. Ries	2011-present

## Academic Affiliates

American Association of Colleges of Teacher Education (AACTE)  
 Concordia University System (CUS)  
 Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
 Council of Graduate Schools (CGS)  
 Council of Independent Colleges (CIC)  
 Higher Learning Commission (HLC)  
 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)  
 Council for the Accreditation of Educator Preparation (CAEP)  
 National Council for Family Relations (NCFR)

## Academic Calendars

### Academic Calendar 2020-2021

Deadlines apply to the type of course in which you are registered.  
 Traditional = On campus (course section numbers 1-99)  
 Cohort = Blended or online (course section numbers 100-999)  
 SCS = Online (course section number begins with X)

#### Fall Semester 2020

September 3, Thursday- September 7, Monday	Welcome Weekend
September 7, Monday	Labor Day

*Last day to add a cohort or SCS first half semester course*

September 8, Tuesday	Classes begin for all students
September 14, Monday	Last day to add a full semester or first half traditional course
	Last day to drop a first half semester course without record
September 21, Monday	Last day to drop a full semester course without record
October 12, Monday	Last day to withdraw from a first half semester course
October 23, Friday	Midterm/end of first half semester courses
	Deadline for requesting a P-N in a full semester course
October 24, Saturday- October 27, Tuesday	Fall break - no traditional classes
October 25, Sunday	<i>Last day to add a cohort or SCS second half course</i>
October 26, Monday	<i>Cohort and SCS second half semester courses begin</i>
October 28, Wednesday	Traditional second half semester courses begin
	Grades due for first half semester courses
October 30, Friday	<i>Last day to drop a cohort or SCS second half semester course without record</i>
November 3, Tuesday	Last day to add or drop a traditional second half semester course without record
November 18, Wednesday	Last day to withdraw from a full semester course
November 25, Wednesday- November 29, Sunday	Thanksgiving break
December 9, Wednesday	<i>Last day to withdraw from a second half semester cohort or SCS course</i>
December 11, Friday	Last day to withdraw from a second half semester traditional course
December 18, Friday	Last day of classes Residence hall move out day
December 23, Wednesday	<i>Grades due for trad, SCS and second half cohort courses</i>
December 19, 2020, Saturday – January 10, 2021, Sunday	Semester break
<b>Spring Semester 2021</b>	
January 10, Sunday	<i>Last day to add a cohort or SCS first half course</i>
January 11, Monday	Classes begin for all students
January 15, Friday	Last day to drop a first half course without record
January 18, Monday	Martin Luther King day, no classes Last day to add a full semester course or traditional first half course

January 25, Monday	Last day to drop a full semester course without record
February 15, Monday	Last day to withdraw from a first half semester course
February 26, Friday	Midterm/end of first half semester courses
	Deadline for requesting a P-N for a full semester course
March 1, Monday- March 7, Sunday	Spring break (no classes for all students)
March 3, Wednesday	Grades due for first half semester courses
March 7, Sunday	Last day to add a cohort or SCS second half semester course
March 8, Monday	Second half semester courses begin
March 12, Friday	Last day to add a traditional second half course
	Last day to drop a second half semester course without record
March 28, Sunday	Last day to withdraw from a full semester course
April 4, Sunday	Last day to withdraw from a second half semester course
March 31, Wednesday- April 5, Monday	Easter break
April 30, Friday	Classes end
	Residence hall move out day
April 30, Friday- May 1, Saturday	Baccalaureate Service and Commencement ceremonies to be announced
May 5, Wednesday	Grades due for trad, cohort and SCS courses

## Summer School 2021

May 9, Sunday	Last day to add a first half semester course
May 10, Monday	First half semester courses begin
May 14, Friday	Last day to drop a first half semester course without record
May 16, Sunday	Last day to add a full semester course
May 21, Friday	Last day to drop a full semester course without record
May 31, Monday – Memorial Day	Offices closed, no face to face classes (online synchronous courses meet as scheduled)
June 13, Sunday	Last day to withdraw from a first half semester course
June 30, Wednesday	First half semester courses end
July 1, Thursday – July 5, Monday	Holiday break, no classes
July 5, Monday	Last day to add a second half semester course
July 6, Tuesday	Second half semester courses begin

	Grades due for first half semester courses
July 12, Monday	Last day to drop a second half semester course
August 2, Monday	Last day to withdraw from a full semester course
August 8, Sunday	Last day to withdraw from a second half semester course
August 25, Wednesday	Second half semester courses end
August 31, Tuesday	Grades due for second half semester courses

## Academic Calendar 2021-2022

### Fall Semester 2021

September 2, Thursday - September 6, Monday	Welcome Weekend
September 7, Tuesday	Classes begin for all students
October 27, Wednesday	Midterm/end of first half semester courses
October 28, Thursday - October 31, Sunday	Fall break
November 1, Monday	Second half semester cohort & SCS courses begin
	Second half semester traditional courses begin
November 24, Wednesday - November 28, Sunday	Thanksgiving break
December 22, Wednesday	Classes end
	Residence hall move out day

### Spring Semester 2022

January 10, Monday	Classes begin for all students
January 17, Monday	Martin Luther King day, no face to face classes
March 2, Wednesday	Midterm/end of first half semester courses
March 3, Thursday - March 13, Sunday	Spring break no classes
March 14, Monday	Second half semester courses begin
April 13, Wednesday - April 18, Monday	Easter break no classes
May 4, Wednesday	Classes end
	Residence hall move out day
May 6, Friday – May 7, Saturday	Baccalaureate Service and Commencement ceremonies

### Summer School 2022

May 9, Monday – June 29, Wednesday	Summer Session #1
May 30, Monday – Memorial Day	Offices closed, no face to face classes (online synchronous courses meet as scheduled)
June 30, Thursday - July 4, Monday	Summer Break Week

July 6, Tuesday – August 24,  
Wednesday

Summer Session #2

## Accreditation and Enrollment

### Accreditation

#### University

Concordia University, Saint Paul, is accredited by The Higher Learning Commission (HLC). The University has been accredited since 1959, with reaffirmation of accreditation in 2018. The next reaffirmation of accreditation is in 2027-28.

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1413  
(312) 263-0456 / (800) 621-7440  
[www.hlcommission.org](https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1387) (<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1387>)

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.

To view Concordia's current accreditation status, click here: CSP Accreditation Status (<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1387>).

### The following programs hold specialized accreditations and approvals:

#### Family Science Programs

The National Council on Family Relations (NCFR (<https://www.ncfr.org/>)) has approved Concordia's undergraduate and graduate programs in Family Science as meeting the Standards and Criteria required for the Provisional Certified Family Life Educator (CFLE) designation. 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).

National Council on Family Relations  
1201 West River Parkway, Suite 200  
Minneapolis, MN 55454  
(888) 781-9331  
[www.ncfr.org](https://www.ncfr.org/) (<https://www.ncfr.org/>)

#### Human Resource Management Programs

The Human Resource Management programs, at the undergraduate and graduate levels, are aligned with the Society for Human Resource Management (SHRM (<https://www.shrm.org/>)). Both the undergraduate and graduate programs have been judged by the organization as satisfying the core content guidelines expected by the Society.

Society for Human Resource Management  
1800 Duke Street  
Alexandria, VA  
(800)283-7476  
<https://www.shrm.org/>

### Nursing Programs

The baccalaureate degree in nursing at Concordia University, St. Paul is accredited by the Commission on Collegiate Nursing Education (CCNE (<http://www.aacnursing.org/CCNE/>)). The status will be reviewed in 2021. <http://www.aacnursing.org/CCNE> (<http://www.aacnursing.org/CCNE/>)

### Orthotics and Prosthetics Program

The master of science in Orthotics and Prosthetics is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<http://www.caahep.org>)) upon the recommendation of the National Commission on Orthotic and Prosthetic Education (NCOPE (<http://www.ncope.org/>)).

Commission on Accreditation of Allied Health Education Programs  
1361 Park Street  
Clearwater, FL 33756  
727-210-2350  
[www.caahep.org](http://www.caahep.org) (<http://www.caahep.org>)

### Physical Therapy Program

The doctorate in Physical Therapy program at Concordia University, St. Paul is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (<http://www.capteonline.org>)).

CAPTE  
1111 North Fairfax Street  
Alexandria, VA 22314  
703-706-3245  
[accreditation@apta.org](mailto:accreditation@apta.org)  
<http://www.capteonline.org>

### Teacher Education Programs

All educator preparation programs at Concordia University, St. Paul are fully accredited by the Council for the Accreditation of Education Preparation (CAEP (<http://caepnet.org/>)) through December 2022. CAEP is the national accreditation agency for teacher education programs.

Additionally, all Concordia teacher licensure programs are approved by the Minnesota Board of Teaching through 2022.

Council for the Accreditation of Educator Preparation  
1140 19th Street NW, Suite 400  
Washington, DC 20036  
(202) 223-0077  
<http://caepnet.org/>

Minnesota Board of Teaching  
1500 Highway 36 West  
Roseville, MN 55113-4266  
(651) 582-8833  
<https://mn.gov/board-of-teaching/>

## Enrollment (Fall 2019 Census)

University Headcount	5139
University Fulltime Equivalent	4386
Traditional Undergraduate Headcount	1700
Traditional Undergraduate Fulltime Equivalent	1552

Degree Completion Undergraduate Headcount 1427

Degree Completion Undergraduate Fulltime Equivalent 860

Graduate Headcount 2012

Graduate Fulltime Equivalent 1974

## Admission Information

- Adult Undergraduate Programs (p. 11)
- Undergraduate Traditional Programs (p. 12)
- Graduate Programs (p. 14)

## Adult Undergraduate Programs

### Learning Concept

The goal of the adult undergraduate 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 with adults in mind.

- 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 Requirement and Procedures

1. Submission of Undergraduate Application for Admission
2. Submission of official transcripts from all previously attended institutions
3. Verification of a cumulative grade point average (CGPA) of 2.0 or better.
4. Essay describing a life experience (academic or personal) that has shaped them as a person and how this experience will impact their success as a college student at Concordia University, St. Paul.
  - a. The essay must fall between 400 and 100 words
  - b. Include a beginning (introductions), middle (body), and end (summary/conclusion)
  - c. Must be original (no plagiarism) and reflective of the applicant's experiences and traits. No outside work (citations and references) allowed

- d. Submission must be professional with no spelling, grammar, or sentence structure errors.

A partial list of additional requirements includes:

- BS in Pulmonary Science: Program applicants must have earned an associate's degree in Respiratory Therapy (Pulmonary Science) or in Radiologic Technology (Radiologic Science Leadership) to be considered for admission.
- BS in Nursing (RN to BSN): Program applicants must have a cumulative grade point average (CGPA) of 2.5 or better. Applicants must be working in the field. Prior to registration for NUR courses, students must meet programmatic specific health and practice requirements as outlined in the Nursing Student Handbook.
- BS in Nursing (Pre-Licensure): Program applicants must have a cumulative grade point average (CGPA) of 2.75 or better. Prior to registration for NUR courses, students must meet the programmatic specific pre-requisite and co-requisite courses as well as the specific program application requirements. Also, prior to registration for NUR courses, students must meet programmatic specific health and practice requirements as outlined in the Nursing Student Handbook.

Students enrolling in an adult undergraduate program must have access to a computer that meets Concordia University's technology requirements.

Upon receipt of official transcripts, transfer credits will be reviewed and the number of transferable credits will be recommended as 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.

### 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](http://www.csp.edu) (<http://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 email of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet the 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.

### Re-Admission of Former Students of Concordia University

1. Apply for re-admission through the Office of Undergraduate Admission. No application fee is required

2. Submit information concerning activities since last attending Concordia, and include appropriate letters of recommendation if required
3. 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](http://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) (<http://www.collegeboard.com/student/testing/clep/about.html>). The CLEP credit policy is posted on [www.csp.edu](http://www.csp.edu) (<http://www.csp.edu>).

## 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 for fall or spring terms. Transfer students may apply for admission for the fall, spring, or summer terms. Early application is encouraged. The priority deadline for fall admission is December 1 and the final deadline is August 1. The final deadline for spring transfer admission is December 1.

### 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. Applications are encouraged to be submitted via the undergraduate admission website [www.csp.edu](http://www.csp.edu) (<http://www.csp.edu>). The fall term deadline is August 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. Typed essay of a minimum of 500 words.
4. Under the Test-Optional policy, students have a choice of whether to submit their ACT or SAT scores for admission application review.

## Transfer Students

1. Complete the application for admission. Applications are encouraged to be submitted via the undergraduate admission website, [www.csp.edu](http://www.csp.edu) (<http://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 typed essay must be submitted.

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.

### Interstate Passport

Concordia University, St. Paul participates in the Interstate Passport Network, a network of regionally-accredited institutions that agree to transfer completed general education requirements as a block in a seamless and efficient process among its members. Students who transfer into Concordia University with a Passport from another Network-member institution will not have to repeat or take additional courses to satisfy lower-division general education requirements outside of the two Religion course requirement. Earning a Passport recognizes that a student has achieved learning outcomes in the following nine knowledge and skill areas, which all Network member institutions agree are consistent with their own general education learning outcomes:

**Foundational Skills:** oral communication, written communication, quantitative literacy

**Knowledge of Concepts:** natural sciences, human cultures, creative expression, human society and the individual

**Cross-cutting Skills:** critical thinking and teamwork/value systems.

If you are interested in learning more, contact Concordia University advising/admissions team.

### Application Contacts

Persons seeking undergraduate admission should direct all correspondence to:

Office of Undergraduate Admission  
Concordia University, St. Paul  
1282 Concordia Avenue  
St. Paul, Minnesota 55104-5494  
[admissions@csp.edu](mailto:admissions@csp.edu)  
651-641-8230

Students may also submit an on-line application at [www.csp.edu](http://www.csp.edu) (<http://www.csp.edu>). Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, essays, transcripts, and fees. Remittances

should be made payable to Concordia University, St. Paul and sent to the Office of Undergraduate Admission.

## Acceptance to Concordia University

All prospective students will be notified by email 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 Enrollment Management.

## Immunization Requirements for Traditional Students

Minnesota State Law (statute 135A.14) requires that traditional students must submit their immunization records to have on file at the university prior to attending their first semester. Students who do not submit these records will have a hold placed on their academic records until this requirement is met.

Concordia Admissions Department will inform students how to submit the immunization information, either electronic or paper documentation.

Required immunizations:

1. Tdap (Tetanus-Diphtheria-Pertussis) must be given less than 10 years ago.
2. MMR (Measles, Mumps, Rubella)

Recommended immunizations:

1. Hepatitis B series
2. Meningitis
3. Varicella (chicken pox)
4. Hepatitis A series
5. Human Papilloma Virus series
6. Annual Flu shot

Students living and studying in close contact are more susceptible to some illnesses/infections/diseases so please consider that when deciding on immunizations.

## Exemptions

Minnesota Law provides these exemptions from immunizations:

1. Conscientious Objection based on held beliefs. This exemption must be received prior to the student's first term, signed by the student (or parent/guardian) and notarized.
2. A Medical Exemption may be issued because of a contraindication to an immunization based on some medical condition. Medical exemptions must be signed by a licensed medical provider.

If there is an outbreak of the disease of objection, the student will need to be immunized at that time or excluded from classes until the outbreak is over.

## Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

1. Get the required immunizations again and submit the date/s.
2. Have a blood test (titer) to determine the immune status and submit the information.

## Post-Baccalaureate Students

Persons possessing an undergraduate degree from an accredited institution may seek initial/additional licensure or certification. 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 admissions@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 provides 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 post-secondary 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 Academic Advising. 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. Any transcripts provided must be evaluated by an outside agency for American equivalents.
2. Submit evidence of one or more of the following for Proof of English Proficiency
  - a. Students from Global Language Institute (<http://www.gli.edu/>) (GLI) Completion of Mastering Level

- b. Students from Atlanta English Institute (<http://www.atlei.com/>) (AEI) Completion of Level Seven
  - c. Students from Spring International Language Center (<http://www.spring.edu/home.html>) (SILC) Completion of Level Six
  - d. Students from English Language School (<http://www.els.com/>) (ELS) Completion of Level 109 AND IELTS test score of 5.5 or TOEFL iBT 65 or completion of Level 112
  - e. TOEFL iBT 65 or 513 PBT
  - f. IELTS overall band score of 5.5 or higher (International English Language Testing System)
  - g. ACT/SAT score
  - h. PTE result of 46 or higher
3. Demonstrated 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.

## 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 during the spring before planned enrollment. A limited number of students are accepted on a space available basis. Students with a 3.25 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 8.

Application procedures include submitting the following:

1. PSEO Application
2. Official High School Transcript
3. Personal Statement
4. 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) (<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) (<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) (<http://www.csp.edu>).

## New Student Orientation

Both first-year students and transfer students are required to attend one Orientation session offered in June, July or August. Students begin to build relationships with other students, faculty, and staff. They receive pertinent academic information, meet with an academic advisor, and confirm class registration. 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 CSP Seminar class on the first day of Welcome Weekend. Students are assigned to their CSP Seminar class by the Office of Academic Advising. During Welcome Weekend, they spend time with other new students, along with a Peer Advisor and Faculty Advisor. Transfer students and returning students are invited to attend Welcome Weekend activities prior to the beginning of classes. Welcome Weekend activities build a foundation for enhancing community and promoting academic growth in a Christian environment.

Spring Semester: Transfer students are required to attend Orientation in January.

## 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 official transcripts from a regionally accredited college or university issuing the baccalaureate degree
3. Verification of an overall undergraduate
  - a. G.P.A. of 3.0 on a 4.0 scale for graduate programs
  - b. G.P.A of 3.25 on a 4.0 scale for doctoral programs
4. Personal statement covering employment history, long-term academic and professional goals, and personal/professional experience that positively influenced your potential to succeed in a graduate program
  - a. The statement falls between 400 and 1000 words.
  - b. Includes a beginning (introduction), middle (body), and end (summary/conclusion).
  - c. This statement is original (no plagiarism) and reflective of the applicant's experiences and traits. No outside work (citations and references) is allowed.
  - d. The submission is professional with no spelling, grammar, or sentence structure errors.

Additional requirements for specific programs may be required; please consult appropriate degree information.

A partial list of additional requirements includes:

- MA in Early Childhood - Applicants must be currently working or volunteering in the program "field"
- MA in Education licensure programs - Applicants must hold a current/valid MN teaching license
- MS in Nursing (MSN) - Applicants must hold an active, unencumbered MN nursing license and must be working in the field
- MS in Orthotics and Prosthetics - Applicants must have completed either Century College's Clinical Applications Diploma or hold ABC credential of Certified Prosthetic Orthotic Assistant. Applicants must also have completed required prerequisite courses (C or better must have been earned in prerequisite work)

## International Students

1. Submission of Graduate Application for Admission
2. Submission of an official transcript from any regionally accredited institution stating the conferral of a Bachelor's degree or higher
3. Submission of official credential evaluation of degree(s) earned at any non-United States institution
  - a. Evaluations must be from approved members of the National Association of Credential Evaluations Services
4. Verification of an overall undergraduate G.P.A. of 3.0 on a 4.0 scale
5. Personal statement covering employment history, long-term academic and professional goals, and personal/professional experience that positively influenced your potential to succeed in a graduate program
  - a. The statement falls between 400 and 1000 words.
  - b. Includes a beginning (introduction), middle (body), and end (summary/conclusion).
  - c. This statement is original (no plagiarism) and reflective of the applicant's experiences and traits. No outside work (citations and references) is allowed.
  - d. The submission is professional with no spelling, grammar, or sentence structure errors.
6. Certification of Finances indicating the financial source for the expense of attending Concordia University.
7. Proof of English Proficiency

## Proof of English Proficiency

One of the following must be completed to meet English proficiency.

1. Completion of Level 112 at an English Language School (ELS) or Accelerated Level at Global Language Institute (GLI)
2. Completion of Level 6 at an approved English school
3. TOEFL- iBT score of 78 or TOEFL PBT score of 547
4. An equated score of 80 or better on the Michigan Test
5. IELTS overall band score of 6 or higher (International English Language Testing System)
6. Completion of an undergraduate or graduate degree at an accredited college or university in the US, English-speaking Canada, the United Kingdom, Ireland, Australia, or New Zealand.
7. PTE result of 52 or higher

8. iTEP score of 3.7 or higher
9. Duolingo language test with a score of 100
10. Completed American Life CEFR C1 Level Certificate

## Application Contacts

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

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

Students can submit an online application at [www.csp.edu](http://www.csp.edu) (<http://www.csp.edu>). Correspondence includes all matters and inquiries connected with admissions, such as application forms, letters of recommendation, 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 email of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet the admission criteria set by the faculty of Concordia University. Exceptions are considered by the Adult Undergraduate 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 a 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 Requirements for On-Campus Students

Minnesota State Law (statute 135A.14) requires that students must submit their immunization records to have on file at the university prior to attending their first semester. Students who do not submit these records will have a hold placed on their academic records until this requirement is met.

Concordia Admissions Department will inform students how to submit the immunization information. It may be done electronically or to the Admissions Department.

Required immunizations are:



1. Tdap (Tetanus-Diphtheria-Pertussis) must be given less than 10 years ago.
2. MMR (Measles, Mumps, Rubella)

Recommended immunizations are for:

1. Hepatitis B series
2. Meningitis
3. Varicella (chicken pox)
4. Hepatitis A series
5. Human Papilloma Virus series
6. Annual Flu shot

Students living and studying in close contact are more susceptible to some illnesses/infections/diseases so please consider that when deciding on immunizations.

Please check with your health care provider about receiving these immunizations and submit this information along with the required immunization information.

## Exemptions

Minnesota Law provides these exemptions from immunizations:

1. Conscientious Objection based on held beliefs. This exemption must be received prior to the students' first term, signed by the student (or parent/guardian) and notarized.
2. A Medical Exemption may be issued because of a contraindication to an immunization based on some medical condition. Medical exemptions must be signed by a licensed medical provider.

If there is an outbreak of the disease of objection, the student will need to be immunized at that time or excluded from classes until the outbreak is over.

## Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

1. Get the required immunizations again and submit the date/s.
2. Have a blood test (titer) to determine the immune status and submit the information.

## Re-Admission of Former Students of Concordia University

1. Apply for re-admission through the Office of Admission. No application fee is required.
2. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation and statement of educational objectives if required..
3. Request official transcript of credits earned at other institution(s) be sent to the registrar.

## Degrees and Programs

### Colleges and Schools

College of Humanities & Social Sciences

College of Business & Technology

College of Education

College of Health & Sciences

College of Human Services and Behavioral Sciences

School of Continuing Studies

School of Graduate Studies

## Academic Degrees

Associate of Arts (AA)

Associate of Applied Science (AAS)

Bachelor of Arts (BA)

Bachelor of Fine Arts (BFA)

Bachelor of Science (BS)

Bachelor of Science in Nursing (BSN)

Bachelor of Business Administration (BBA)

Master of Arts (MA)

Master of Arts in Teaching (MAT)

Master of Business Administration (MBA)

Master of Fine Arts (MFA)

Master of Science (MS)

Master of Science Nursing (MSN)

Educational Specialist (EdS)

Educational Doctorate (EdD)

Doctor of Physical Therapy (DPT)

## Graduate Programs

Business Administration (MBA)

Business Administration with Health Care Compliance emphasis (MBA)

Business Administration with Health Care Management emphasis (MBA)

Coaching and Athletic Administration (MS)

Creative Writing (MFA)

Criminal Justice Leadership (MA)

Classroom Instruction with Reading Endorsement (K-12) (MA)

K-12 Reading Endorsement (no MA)

Data Analytics (MS)

Differentiated Instruction (MA)

Doctor of Education (EdD)

Doctor of Kinesiology (EdD)

Doctor of Physical Therapy (DPT)

Early Childhood (MA)

Educational Leadership (MA)

Educational Specialist (EdS) in Educational Leadership

Educational Technology (MA)

Exercise Science (MS)

Family Science (MA)

Human Services with emphasis in Forensic Behavioral Health (MA); certificate also available

Human Resource Management (MA)

Information Technology Management (MS)

Leadership and Management (MA)

Nursing (MSN)

Orthotics and Prosthetics (MS)

Sport Management (MS)

Strategic Communication Management (MA)

Special Education (Emotionally Behaviorally Disordered; Specific Learning Disabilities; Autism Spectrum Disorder) (MA)

Teaching (MAT with K-6 Teaching License)

## Undergraduate Programs

### Majors - Traditional Undergraduate

*(Bachelor of Arts unless noted)*

Accounting (BS)  
 Art Studio  
 Biology (BA and BS)  
 Biochemistry  
 Business Management  
 Chemistry  
 Child Learning and Development  
 Christian Ministry (with either DCE or DCO certification)  
 Church Music  
 Communication Studies  
 Community Arts  
 Computer Science (BS)  
 Criminal Justice  
 Education – Teaching Licensure and Endorsement Programs

- Art Education/Teaching – see Visual Art Education Teaching Major (K – 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)
- 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)
- Secondary Education (Math Grades 5 - 12 or Chemistry Grades 9-12 or Life Science Grades 9-12)
- 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 (BA and BS)  
 Exercise Science with Athletic Training Emphasis (BS)  
 Family Science  
 Finance (BS)  
 Graphic Design (BA and BFA)  
 History  
 International Business (BS)  
 Marketing (BS)  
 Mathematics (BA and BS)  
 Music (Tracks: Performance, Theory/Composition, History/Literature)  
 Music Business  
 Nursing (BSN)  
 Orthotics and Prosthetics (BS)  
 Psychology (BA and BS)  
 Public Health

Public Policy  
 Public Relations  
 Sociology  
 Sport Communication  
 Sport Management  
 Sport Psychology  
 Theatre  
 Theology

### Majors - Degree Completion Undergraduate

*(Bachelor of Arts unless noted)*

Accounting (BA, BS)  
 Business Administration  
 Child Development  
 Computer Science (BS)  
 Criminal Justice  
 Diagnostic Medical Sonography (AAS)

Exercise Science  
 Family Science  
 Health Care Administration  
 Human Resource Management  
 Information Systems (BS)  
 Management and Leadership  
 Marketing

Nursing (BSN)  
 Psychology  
 Pulmonary Science (BS)  
 Sport Management  
 Web Design and Development (BS)

### Minors

Accounting  
 Art History  
 Art Studio  
 Biblical Languages  
 Biology  
 Business  
 Business Management  
 Chemistry  
 Communication Studies  
 Community Arts  
 Computer Science  
 Criminal Justice  
 Dance  
 Design  
 Education  
 English  
 Exercise Science  
 Family Science  
 Finance  
 Gerontology  
 Health Care Administration  
 History  
 Hmong Studies  
 Human Resources Management  
 Information Technology Management  
 Intercultural Communication  
 International Business  
 International Studies

Interscholastic Coaching  
 Journalism  
 Lutheran Theology  
 Management and Leadership  
 Marketing  
 Marketing Management  
 Mathematics  
 Music  
 Non-Profit Management  
 Photography  
 Political Science  
 Psychology  
 Public Health  
 Public Relations  
 Religion  
 Sales and Business Development  
 Sociology  
 Spanish  
 Sport Communication  
 Sport Management  
 Sport Psychology  
 Theatre  
 Writing  
 Writing/Communication

## Pre-Professional Programs/Certifications

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 (DPM)  
 Director of Parish Music (DPM) via colloquy  
 Lutheran Classroom Teacher (LCT)  
 Lutheran Classroom Teacher (LCT) via colloquy  
 Pre-Athletic Training Studies  
 Pre-Chiropractic Studies  
 Pre-Deaconess Studies  
 Pre-Dental Studies  
 Pre-Engineering Studies  
 Pre-Genetic Counseling Studies  
 Pre-Law Studies  
 Pre-Medical Studies  
 Pre-Occupational Therapy Studies  
 Pre-Optometry Studies  
 Pre-Pharmacy Studies  
 Pre-Physical Therapy Studies  
 Pre-Physician Assistant Studies  
 Pre-Seminary Studies  
 Pre-Veterinary Studies

## Certificates

Early Childhood Education  
 Leadership  
 Parent Coaching

# Diversity Initiatives

## Diversity Affairs Office/Diversity Center

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
- Opportunities for celebration of the harmony in diversity on the campus and within the community

## Various academic, social and intercultural programs and activities are linked with the Diversity Affairs Office. Below are a few of the major initiatives and/or organizations that this office oversees annually.

- Building Opportunities for Leadership and Development (BOLD) Scholarship Program
- Central High School - Intervention for College Attendance Program (ICAP)/Advancement Via Individual Determination (AVID)/Seeds of Change Program
- Coalition for Acceptance, Respect, and Equity (CARE) Committee
- Community Outreach
  - Association of Black Women in Higher Education
  - ARTS US
  - Minnesota National Association of Diversity Officers in Higher Education
  - National Association for the Advancement of Colored People (NAACP)
- Diversity Conferences (Local/Regional)
- Shades of Harmony Gospel Choir
- Student Organizations
  - Black Student Union (BSU)
  - Concordia Hmong Unity Student Association (CHUSA)
  - Concordia Sisterhood of Empowerment (CSE)
  - Global Student Club (GSC)
  - People Encouraging Accepting Connection and Equality (PEACE)
  - Student for Latinos/as (SOL)
  - United Minds of Joint Action (UMOJA)

## Building Opportunities for Leadership and Development (BOLD) Scholarship Program

The scholarship is designed to provide students with the academic support and financial assistance needed for them to be successful here at Concordia University, St. Paul. Through this scholarship we help to assist students in developing their leadership potential. The goal of the BOLD Scholarship is to insure that students have a healthy and meaningful transition into the college environment and that students successfully complete their college education here at Concordia University, St. Paul. Through the scholarship, students receive individual attention, positive interactions, ongoing support and wonderful opportunities to grow intellectually, spiritually and socially. Participants are expected to:

- Utilize resources at Concordia University to improve their academic performance
- Attend individual meetings to assess each participant's needs and academic progress throughout each semester
- Attend on-and-off campus educational, cultural and social events planned or required by the program
- Encouraged to be involved in various organizations, social activities and other extracurricular activities

## C.A.R.E. Committee (Coalition for Acceptance, Respect, and Equity)

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 various 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 injustice and inequity by acknowledging that racism, classism, ableism, homophobia, transphobia, and sexism still exist.

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.

## Shades of Harmony Gospel Choir

The choir is a volunteer chorus made up of students, faculty, and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing, and singing music from diverse cultures. The group focuses on the African American Gospel Choir tradition, but also explores choral music of other cultures. The group performs occasionally in Concordia's chapel service and/or an off-campus service performance. Non-music major/minors may use up to eight ensemble credits towards graduation.

For more information about Shades of Harmony Gospel Choir, please contact Andrew Griffin, the director and an alumna, at [griffin@csp.edu](mailto:griffin@csp.edu); Taylor Hamilton, Accompanist, at [thamilton@csp.edu](mailto:thamilton@csp.edu).

## Black Student Union (B.S.U.)

Black Student Union aims to increase political, social and cultural awareness of the African American community. BSU's goal is to promote unity and diversity to revamp and stabilize a presence on campus through a series of events, socials and forums. The goals and objectives of BSU is:

- To represent Black students in political matters and community matters.
- To serve as a primary advocacy organization for Black students.
- To take active measures toward fostering and enriching environment for Black student attending a predominantly Caucasian university.

- To actively participate in functions on and off campus, for example, leadership conferences, that provide enrichment and enlightenment to the plight of Black people at a majority Caucasian university.

For more information about BSU, please contact BSU's Staff Advisor: Larrick Potvin at [lotvin@csp.edu](mailto:lotvin@csp.edu).

## Concordia Hmong Unity Student Association (C.H.U.S.A.)

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. CHUSA's presence on campus is widely known and highly respected. The goals of the association attempts to:

- Promote awareness and understanding of the Hmong Culture
- Promote and support Hmong related initiatives, activities and events
- Promote and encourage communication, collaboration and unity within the university and throughout the Twin Cities community

CHUSA annual events include:

- Hmong Heritage Month
- The Secret War Simulation
- Hmong Awareness Night
- Hmong Professionals Panel
- Ua Tsaug Night (Thanksgiving Night)

For more information about CHUSA, please contact CHUSA's Staff Advisors: Brenda Vue at [bvue@csp.edu](mailto:bvue@csp.edu).

## Concordia Sisterhood of Empowerment (C.S.E.)

Concordia Sisterhood of Empowerment is an organization that encourages young women of Concordia to celebrate individual accomplishments, support each other in difficult times, and empower one another to become leaders in the community. CSE offers students a channel to build connections with other women on campus to support them along with having workshops/lectures to discuss about women's rights and society's view on women. The goals that CSE tries to stride:

- To promote self confidence in communication skills
- To promote optimal college and learning experience through activities, events, and collaboration with other clubs and organizations
- To promote participation in related initiatives that empower women

Events that CSE has hosted include:

- Can We Talk Sessions
- Professional Women Panel
- Title IV Awareness Session
- Holiday celebration activities

For more information about CSE, please contact CSE's Staff Advisors: Linda Lee

## Global Student Club (G.S.C.)

Global Student Club is a club for all CSP students who are interested in learning about new cultures, countries, and global topics. GSC provides a place for any enrolled CSP student to share their global experiences, learn from other students about their global experiences, learn about new cultures, and have fun! GSC's goals and objectives are to:

- Provide an environment where students interested in global topics and culture can get involved on the CSP campus.
- Provide an opportunity for both international and domestic students with similar interests to connect and share with each other outside of the classrooms.

For more information about GSC, please contact GSC's Staff Advisors: Kate Larson, C.A.L.L. Center Coordinator at [klarson@csp.edu](mailto:klarson@csp.edu): (651) 641-8285; Tiffanie Loeb Schneider, Director for International Student Services at [loebnschneider@csp.edu](mailto:loebnschneider@csp.edu): (651) 641-8321

## People Encouraging Accepting Connection and Equity (P.E.A.C.E.)

People Encouraging Accepting Connection and Equity is an organization that helps students find themselves outside of society's heteronormative standards, for their allies and friends, and for those who seek greater understanding and desire to foster a climate of mutual respect and open communication. PEACE provides both a metaphorical and physical safe space on our campus for fostering a greater sense of community and mutual respect. The goals that PEACE would like to accomplish are:

- To promote a safe space for students who find themselves outside of society's heteronormative standards
- To better educate those who may not understand the spectrums of gender and/or sexual orientation
- To break down stereotypes of gender and sexual orientation
- To promote an optimal university experience in and out of the classroom through activities, events, and collaboration with other clubs and organizations

For more information about PEACE, please contact PEACE's Staff Advisor: Matt Ryan, at [ryan@csp.edu](mailto:ryan@csp.edu).

## Student for Latinos/as (S.O.L.)

Student for Latinos/as purpose is to increase awareness and appreciation of the U.S. Latino/a, Chicano/a, and Latin American culture and heritage at Concordia St. Paul. We are committed to fostering relationships within our CSP community and beyond.

For more information about PEACE, please contact SOL's Staff Advisor: Lina Baker at [lbaker@csp.edu](mailto:lbaker@csp.edu).

## Financial Aid/Scholarships

### 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 prior, prior year have been filed (typically between October and April of each year). The FAFSA can be referenced at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.ed.gov>). The posted university deadline for priority of funding including (but not limited to) SEOG Grant, Perkins is May 1st.

### Financial Aid for Church Vocations

Church Vocation Scholarships are available to those students enrolled in an undergraduate church work program in the College of Humanities & Social Sciences or the College of Education. To receive this scholarship, students must apply annually to their home church district and to their home congregation. Application documents are available online at: <http://www.csp.edu/tuition-financial-aid/forms-worksheets/>

### 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 (i.e., 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.

Concordia University, St. Paul has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided to the military Service Branch listed below:

7-week Course Withdraw submitted  
 Before or during week 1 100% return  
 During week 2 75% return  
 During weeks 3 50% return  
 During week 4 40% return (60% of course is completed)  
 During weeks 5-7 0% return

15-week Course Withdraw submitted  
 Before or during weeks 1-2 100% return  
 During weeks 3-4 90% return  
 During weeks 5-6 75% return

During weeks 7-8 50% return  
 During weeks 9 40% return (60% of course is completed)  
 During weeks 10-15 0% return

## Study Abroad

Students participating in study abroad opportunities approved by the university 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

### 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)<sup>1</sup>
- Federal Stafford Student Loan(s)
- Federal Perkins Loan<sup>1</sup>
- Federal Parent PLUS Loan<sup>1</sup>
- Federal Pell Grant<sup>1</sup>
- Federal Supplemental Educational Opportunity Grant (SEOG)<sup>1</sup>
- TEACH Grant (Graduate Students in qualifying programs only)
- Federal PLUS Loan (Graduate Students only)

<sup>1</sup> Undergraduate students only

### State of Minnesota

- Minnesota State Grant<sup>1</sup>
- Student Educational Loan Fund (SELF)<sup>1</sup>
- Minnesota Childcare Grant<sup>1</sup>
- Minnesota GI Grant
- Minnesota Work Study<sup>1</sup>
- Minnesota Indian Scholarship

<sup>1</sup> Undergraduate students only

## 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 Loan Advocate

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

## 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 Financial Aid 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: spouse, children, parents, brother, sister, father-in-law or mother-in-law, brother-in-law or sister-in-law, son-in-law or daughter-in-law, grandchildren and grandparents.
- 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 online at: <http://www.csp.edu/tuition-financial-aid/forms-worksheets/>

## 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 \$500 to \$10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Concordia Opportunity Grant. They are renewable for three additional years for students that maintain academic eligibility.

### 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 \$1,000 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 \$10,625 assurance. Thus, qualified students preparing for a church profession will be assured of receiving at least \$10,625 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:

### AmeriCorps Alumni Scholarship

AmeriCorps alumni admitted to Concordia University, St. Paul will be awarded a \$5,000 scholarship. The scholarship can be applied toward tuition on any bachelor's or master's level program and will be distributed evenly across the student's course of study. Students must maintain good academic standing including GPA requirements. Scholarship cannot be combined with other institutional discounts/scholarships, such as military, community college partnership(s) and employee discounts. Program participation will be evaluated on an annual basis. Requires annual submission of FAFSA. Not to exceed the cost of tuition less any other grant or scholarship aid.

### Concordia Colleague Advantage

Employees and staff members of partnering institutions are eligible to receive a \$2,000 tuition discount and priority admission status when they enroll in any accelerated undergraduate or graduate degree program at Concordia University, St. Paul. Students have the opportunity to learn on campus in a face-to-face setting or online.

### Concordia Partnership Advantage Scholarship

The Concordia Partnership Advantage Scholarship is offered to the Degree Completion students that are employed by one of our partnering organizations. A \$2,000 tuition discount is awarded to qualified students exclusively upon acceptance when they enroll in any undergraduate or graduate degree program.

### Transfer Advantage Scholarship

The Transfer Advantage Scholarship is awarded to any transfer students who have completed the Minnesota Transfer Curriculum (MnTC) or an Associate of Arts degree from an accredited institution meet Concordia's general education requirements. Concordia University also accepts individual goal areas completed within the MnTC. Eligible students are awarded \$2,000 which is evenly dispersed over the length of program.

- 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
- Katharine Berwald Art Major/Studio Art Annual Scholarship
- 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 of the 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 Dannehl 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. Dobberfuhr 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. Guehna 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 students
- 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 Holtz 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
- 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. Kretzschmar Scholarship – pre-ministerial students
- William H.O. Kroll Scholarship – church work students
- Frieda W. Krueger Scholarship – church work students
- Elsie 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
- 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 Pavel Scholarship – pre-ministerial students
- Rachel Ann Pocrnich Scholarship – teacher education students; early childhood or elementary
- Esther Podewils 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
- Scheele-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 Seltz 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 Tegmeier 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 – pre-ministerial 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
- Volkert 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. Zielske Scholarship – general
- Rev. E.W. Zimbrick Scholarship – church work students
- 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

## 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 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.

## 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.

## 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:

Milissa Becker, Director of Human Resources  
Concordia University  
1282 Concordia Avenue  
Saint Paul, MN, 55104-5494  
(651) 641-8268 or becker@csp.edu

Dr. Cheryl Chatman, Title IX Coordinator  
Concordia University

## 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

1282 Concordia Avenue  
 Saint Paul, MN, 55104-5494  
 (651) 603-6151 or chatman@csp.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 on the Student Portal. 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 Educational 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 Cheryl Chatman, Title IX Coordinator.

## NCAA Eligibility

### Concordia University Athletics and NCAA 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 (NSIC). 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. The Director of Athletics recommends the appointment of coaches for the various teams.

The Assistant Athletic Director for Compliance and the 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 (EADA) can be found in the athletic department. The report can be requested from the Assistant Athletic Director for Compliance.

### Freshman NCAA Eligibility Requirements

A student-athlete who enrolls in a Division II institution as a freshman shall meet the following academic requirements to be considered a qualifier and thus be eligible for financial aid, practice, competition and travel 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 2.20 (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 or a combined score on the ACT that meets the NCAA sliding scale requirements. The required SAT or ACT score must be achieved under national testing conditions on a national testing date. By clicking here ([https://www.ncaa.org/sites/default/files/2018DIIEC\\_Requirements\\_Fact\\_Sheet\\_20180117.pdf](https://www.ncaa.org/sites/default/files/2018DIIEC_Requirements_Fact_Sheet_20180117.pdf)), you can view the sliding scale requirements.

### NCAA Progress Toward Degree Requirements

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

The following requirements must be fulfilled on an annual basis in order for a student-athlete to maintain their NCAA Eligibility.

1. Student-athlete must pass 9 credits toward their major/minor/general education program each semester.
2. Student-athlete must pass 24 credits toward their major/minor/general education program between Fall, Spring and Summer (Please note: An athlete may only take 6 credits during the summer session that can count towards this requirement).
3. Student-athlete must have a minimum 2.00 cumulative GPA after Fall, Spring and Summer.

Please keep in mind if your major or minor require a certain grade in a course, Concordia University can only count those credits if you receive a grade that meets those requirements (If a grade of C or higher is required for your major/minor and you receive a D, this institution cannot count those credits).

NCAA legislation requires a student-athlete who is in their fifth semester or beyond to have declared a major with the Registrars office at Concordia University. 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.

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 Assistant Athletic Director for Compliance, which set of rules apply.

### Quick Facts about NCAA Eligibility

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. The Director of Athletics may refer hardship cases to the Assistant Athletic Director for Compliance. Medical hardship cases deal only with seasons or competition and must receive final approval by the Northern Sun Intercollegiate Conference staff.
10. The university does not provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.

## Previous Catalogs

Previous versions of the Concordia University Catalog are available as follows:

### PDF Versions

- 2005-2006 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2005-06.pdf>)
- 2006-2007 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2006-07.pdf>)
- 2007-2008 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2007-08.pdf>)
- 2008-2009 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2008-09.pdf>)
- 2009-2010 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2009-10.pdf>)
- 2010-2011 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2010-11.pdf>)
- 2011-2012 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2011-12.pdf>)
- 2012-2013 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2012-13.pdf>)
- 2013-2014 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2013-14.pdf>)
- 2014-2015 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2014-2015.pdf>)
- 2015-2016 Academic Catalog ([http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic\\_Catalog-2015-16.pdf](http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic_Catalog-2015-16.pdf))
- 2016-2017 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2016-2017.pdf>)

- 2017-2018 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2017-2018.pdf>)
- 2018-2019 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2018-2019.pdf>)

### HTML Versions

- 2018-2019 Academic Catalog (<http://catalog.csp.edu/university-information/previous-catalogs/2018-2019/>)

## Student Code of Conduct

### STUDENT CODE OF CONDUCT PURPOSE

Members of a university community share purposes that require mutual respect and trust and a commitment to provide and foster a living and learning environment of mutual responsibility. The university community has a special interest in the prevention of certain modes of conduct which are harmful to the interests of the members of the university community. The office of Judicial Affairs has been established to act to protect the rights of all students. By serving as ‘prosecutor’ in cases of alleged violations of university policies, the senior student life administrator is protecting the rights of the students as a community.

### ARTICLE I: DEFINITION OF TERMS

The following definitions of terms apply to their use in this document. The senior student life administrator and/or senior academic administrator is the person designated by the University President to be responsible for the administration of the Student Code.

- The term “Allegation” refers to an official written statement alleging a violation of University Code of Conduct and includes but is not limited to an Official Security Incident Report, Residence Life Incident Reports, and any/or written statement submitted by a member of the University Community.
- The term “Administrative Appeals Board” means any person or persons authorized by the senior student life administrator and/or senior academic administrator to consider an appeal from a Judicial Body’s determination that a student has violated the Student Code or from the sanctions imposed by the Judicial Advisor.
- 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.
- The term “faculty member” means any person hired by the University to conduct classroom activities.
- The term “Judicial Advisor” means a University official authorized on a case-by-case basis by the President to impose sanctions upon students found to have violated the Student Code. The President may authorize a Judicial Advisor to serve simultaneously as a Judicial Advisor and the sole member or one of the members of a Judicial Body. Nothing shall prevent the President from authorizing the same Judicial Advisor to impose sanctions in all cases.
- The term “Judicial Body” Refers to one or more Judicial Officers.
- The term “judicial hearing” is a process in which meetings and investigations with involved parties and or witnesses are held and disciplinary outcomes are determined.

- The term –“Judicial Officer” means the University official designated by the Judicial Advisor to investigate reported incidents and impose sanctions.
- The term “may” is used in the permissive sense.
- The term “member of the University community” includes any person who is a student, staff, faculty member, University official or any other person employed by the University. A person’s status in a particular situation shall be determined by the senior student life administrator.
- The term “organization” means any number of persons who have complied with the formal requirements for University recognition.
- 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 acknowledgment. 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.
- The term “policy” is defined as the written regulations of the University as found in, but not limited to, the Student Code of Conduct, Student Policies Handbook, Residence Hall Agreement and Academic Catalog.
- The term “shall” is used in the imperative sense. 50
- The term “student” is defined as any person who is admitted, enrolled or registered for study at CSP for any academic period and/or those who may attend other educational institutions and reside in an CSP residence hall or attend CSP classes. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in, CSP are considered ‘students’. A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, preseason athletic camps, orientation, placement testing, and residence hall check-in.
- The term “University” means Concordia University, St. Paul.
- The term “University official” includes any person employed by the University, performing assigned administrative or professional responsibilities.
- The term “University premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including adjacent streets and sidewalks).

## ARTICLE II: JUDICIAL AUTHORITY

A. The Judicial Advisor shall determine the composition of judicial bodies and Appellate Boards and determine which Judicial Body, Judicial Advisor or Administrative Appeals Board, shall be authorized to hear each case.

B. The Judicial Advisor shall develop policies for the administration of the judicial program and procedural rules for the conduct of hearings, which are not inconsistent with provisions of the Student Code.

C. Decisions made by a Judicial Body and/or Judicial Advisor shall be final, pending the normal appeal process.

D. A Judicial Body may be designated as arbiter of disputes within the student community in cases, which do not involve a violation of the Student Code. All parties must agree to arbitration, and to be bound by the decision with no right of appeal.

## ARTICLE III: PROSCRIBED CONDUCT

### A. Jurisdiction of the University

1. Generally, University jurisdiction and discipline shall be limited to conduct which occurs on University premises or which adversely affects the University community and/or the pursuit of its objectives. If the University is made aware of an infraction of the Student Code of Conduct off campus, actions may be taken..
2. Students are responsible for the violations of their on-campus guests, and for the damages and/or losses caused by their guests.

### B. Conduct – Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV, Section B:

1. Acts of dishonesty, including but not limited to the following:
  - a. Cheating, plagiarism, or other forms of academic dishonesty;
  - b. Furnishing false information to any University official, faculty member or office;
  - c. Forgery, alteration, or misuse of any University document, record, or instrument of identification;
  - d. Tampering with the election of any University-recognized student organization; or
  - e. Unauthorized use of University copy, telephone and computer systems.
  - f. Attempting, aiding, abetting, being an accessory to or failing to report any act prohibited by the University policy shall be considered the same as a completed violation
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus or other authorized non-University activities, when the act occurs on University premises.
  - a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program.
  - b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well.
  - c. Disruption includes sports and other activities in hallways, stairwells and office areas that is occurring for reasons outside of education. This includes, but is not limited to, bouncing balls, riding bike, skateboarding, etc.
3. Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm conditions for person is also prohibited. These actions include, but are not limited to physical abuse, verbal abuse, threats, intimidation, harassment, coercion, retaliation and/or other conduct which threatens or endangers the health or safety of any person.
4. Attempted or actual of and/or damage to property of the University or property of a member of the University community or other personal or public property. Theft includes seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner’s permission is also prohibited.

5. Hazing, defined as an act which endangers the mental, emotional or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy.
6. Failure to comply with directions, failure to identify oneself, and/or failure to answer truthfully when addressed by University officials or law enforcement officers acting in performance of their duties.
7. Unauthorized possession, duplication or use of keys, access cards or access codes to any University premises or unauthorized entry to or use of University premises.
8. Violation of published University policies, rules or regulations.
9. Violation of federal, state or local law on University premises or at University sponsored or supervised activities.
10. Use, under the influence of, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.
  - a. NOTE 1: This includes, but is not limited to, the possession or use of illegal drugs or drug paraphernalia (e.g. hookahs, bong, blow tubes, blunts, look-alike drugs). See Note 1 under alcohol regarding.
  - b. NOTE 2: The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, 'designer,' or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. Any dilute, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.
    - i. The drug policy includes, but is not limited to, the possession of a prescription drug not issued to the student, the inappropriate or unlabeled storage of prescription drugs, falsifying prescriptions, and/or furnishing one's prescription drug(s) to another.
11. Use, possession or distribution of alcoholic beverages or alcoholic beverage containers or public intoxication except as expressly permitted by law and University Policy.
  - a. NOTE 1: The University will also consider ALL individuals found in a location where an alcoholic beverage or drug is present to be in possession of an alcoholic beverage/drug. This would include locations off campus (e.g. underage students drinking in a bar or at a house party). The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment from a licensed agency and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).
  - b. NOTE 2: Minnesota state law prohibits the consumption of alcohol by a person under the age of 21, whether consumed on or off campus. Any underage person who is encountered by Campus officials and is suspected of having consumed alcohol may be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the underage student. Any student who refuses to provide a breath sample for a PBT will be considered in violation of this policy and will be subject to discipline for their failure to submit to the PBT test.
12. Possession of firearms or other weapons including but not limited to, lasers, stun guns, pellet guns, explosives, fireworks or dangerous biological or chemical substances on University premises except in those instances when expressly authorized by University authority for activities properly requiring the use or possession of the item.
13. Participation in activities which disrupts the normal operations of the University and infringes on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; or intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
14. Conduct which is disorderly or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace on University premises or at functions sponsored by or participated in by, the University.
15. Conduct which goes against the Concordia University, St. Paul, Network Access and Acceptable Usage Policy.
16. Abuse of the Judicial System, including but not limited to:
  - a. Failure to obey the summons of a Judicial Body or University official;
  - b. Falsification, distortion, or misrepresentation of information before a Judicial Body;
  - c. Disruption or interference with the orderly conduct of a judicial proceeding;
  - d. Institution of a judicial proceeding knowingly without cause;
  - e. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
  - f. Attempting to influence the impartiality of a member of a Judicial Body prior to, and/or during the course of, the judicial proceeding;
  - g. Harassment (verbal or physical) and/or intimidation of a member of a Judicial Body prior to, during, and/or after a judicial proceeding;
  - h. Failure to comply with the sanction(s) imposed under the Student Code; or
    - i. Influencing or attempting to influence another person to commit an abuse of the judicial system.
    - j. Gambling or wagering (except for that provided under Minnesota Statutes).
17. Sexual misconduct, including lewd behavior (see Sexual Misconduct Policy).
18. Conduct resulting in breach or potential breach of security (propping doors, using windows for entering/exiting, defeating locks, etc.)
19. Display of pornographic pictures, vulgar graphics, or drawings offensive to a Christian university community and constituency.
20. Intentional activation of a fire or smoke alarm when no emergency exists.
21. Destruction or making dysfunctional any fire alarm or other part of the emergency communication system.
22. Use, misuse, under the influence of, possession or distribution of mood altering substances except as prescribed by a licensed medical provider.
23. University Faculty and staff do not monitor online communities. The University does not forbid faculty/staff and students from joining and participating in online communities. Any behavior that violates any University policies brought to the attention of a University official will



be treated as an opportunity to educate and a judicial sanction may occur.

24. Individuals are prohibited from entering community and public bathrooms designated for members of the opposite sex.
25. Tobacco and Smoking – failure to comply with listed University tobacco and smoking policy.
26. Retaliation
  - a. Retaliation is defined as any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for alleging harassment or discrimination, supporting a complainant or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.
  - b. Acts of alleged retaliation should be reported immediately to the Title IX/Equity/AA Coordinator or to the VPSA or Dean of Students and will be promptly investigated. Concordia University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.
27. The operation of an unmanned aircraft system (UAS), a drone, is regulated by the Federal Aviation Administrations (FAA). Drones are permitted only for educational and/or research purposes. To operate a drone, approval must be obtained from the Director of Security at least three University business days in advance. Email requests should be sent to [security@csp.edu](mailto:security@csp.edu) and include date, time purpose and length of drone operations and campus location where the UAS will be used.
28. The use and storage of any and all hover board devices (also known as self-balancing scooters or smart boards) is prohibited on University property.

### C. Violation of Law and University Discipline

1. If a student is charged only with an off-campus violation of federal, state, or local laws, but not with any other violation of this Code, disciplinary action may be taken and sanctions imposed for grave misconduct which demonstrates flagrant disregard for the University community. In such cases, no sanction may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g., "no contest" or "nolo contendere").
2. University disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this Student Code, for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.
3. When a student is charged by federal, state or local authorities with a violation of law, the University will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a Judicial Body under the Student Code, the University may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the University community. The University will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty

members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

## ARTICLE IV: THE DISCIPLINARY REVIEW PROCESS

### Administrative Hearing

An administrative hearing conducted by one or more Judicial Officer(s) is the most common way a student conduct case is adjudicated. During the hearing, the student has the right to hear and present information related to the disciplinary process and the allegations against him or her.

#### A. Submitting an Incident Report/Allegation and Procedures

1. Any member of the University community may bring an allegation against a student for misconduct. Allegations/Incident Reports must be presented to the Judicial Officer via the link found online at [www.csp.edu/reporting](http://www.csp.edu/reporting) and should be submitted as soon as possible after the event takes place. Allegations/reports should include the following:
  - a. The date, time, and location of the incident;
  - b. The name(s) of the individual(s) involved;
  - c. The specific details of the allegation; and
  - d. The name(s) of all witnesses and the individual submitting the allegation/report.
2. The Judicial Officer will notify the alleged student(s) of the allegations brought against them in an allegation notice. The allegation notice will be sent via University email to the University provided email account. The alleged student may choose to admit to the allegation in person or in writing using the allegation notice. Failure to respond to the allegation notice by the stated date and time will be considered admission to the allegation. If a student chooses not to schedule and/or attend a hearing, a determination is made about his or her involvement without his or her input, and the student's right to appeal is forfeited.
3. If the student denies the allegations, the Judicial Officer or Judicial Body may conduct an investigation to determine if the allegations have merit and/or if they can be dealt with through the mutual consent of the parties involved.
4. Upon the completion of the investigation, the Judicial Officer or Judicial Body may determine the allegation to be a violation, a non-violation or refer the case to the senior student life administrator.

#### B. Sanctions

Concordia University, St. Paul has created its policies and guidelines for student behavior with the intention of protecting the rights of the community as a whole while assisting students as they develop and define their personal values and boundaries. When misconduct does occur, the University will make every effort to address each situation individually. In so doing, issues of frequency, attitude and circumstance will be considered with the intent of holding each individual personally responsible for his or her individual actions. The goal is to work with students individually in order to design interventions that will promote growth and healing.

1. Sanctions: One or more of the following sanctions may be imposed upon any student found to have violated the Student Code. The University holds the right to impose sanctions not listed below at the discretion of the Judicial Officer. For life and safety related concerns, referrals may be assigned in conjunction with University Sanctions.
  - a. Warnings: Warnings will be issued in cases of minor misconduct or in cases of unique circumstance. Warnings may include

- contractual sanctions that would only be enforced if the student repeats the misconduct.
- b. Fines: As a general rule, fines will be used as the standard for disciplinary sanctions. However, in cases of gross and/or repeated misconduct, the University reserves the right to use additional disciplinary sanctions.
  - c. Restitution: Students should expect to be held financially accountable for the cleaning, repair and/or replacement of lost, damaged or stolen property. Further, compensation for physical injury may be included in the sanctioning process.
  - d. Community Service: The goal of community service is twofold: to provide meaningful service to the local community and to allow the student to build a stronger sense of self through the building of relationships, integrity and a sense of achievement. The University Judicial Officer may assign community service hours to be completed on or off campus.
  - e. Alcohol Education: Students violating the University alcohol policy may be required to attend an approved alcohol education class. The class should address issues of alcohol abuse, alcoholism, family systems, responsible drinking and sources of help for individuals with drinking problems.
  - f. Educational Sanctions: Students may be required to perform community service, write a paper, complete an online educational course, or any other activity deemed appropriate for the violation.
  - g. Hall Restriction: The goal is to help students respect their visitation privileges. Students on hall restriction will not be allowed to meet with members of the opposite sex in residence hall rooms.
  - h. Disciplinary Probation: Disciplinary probation is a strong warning that any further violation of the Student Conduct Code may result in suspension or expulsion from the residence halls and/or the University. Generally, students who are expelled from the residential halls and/or placed on University probation will not be allowed to publicly represent the University (such as in athletics, music, drama, or student government). As the University believes that extracurricular activities are a valuable component of a university education, students may be allowed to appeal to the Judicial Officer requesting that community service hours be exchanged for the opportunity to represent the University.
  - i. Residence Hall Suspension and Expulsion: Students persisting in misconduct within the residence halls, or in misconduct directly related to life in the residence halls, may be suspended or expelled from the residence hall. A suspension will consist of being removed from the residence hall for a specific period, after which the student may reapply for admittance to the residence hall. Expulsion from the residence halls is permanent.
  - j. Suspension from the University: Students suspended from the University will not be allowed to attend class or participate as a Concordia student in any capacity for a determined period of time. Conditions for readmission may be specified.
  - k. Expulsion from the University: Students expelled from the University will not be allowed to attend class or participate as a Concordia student in any capacity. University expulsion is permanent.
  - l. Disciplinary Hold: Disciplinary holds are used exclusively in cases when students have not completed previously assigned sanctions. When students do not complete sanctions on time, a disciplinary hold will be placed on their student account. This hold will prevent the student from registering for class, obtaining grade reports and receiving a student or official copy of their transcript. Disciplinary holds are set and lifted by the Judicial Officer. Holds will be lifted when students complete assigned disciplinary sanctions or develop a written contract with the Judicial Officer outlining when and how sanctions will be completed.
  - m. Parental Notification: See Release of Personal Information section in the Student Policies Handbook under Administrative Policies.
2. Student Records: the University maintains two separate sets of records regarding student misconduct.
    - a. Academic Records: Other than expulsion or suspension longer than 30 days from the University (Disciplinary Review, Article IV B.1.j-l), disciplinary sanctions will not be part of the student's permanent academic record. Academic records are maintained by the University Registrar.
    - b. Disciplinary Records: The University maintains a file in the office of Judicial Affairs for each person found to be responsible for a Code of Conduct violation. Judicial Affairs may, under FERPA exception, disclose information related to student conduct records to Concordia University officials with legitimate educational interests. The Office of Judicial Affairs may, at the student's request, reveal the contents to other University departments, employers, schools and others. The Judicial Officer is required to provide access to a student's file when subpoenaed by a court or federal agency, or as otherwise required by law.
    - c. A student wishing to view his or her conduct file should contact the Office of Judicial Affairs to schedule an appointment. Federal Law requires that the requested file be reviewed and information on any other student be redacted. The requesting student will be permitted to view his or her prepared file, but will not be allowed to copy, take pictures, or otherwise record the documents. This request will be fulfilled within 45 days of the written request. Student Judicial files are normally kept for seven (7) years.
  3. The following sanctions may be imposed upon student groups or organizations:
    - a. Sanctions listed in Disciplinary Review, Article IV.B.1, a-m,
    - b. Deactivation for a specified period of time. Deactivation includes the loss of all privileges, including University recognition.
- ### C. Appealing Decisions
1. Right to Appeal: Students have the right to request an appeal based on the criteria discussed below (Article IV C3 a-c). All requests for appeals must be made in writing and submitted to the Judicial Advisor within 72 hours of the decision. If a student chooses not to schedule and/or attend a hearing, a determination is made about his or her involvement without his or her input, and the student's right to appeal is forfeited. Students are allowed one appeal per case, and each case can be only appealed once.
  2. Appeal Process:
    - a. A Request for Appeal is made in writing to the Judicial Advisor within 72 hours.
    - b. Request for Appeal is evaluated on the merits of criteria listed below (Article IV C3 a-c) by the Judicial Advisor.
    - c. Administrative Appeals Board evaluates the appeal and makes final decision on the appeal.
    - d. Decision on the appeal is communicated with those parties involved.
    - e. Decisions of the Administrative Appeals Board are final.
  3. Reviewing Appeals: Appeals will be reviewed on the following basis:

- a. That the decision was made contrary to existing University policy or sanctions are outside parameter of violation,
- b. That information used to reach a decision was incomplete or inaccurate, and/or
- c. That circumstances beyond the control of the student prevented the student from responding to the allegation in a timely manner.

#### D. Interim Suspension

In certain circumstances, the Judicial Officer may impose a University or residence hall suspension prior to the hearing before a Judicial Body.

1. An interim suspension may be imposed only:
  - a. to ensure the safety and well-being of members of the University community or preservation of University property;
  - b. to ensure the student's own physical or emotional safety and well-being;
  - c. if the student poses a definite threat of disruption of the normal operations of the University; d. to allow the student to attend to legal matters outside the University.
2. During the interim suspension, students will be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible.
3. Decisions regarding an interim suspension are made by the Judicial Advisor and may be appealed only to the senior student life administrator.

#### INCIDENT REPORT FORM

A link to the Incident Report Form can be found online at [www.csp.edu/reporting](http://www.csp.edu/reporting).

## AMNESTY

Underage possession or consumption immunity provided for a person seeking assistance for another Minn. Stat. 340A.503, the law pertaining to underage possession and consumption of alcohol. It provides that if a person contacts a 911 operator to report that the person or another person is in need of medical assistance for an immediate health or safety concern, the person is not subject to prosecution under this law. The immunity applies if the person is the first person who initiates contact. The person must also provide a name and contact information, remain on the scene until assistance arrives, and cooperate with the authorities at the scene. The person who receives medical assistance is also immune from prosecution. The law also applies to one or two persons acting in concert with the person initiating contact provided that all the same requirements are met.

## MODIFICATIONS

The University reserves the right to change or modify at any time the Student Code of Conduct, except that any changes will not be applicable to pending cases without the consent of all students involved.

# Student Services/Activities

## Student Services

### Academic Advising

**Academic Advisor -**

Your Academic Advisor will assist in course selection and registration, academic and career planning, selecting major/minor, degree planning and connecting you with on-campus resources to ensure academic success. New students are assigned an academic advisor based on indicated interests or intended academic majors. Peer Advisors provide additional assistance to first-year students and incoming transfer students. For more information about academic advising, contact the Director of Advising at (651) 603-6271

### Faculty Advisor -

Your Faculty Advisor assist students in understanding their major/minor, career outcomes and internships or experiential learning. The faculty advisor provide a mentor relationship with students to help them discover their strengths and how to best put them into practical experiences.

### Academic Advising Center -

The Academic Advising Center, located in Meyer Hall, room 114, offers walk-in advising to all students. Information on adding and dropping courses, academic policies and procedures, General Education requirements, declaring a major, degree planning and academic appeals

## Career Services

Career Services at Concordia University is committed to preparing individuals to make thoughtful and informed choices about their vocation, integrating career planning with academic and life experience, and teaching skills that contribute to successful career management. For those students unsure of a career direction, career advising is available to help in career planning and decision-making. Numerous resources are available to assist all students in preparing for the job, internship, or graduate school search. Part- and full-time job and internship listings are available on our online job board. A career development course is also available: Career Strategies (SSS 225). For more information about Career Services, contact the Director of Career Services at (651) 603-6241.

## 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 acute medical) that significantly impacts their ability to perform daily functional activities. Student Accessibility Services can:

- help determine if you may have a disabling condition that impacts educational programs or services
- maintain confidential records pertaining to disability verification separate from an academic file
- determine reasonable accommodations for courses in cooperation with faculty/students
- provide referral for additional testing or supportive services (e.g., counseling, tutoring services)
- orientation for physical access needs on campus
- set up academic supports that may help in classes (e.g., test taking, note taking, alternative text)
- provide individual, one-one consultation on a wide variety of disability related issues

For more information about Student Accessibility Services visit [www.csp.edu/student-life/student-services/student-accessibility-services/](http://www.csp.edu/student-life/student-services/student-accessibility-services/) (<http://www.csp.edu/student-life/student-services/student-accessibility-services/>).

Telephone (non-texting): (651) 641-8272, or (651) 641-8207. TTY users: Minnesota Relay (711).

## Health Insurance

Concordia University expects that all students carry health insurance. It is the student's responsibility to provide payment or insurance for any physical or mental health medical needs. Concordia University assumes no liability for student illness or injury and no responsibility for medical bills and/or services contracted for by students (including athletes). It is the responsibility of the student to carry the insurance card at all times to have available in case of illness or injury.

Students and families are strongly encouraged to ensure that both insurance coverage and local medical care options are in place prior to commencing classes. There are many options available to students, including, being covered on their parent's policy until age 26 or purchasing coverage through an insurance exchange. The insurance exchange is an online resource where you can find information about different health plans and coverage. Healthcare.gov (<http://www.Healthcare.gov>) is the federal insurance exchange. Residents of Minnesota can look under MNsure.org (<http://MNsure.org>) where you can access the cost for each plan and enroll or find out whether you qualify for financial assistance based on annual income.

## 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](http://www.csp.edu) (<http://www.csp.edu>).

## Student Support Services Courses (SSS)

CSP Student Support Services courses (p. 247)

## 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 on the top floor of the Winget Student Center, 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 30-minute appointment by stopping by the Center, calling (651) 603-6233, or visiting their website: <https://library.csp.edu/writing/home> (<https://library.csp.edu/writing/home/>).

## 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 Community Action, Leadership and Learning (CALL) Center also offers a variety of other opportunities for students to engage, including (but not limited to) student club involvement, National Hunger and Homelessness Awareness Week, service trips over winter and spring breaks, and tutoring/ mentoring at after-school programs. For more information, contact the Service Learning Director at (651) 641-8236 or check out the website at the CALL Center (<http://concordia.csp.edu/call/service-learning/>) website.

## University Ministry

University Ministry at Concordia University, Saint Paul, also known as CSP Ministry, 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 found in the Scriptures. We commit to being a relational presence across the university, walking with students of all kinds during their Concordia experience. CSP Ministry serves the spiritual needs of the Concordia community with prayer support, discipleship, encouragement, and devotional and relational opportunities.

Whether you describe yourself to be a life-long Lutheran, a new Christian, someone just asking questions about faith, or at any other place in your spiritual life, you are welcome to participate in chapel services, Bible studies, or conversations. CSP Ministry is here to meet you where you are on your spiritual journey and invites you to experience God's love for you expressed in the Gospel of Jesus Christ.

### Ministry Opportunities

- Morning Chapel  
Monday, Wednesday, & Friday at 10:30am  
Tuesday & Thursday at 11:20am
- Evening Chapel  
Monday, Tuesday, & Thursday at 10:00pm  
Wednesday at 9:08pm
- Lectors
- Musicians
- Sound Technicians
- Scripture Studies
- Peer Ministry
- Cornerstone Men's Ministry
- Theology and Ministry Club (including Prisms)
- Fellowship of Christian Athletes
- 908 (Wednesday evening student-led, contemporary chapel service)
- Evening Chapel Coordinators and Musicians

### Chapel Services and Devotional Life

The university's sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition. Times of devotion around scripture and song 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. Chapel is held each weekday morning as well as Monday-Thursday evenings in addition to festival celebrations and devotional activities in spaces across campus. Devotions and videos of chapel are available online as well at [ministry.csp.edu](http://ministry.csp.edu) (<http://ministry.csp.edu/>).

### Spiritual Care

CSP Ministry seeks to be a support and walk along side of students through their journey at Concordia University. Spiritual care, including conversation, prayer, hospital visits, and other resources are available from the CSP Ministry staff. CSP Ministry staff are confidential personnel.

Additionally, personal and academic counseling services are available with Student Accessibility Services and Learning Services.

Prayer requests can be submitted at [ministry.csp.edu](http://ministry.csp.edu) (<http://ministry.csp.edu/>) and can be kept confidential or prayed for in chapel. To request spiritual care or connected with CSP Ministry staff, email [cspministry@csp.edu](mailto:cspministry@csp.edu).

### 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 for men and women. The Director of Athletics recommends the appointment of coaches for the various teams.

- Men's Baseball
- Men's Basketball
- Women's Basketball
- Men's Cross Country
- Women's Cross Country
- eSports (co-ed, competes under the National Association for Collegiate eSports)
- Men's Football
- Women's Golf
- Men's Golf
- Women's Lacrosse
- Women's Soccer
- Women's Softball
- Women's Swim and Dive
- Men's Indoor & Outdoor Track
- Women's Indoor & Outdoor Track
- Women's Volleyball

### Other Activities & Organizations

- Center for Hmong Studies (<http://www.csp.edu/about/programs-institutes/center-for-hmong-studies/>)
- Hoffmann Institute (<http://www.csp.edu/about/programs-institutes/>)

## Tuition and Fees

### Tuition and Fees 2019-2020

#### Payment of Fees

Tuition and fee charges, including any balance due after disbursement of financial aid<sup>1</sup>, 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<sup>1</sup>) made 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*

<sup>1</sup> *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. This information is found on the portal.

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 are those who are Pell Grant eligible and expecting a refund. The amount of the voucher will be equal to the annual published books and supplies allotment.

## Traditional Undergraduate Programs

### Tuition & Fees (2019-2020)

	Fall/Spring Semesters	Academic Year
Tuition	\$11,700	\$23,400
Residence Hall / Food Services	\$4,600	\$9,200
<b>Totals</b>	<b>\$16,300</b>	<b>\$32,600</b>

**Undergraduate** (per credit hour, for students registered for 1-11 credits) \$420

<b>Summer School (2020)</b> per credit hour <sup>2</sup>	\$420
<b>Audit</b> (per class)	\$175
<b>Course overload</b> (per credit hour, over 19 credits)	\$260
<b>DCE or DCO Internship</b> (in lieu of on-campus tuition)	\$11,400

## Optional Fees

Parking	No charge
Single Room (additional charge per semester)	\$1,250
Room Charge (per day for early-arrival students)	\$30
Extra institutional credit (includes credit by examination-per credit hour)	\$270
Colloquy tuition rate (per credit hour)	\$270
Private Music Instruction (private lessons)	\$215
Private Music Instruction (honors lessons)	\$430
Science Lab Fees (varies by course)	\$25-\$50
Fine Art Fees (varies by course)	\$25-\$50
Biology and Chemistry Research Fee (per credit hour)	\$100
Pre-licensure Nursing (semester)	\$1500
Pre-licensure Nursing ATI Fee (one time first semester)	\$2350

## Required Fees

Application for admission	\$30
Transcripts	\$7 each

## Deposits

Undergraduate Tuition Deposit <sup>1</sup>	\$200
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<sup>1</sup> The tuition deposit is due prior to your orientation date, is non-refundable after May 1, and is applied toward the first semester costs.

<sup>2</sup> Pre-licensure Nursing will follow the traditional tuition model during Summer Semester.

## Adult Undergraduate

### Per Credit Tuition (2020-2021)

Associate of Arts	\$420
Continuing Studies	\$420
Accounting	\$420
Business	\$420
Child Development	\$420
Communication Studies	\$420
Computer Science	\$420
Criminal Justice	\$420
Diagnostic Medical Sonography - Echocardiography Concentration	\$720

Diagnostic Medical Sonography	\$620
Exercise Science	\$420
Family Science	\$420
Health Care Administration	\$420
Human Resource Management	\$420
Information Technology in Management	\$420
Management and Leadership	\$420
Marketing	\$420
Nursing (pre-licensure)	\$700
Nursing (RN to B.S.N.)	\$420
Nursing (ABSN) .5 to 5.55 credits	\$499
Nursing (ABSN) 6 to 11.5 credits	\$1,053
Nursing (ABSN) 12-18 credits	\$15,790
Psychology	\$420
Pulmonary Science Leadership (B.S.)	\$420
Radiologic Science Leadership (B.S.)	\$420
Sport Management	\$420
Web Design and Development (B.S)	\$420
Application Fee	\$30
Audit (per class)	\$175
Active Military	\$250

## Graduate

### Per Credit Tuition (2020-2021)

#### College of Human Services and Behavioral Sciences

MA in Criminal Justice Leadership	\$475
MA in Family Science	\$395
MA in Human Services with Emphasis in Forensic Behavioral Health	\$475

#### College of Business & Technology

MA in Human Resource Management	\$475
MA in Leadership and Management	\$475
MA in Strategic Communication Management	\$475
Master of Business Administration	\$625
Master of Business Administration with Emphasis in Cybersecurity	\$625 (MBA 9 core courses)
	\$1100 (5 cybersecurity courses)
Master of Business Administration with Emphasis in Health Care Compliance	\$625
Master of Business Administration with Emphasis in Health Care Management	\$625
Master of Business Administration with Emphasis in Information Technology Management	\$625

MS in Information Technology Management	\$475
MS in Data Analytics	\$625
<b>College of Education</b>	
MA in Education: Early Childhood	\$395
MA in Education: Classroom Instruction with K-12 Reading Endorsement	\$395
MA in Education: Differentiated Instruction	\$395
MA in Education: Educational Leadership	\$395
MA in Education: Educational Technology	\$395
MA in Education: English as a Second Language	\$395
MA in Education: Resilience and Trauma in Education	\$395
MA in Education: Special Education SLD	\$395
MA in Education: Special Education EBD	\$395
MA in Education: Special Education ASD	\$395
MA in Teaching (with K-6 License)	\$440
Ed.S in Education	\$415
Doctorate in Education (Ed.D.)	\$615
<b>College of Health &amp; Science</b>	
MS in Sport Management	\$475
MS in Exercise Science	\$475
Nursing (MSN)	\$499
MS in Orthotics and Prosthetics	\$515
Doctor of Physical Therapy	\$875
Doctorate in Kinesiology (Ed.D.)	\$615
<b>College of Humanities &amp; Social Sciences</b>	
MFA in Creative Writing	\$525
Application Fee	\$50
Active Military	\$350

## Refund Policy for Traditional Undergraduate 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 campus 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 online delivery.

### Total Drop

A total drop is a drop from all registered courses done before the start of the 11th business day of the term. Dropped courses do not appear on a transcript and do not affect academic standing.

- 100% refund before the start of the 6th business day of the term
- 75% refund from the 6th business day to before the start of the 11th business day of the term

### Total Withdrawal

A withdrawal from all registered courses from the 11th business day through the end of the 50th business day of the term. Withdrawn courses appear on a transcript with a grade of “W” and have a direct impact on academic standing and financial aid status.

- 50% refund from the 11th business day to before the start of the 16th business day of the term
- 25% refund from the 16th business day to before the start of the 21st business day of the term
- 0% refund from the 21st business day to end of the 50th business day of the term

### Refund Schedule for Traditional Students 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 2020:

- Through September 14: 100% Refund
- Sept. 15 - Sept 21: 75% refund
- Sept. 22 - Sept. 28: 50% refund
- Sept. 29 - Oct. 5: 25% refund
- After October 6: no refund

Dates for the various refund periods for traditional students withdrawing from the university during spring term 2021:

- Through January 18: 100% refund
- January 19 – January 25: 75% refund
- January 26 – February 1: 50% refund
- February 2 – February 8: 25% refund
- After February 9: 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.

# 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 online delivery.

## 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 online delivery.

## Drop

Students are allowed to drop any course before the start of the 6th 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 6th business day of each term through the end of the 25th business day of the term. Withdrawn courses appear on a transcript with a grade of “W” and have a direct impact on academic standing and financial aid status. No refunds are granted for withdrawals.

## Current Add/Drop/Withdrawal Schedule

### 2020-21 Adult Undergraduate, Graduate and SCS Add/Drop Dates Fall 2020

#### First Seven Weeks (September 7 – October 23)

- Last day to add a first half semester course: September 7, 2020
- Last day to drop (without record or charge) a first half semester course: September 14, 2020
- Last day to withdraw (“W” grade) a first half semester course: October 12, 2020

#### Second Seven Weeks (October 26 – December 18)

- Last day to add a second half semester course: October 25, 2020
- Last day to drop (without record or charge) a second half semester course: October 30, 2020
- Last day to withdraw (“W” grade) a second half semester course: November 18, 2020

## Spring 2021

### First Seven Weeks (January 11 – FEBRUARY 26)

- Last day to add a first half semester course: January 10, 2021
- Last day to drop (without record or charge) a first half semester course: January 25, 2021
- Last to withdraw (“W” grade) a first half semester course: February 15, 2021

### Second Seven Weeks (March 8 – April 30)

- Last day to add a second half semester course: March 7, 2021
- Last day to drop (without record or charge) a second half semester course March 12, 2021
- Last day to withdraw (“W” grade) a second half semester course: April 4, 2021

## Summer 2021

### First Seven Weeks (May 10 – June 30)

- Last day to add a first half semester course: May 9, 2021
- Last day to drop (without record or charge) a first half semester course May 14, 2021
- Last day to withdraw (“W” grade) a first half semester course June 13, 2021

### Second Seven Weeks (July 6 – August 25)

- Last day to add a second half semester course: July 5, 2021
- Last day to drop (without record or charge) a second half semester course July 13, 2021
- Last day to withdraw (“W” grade) a second half semester course August 8, 2021

## Refund Policy for Students Enrolled at Portland, Oregon Campus

(The date utilized in the below calculations is the date on which the student submits a completed copy of the withdraw or registration restriction form.)

### Total Drop

A total drop is a drop from all registered courses done before the start of the third week of the term. Dropped courses do not appear on a transcript and do not affect academic standing.

100% refund before the start of the third week of the term

### Total Withdrawal

A withdrawal from all registered courses from the third week of the term through the withdraw deadline. Withdrawn courses appear on a transcript with a grade of “W” and have a direct impact on academic standing and financial aid status.

- 90% refund in the third week of the term
- 80% refund in the fourth week of the term
- 70% refund in the fifth week of the term
- 60% refund in the sixth week of the term
- 55% refund in the seventh week of the term
- 50% refund in the eighth week of the term
- 0% refund from the 9th week of the term until the withdraw deadline of the term

## Refund Schedule for Traditional Students Withdrawing from the University



- 100% refund before the start of the third week of the term
- 90% refund in the third week of the term
- 80% refund in the fourth week of the term
- 70% refund in the fifth week of the term
- 60% refund in the sixth week of the term
- 55% refund in the seventh week of the term
- 50% refund in the eighth week of the term
- 0% refund from the 9th week of the term until the withdraw deadline of the term

**Partial Drop**

A drop from at least one, but not all registered courses. Dropped courses will follow the refund timelines indicated in the Total Drop section. 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. Partial withdraw will follow therefund timelines indicated in the Total Withdraw section.

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## Undergraduate Academic Information

### Academic Policies and Procedures

#### Registration

The requirement for completion of an undergraduate degree at Concordia University, Saint Paul, is 120 semester credits. The average academic load for a full-time undergraduate student is 15 credits. The maximum load for undergraduate students without payment of additional fees is 19 credits. Students who desire an academic overload must petition through the advisor for permission.

Ordinarily freshmen and sophomore students register for courses numbered from 100 to 299. Academic 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:

- Freshman - up to 29 credits
- Sophomore - 30 to 59 credits
- Junior - 60 to 89 credits
- Senior - 90 credits and above

## 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, designed for enrichment, conducted for credit outside the regularly scheduled classroom offerings. It may be an approved student/faculty designed course or may be based on an existing 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 on the portal.

## 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. Internship registration forms are available on the portal. 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 120 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 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.

## Transfer Credit

Concordia University will accept up to a maximum of 90 credits with an overall gpa of 2.00 from regionally accredited institutions or nationally accredited institutions recognized by CHEA (Council for Higher Education Accreditation). Students enrolled in a program at an Oregon location must have a grade of a C or better in a course in order to be eligible for transfer credits. Students who have completed the Minnesota Transfer Curriculum or an associate of arts degree from an accredited institution are considered to have met the general education requirements with

the exception of the theology requirement which must be completed at Concordia.

Transfer credit may be applied to one of the following curriculum requirements:

- **General Education** - The primary responsibility for evaluation rests with the registrar who shall consult the General Education Committee if the appropriateness and comparability of the credit is doubtful. Transfer credits in the general education area are entered as a 'Pass' grade and do not count in GPA calculation.
- **Major, minor, emphases, certificate and program courses** - The appropriateness and comparability of credit in these areas shall be assessed by the appropriate department or instructor and approved by the department on a course substitution request form. Transfer credits in the major are entered as a letter grade and will count in GPA calculation, with the exception of approved study abroad coursework. Study abroad coursework that has been approved for a major or minor will be entered as 'Pass' with an earned grade of C- or higher and will not count in GPA calculations.
- **Electives** - The appropriateness and comparability of credits in this area shall be assessed by the registrar. Transfer credits in the elective area are entered as a 'Pass' grade and do not count in GPA calculation.

Students may earn up to a maximum of 30 credits of coursework for experiences from any of the following: non-accredited institutions or documented work training. 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.

Transferring Credit Frequently Asked Questions (<https://www.csp.edu/student-services/registrar-records-and-registration/transferring-credit/>)

## Assessment of Student Learning and Professional Development

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 may 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 office of assessment and accreditation.

## 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 Registration Restriction Form with instructor and advisor signatures.
- Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction 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 6th business day of the term. 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 at (651) 603-6271 or [advising@csp.edu](mailto:advising@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, (651) 603-6271 or [advising@csp.edu](mailto:advising@csp.edu)

## Grading System - Undergraduate Programs

A	Superior	4.00 grade points
A-		3.67 grade points
B+		3.33 grade points
B	Above Average	3.00 grade points
B-		2.67 grade points
C+		2.33 grade points
C	Average	2.00 grade points

C-		1.67 grade points
D+		1.33 grade points
D	Below Average	1.00 grade points
D-		0.67 grade points
F		zero grade points
P	Pass	
N	No pass	
X	Continuing registration for more than one term	
V	Audit	
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.
- 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/NoPass 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 P-N 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 for Undergraduate Students

To be eligible to register continuously without conditions, a student must achieve satisfactory academic progress. Concordia will follow federal-financial-aid policy on satisfactory academic progress as long as Concordia accepts federal funding. (Refer to Financial Aid (p. 21) for full policy details)

When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student's eligibility for enrollment:

1. **Academic Warning:** Academic Warning occurs when a student fails to meet Satisfactory Academic Progress. A student on Academic Warning will remain eligible to enroll for one subsequent/future semester. Any student failing meet Satisfactory Academic Progress upon conclusion of his/her Academic Warning semester will be immediately suspended from the University. Undergraduate students on Academic Warning will be limited to a maximum of 16 credits. Students will be notified of Academic Warning via email from the Registrar. Students may NOT appeal while on Academic Warning.
2. **Disqualification:** Disqualification/Suspension occurs when a student fails to meet Satisfactory Academic Progress during two consecutive semesters. Additionally, first-year undergraduate students with no prior college credits earned must achieve a minimum cumulative Grade Point Average (GPA) of 1.0 upon conclusion of his/her first semester. Any first-year student that fails to meet a 1.0 cumulative

Grade Point Average (GPA) the end of his/her first semester will be immediately Suspended/Terminated from the University. Students will be notified of Disqualification/Suspension via email from the Registrar. Students may appeal to be re-admitted by completing the Disqualification Appeal Form.

3. **Academic Probation:** A student who is Disqualified/Suspended from the University, and has submitted an approved appeal will be placed on Academic Probation. A student on Academic Probation will be issued an Academic Plan by his/her Advisor, and will have one semester (unless approved for additional semesters) to achieve Satisfactory Academic Progress. Any student failing to meet the terms outlined by the Academic Plan and or Satisfactory Academic Progress will be immediately suspended from the University. Undergraduate students approved for Academic Probation will be limited to a maximum of 16 credits.

## 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

Full-time (12 or more credits) undergraduate students, who earn a grade point average (GPA) of 3.6 and above in a given academic semester, are included on the dean's list. To be considered, all course incomplete grades 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 60 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 60 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 60 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

### Lambda Pi Eta

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.

### Sigma Tau Delta

Sigma Tau Delta, The International 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

Commencement ceremonies are held each May and December. Students who are approved to graduate and have 8 or fewer credits remaining, with a plan to complete in the term following the ceremony, are eligible to participate.

## 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 (i.e. Blackboard) 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 University Saint Paul, MN Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

## Academic Integrity

Academic integrity is essential to any academic institution and is in keeping with the mission of the university. In order to protect 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 cultural awareness and explore the world through off-campus study programs. In order to apply for off-campus study or study abroad opportunities, 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 120 credits for the bachelor's degree. The university's 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. For more information on current programs reach out to our study abroad office at [abroad@csp.edu](mailto:abroad@csp.edu).

## Travel Seminars

Another off-campus study abroad option available to students is our short-term Travel Seminar program. Faculty-led programs and courses are offered around the country and the world in many different disciplines. Travel seminars are offered while other semester classes are not in session (January break, spring break, May after graduation) and are typically included in your spring semester credit load. In order to participate, students must be in good standing. Current programs (<https://cspabroad.csp.edu/>) are updated annually. For further information, contact the Community Action, Leadership, and Learning Center (CALL Center) at [abroad@csp.edu](mailto:abroad@csp.edu) or (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.

## 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 120 credits.

**Bachelor of Business Administration degree** consists of a major in Accounting, general education courses, and electives courses totaling a minimum of 120 credits.



**Bachelor of Fine Arts degree** consists of an intensive major in the visual or performing arts of typically 77 to 80 credits, general education courses, and elective courses totaling a minimum of 120 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 120 credits.

**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. One semester hour credit represents a minimum of 35 hours of engaged time.

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

An **emphasis** consists of 12 to 19 credits taken in courses in one area or related areas of study.

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 80 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.

**Summer school** consists of two seven-week sessions May - August.

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.

## Graduation Requirements

### Associate of Arts Degree (AA)

To earn the Associate of Arts (AA) degree at Concordia University, students must:

1. Complete 60 total credits, including the equivalent of the required general education curriculum. A minimum of 30 credits must be completed in residence.
2. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
3. Complete all assessment activities and outcome examinations required for general education.
4. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to

submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.

### Associate of Applied Science (AAS)

To earn the Associate of Applied Science (AAS) degree at Concordia University, students must:

1. Complete 60 total credits, which includes a minimum of 20 general education credits and a minimum of 30 program-related occupational or technical credits. A minimum of 30 credits must be completed in residence.
2. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
3. Complete all assessment activities and outcome examinations required for general education.
4. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.

### Bachelor of Arts Degree (BA)

To earn the Bachelor of Arts (BA) degree at Concordia University students must:

1. Complete 120 total credits.
2. Complete the course requirements for the 44 credit general education curriculum.
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. Submit for approval 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, and a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be awarded. 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. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

Note: Some programs may have minimum course grade requirements or higher content gpa requirements. See specific program pages for those additional requirements. Additional requirements for Teacher Education majors include completion of state tests, human relations activity hours, and current certification in CPR and First Aid.

## Bachelor of Business Administration Degree (BBA)

To earn the Bachelor of Business Administration (BBA) degree at Concordia University students must:

1. Complete 120 total credits.
2. Complete the course requirements for the 44 credit general education curriculum.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be awarded.
5. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
6. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
7. Be approved as a candidate for a degree by the Registrar.

## Bachelor of Fine Arts Degree (BFA)

To earn the Bachelor of Fine Arts (BFA) degree at Concordia University students must:

1. Complete 120 total credits.
2. Complete the course requirements for the 44 credit general education curriculum.
3. Complete the course requirements for an academic major – typically 77 to 80 credits. At least 50 percent of the major must be completed in residence unless approved by the appropriate department.
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major.
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.00 or above in the major.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

## Bachelor of Science Degree (BS, BSN)

To earn the Bachelor of Science (BS) or Bachelor of Science in Nursing (BSN) degree at Concordia University students must:

1. Complete 120 total credits, of which 30 must be completed at Concordia University.
2. Complete the course requirements for the 44 credit general education curriculum.
3. Complete the course requirements for the academic major – typically 45 to 60 credits. At least 50 percent 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, and a cumulative grade point average of 2.00 or better in the major and all minors. If the 2.00 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.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

Note: Some programs may have minimum course grade requirements or higher content gpa requirements. See specific program pages for those additional requirements.

## University Outcomes

### University Outcomes for All Undergraduates

The Concordia University graduate will be able to demonstrate the following competencies:

**Critical Thinking** – Identify the problem/issue; articulate solutions/perspectives; identify and assess key assumptions; identify and assess data and evidence; identify and consider of 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** – Develop content into a well-organized oral presentation; use appropriate language and nonverbals to enhance the fluency of the presentation; effectively incorporate citations into the presentation; effectively tailor the presentation to the audience and respond appropriately to audience feedback.

**Quantitative Reasoning** – Translate verbal or written assertions into quantitative data; read, analyze, and interpret quantitative data, such as graphs, charts, or statistics; and support conclusions using quantitative data.

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

**Aesthetic Values** – Relate how artistic expressions reflect philosophical, religious, and social thought in human communities; and recognize major forms of artistic expression in their culture.

**Civic Values** – Understand the value of 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** – Pose critical questions about global issues and articulate arguments from a variety of global perspectives; identify and evaluate a variety of underlying cultural values that influence the diversity of ethics among cultures/countries; describe and interpret various aspects of other cultures relative to their own culture.

**Interpersonal Values** – Display effective interpersonal skills during interactions with others such that they accept and deliver constructive criticism; effectively resolve conflicts; demonstrate active listening strategies and other factors that contribute to positive relationships.

**Physical Values** – Demonstrate an understanding of and consistently implement health-conscious behaviors.

**Spiritual Values** – Identify and analyze narratives, theological themes, and literary types of the biblical texts; relate the Bible to Christian teachings and practice, particularly as these have been conveyed in the Lutheran tradition; state the central place of the Gospel in the teaching, life, and witness of the Christian church; respect those with differing religious traditions and experiences while being faithful to personal beliefs and practices.

## School of Continuing Studies

Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated online formats. The courses are designed for adult students and to assist students in building enough general education 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.

## Course Delivery

Courses are delivered online. In the online accelerated classes learners collaborate with a community of peers through chats, discussion boards, and email.

## 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.

## School of Continuing Studies Tuition and Fees 2020-21

Per credit hour	\$420
Auditing (per class)	\$175

## Associate of Arts Degree: Online

The Associate of Arts (A.A.) degree 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.

The Associate of Arts degree program totals 60 semester credits.

Code	Title	Credits
<b>Requirements</b>		
SSS 125	Student Success Strategies	3
Communication		4
Writing		4
Literature		4
Health Science		3
Social/Behavioral Science		4
History/Political Science		4
Fine Arts (minimum of 2 different areas: Music, Theatre or Art)		4
Mathematics		3
Global Studies		4
Science		4
RLG 415	Biblical Christianity for Thoughtful People	4
Select 15 Elective Credits to reach 60 required credits		15
Total Credits		60

## Associate of Arts in Early Childhood Education

Students complete 60 credits: AA General Education classes (see above) and the following 12 credits to complete the Early Childhood Emphasis:

Code	Title	Credits
CHD 400	Introduction to Early Childhood Education	3
CHD 410	Growth and Development of Children	3
CHD 435	Developmentally Appropriate Practices in Early Childhood Education	3
CHD 440	Children's Play and Learning	3

## Associate of Arts in Pre-Nursing

The Associate of Arts in Pre-Nursing prepares students for application to the University's Bachelor of Science in Nursing (BSN) Pre-Licensure program (p. 83). AA Pre-Nursing students will complete their general education course requirements and the necessary prerequisite coursework for the BSN Pre-Licensure program. Students should review the overall BSN Pre-Licensure admission criteria (p. 11) to ensure awareness of minimum grade requirements in specific courses, GPA requirements, and other necessary admission criteria. Students interested in nursing programs at other institutions should review each institution's admission requirements as they typically vary between institutions.

Code	Title	Credits
General Education		
COM 103	Interpersonal Communication *	4
ENG 120	College Writing *	4
Fine Arts		2
Literature or History/Political Science		4

COM 309	Intercultural Communication	4
MAT 165	Quantitative Reasoning for Health Care Professionals *	3
BIO 120	General Biology I *	4
CHE 105	Chemistry for Health Sciences *	4
PSY 101	Introduction to Psychology *	4
THL 200	Scripture and its interpretation: A Global Introduction to the Bible	3
THL 345	Callings: Christianity and Vocation	3
Electives <sup>1</sup>		5
Prerequisite and Co-Requisite Nursing Coursework		
BIO 300	Microbiology	4
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
PSY 230	Lifespan Developmental Psychology	4
Total Credits		60

\* Courses are also prerequisite or corequisite courses for the nursing program.

<sup>1</sup> It is recommended that students complete BIO 350 Medical Terminology as an elective option.

## General Education Requirements

### 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:

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

### Fine Arts (Minimum 4 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. Nursing (pre-licensure) students fulfill this requirement with 2 credits.

Code	Title	Credits
ART 101	Approaching Art <sup>1</sup>	2
ART 103	3D Design	3
ART 104	Introduction to Art History	3
ART 111	Drawing I	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 261	Ceramics I	3
ART 342	Digital Photography	2
MUS 120	Listening to Life: Western Classical Music	2
MUS 121	Listening to Life: Global & Popular Music <sup>1</sup>	2
THR 101	Introduction to The Theatre	2
THR 160	Introduction to Dance	2

THR 221	Acting I	4
THR 251	Stagecraft	4

<sup>1</sup> 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. Nursing (pre-licensure) students select one course in History/Political Science or Literature.

Code	Title	Credits
HIS 212	Introduction to History	4
HIS 220	Leaders in American Society	4
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HMG 110	Introduction to Hmong History	4
POL 131	Government and Politics	4

### 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.

Code	Title	Credits
COM 103	Interpersonal Communication	4
COM 212	Public Speaking	4

### Global Studies (4 credits required)

Global courses help students recognize global interdependence and/or cultural connections and enhance students' ability to work constructively with a people, language, or culture other than their own.

Code	Title	Credits
ART 374	Art of Mexico	4
ART 375	Art of Asia	4
ART 376	World Art	4
COM 309	Intercultural Communication <sup>1</sup>	4
ECO 101	America in the Global Economy: Macroeconomics	4
ENG 376	World Literature II: Geographic or Thematic	4
GRK 211	Biblical Greek I	4
HIS 121	World History	4
HIS 267	Introduction to Latin America	4
HMG 201	Hmong Culture and Society	4
SPA 101	Beginning College Spanish I	4
SPA 102	Beginning College Spanish II	4
POL 243	Contemporary Global Problems	4

NUR 360	Transcultural Nursing & Advanced Health Assessment <sup>2</sup>	4
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International Study programs

<sup>1</sup> Recommended for nursing (pre-licensure) majors

<sup>2</sup> Designed for nursing (RN to BSN) majors only

### 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.

Code	Title	Credits
PSY 101	Introduction to Psychology <sup>1</sup>	4
SOC 152	Introduction to Sociology	4

<sup>1</sup> Recommended for Teacher Education and Nursing students

### Health Science (3 credits required)

The health science curriculum provides students with the resources and strategies necessary for healthy, balanced and vigorous lives. RN to BSN Nursing students can fulfill this requirement with submission of current nursing license. Pre-licensure Nursing students fulfill this requirement with NUR 232 (2 credits).

Code	Title	Credits
KHS 110	Health Science	3
NUR 232	Nursing Approach to Nutritional Foundations <sup>1</sup>	2

<sup>1</sup> Designed for Nursing majors only

### 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. Nursing (pre-licensure) students select one course in History/ Political Science or Literature.

Code	Title	Credits
ENG 155	Introduction to Literature	4

### Mathematics and Science (7 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. 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.

Students take a minimum of 7 credits of mathematics and science, with the prescribed number of credits in each of areas.

#### Mathematics (Minimum 3 credits required)

Incoming students are initially placed in math courses according to their math ACT scores. Students who do not have a current math ACT score

or those who would like to change their placement will need to take the Math Placement Exam.

Code	Title	Credits
MAT 101	Contemporary Mathematics	3
MAT 110	Introduction to Probability and Statistics	3
MAT 165	Quantitative Reasoning for Health Care Professionals <sup>1</sup>	3
MAT 200	Foundations of Elementary Mathematics <sup>2</sup>	4

<sup>1</sup> Designed for Nursing majors only

<sup>2</sup> Recommended for Teacher Education students

### Science (4 credits required)

Code	Title	Credits
BIO 120	General Biology I	4
CHE 105	Chemistry for Health Sciences	4
CHE 115	General Chemistry I	4
PHS 221	General Physics I (Calc Based)	4
SCI 120	Live Science: How Scientific Issues Impact Your Daily Life	4

### Religion and Theology (6-8 credits required; 3-4 Introductory, 3-4 Intermediate)

Students in traditional programs meet their general education requirements in theology by taking a course from the "Biblical" category and a course 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 Lutheran Theology. Students in adult undergraduate programs meet this requirement by taking a combined course that meets the outcomes in the intro/intermediate areas.

Code	Title	Credits
<b>Introductory (3-4 credits)</b>		
THL 100	The Biblical Heritage of Christianity	4
THL 200	Scripture and its interpretation: A Global Introduction to the Bible	3
<b>Intermediate (3-4 credits)</b>		
THL 310	Archaeology and the Bible	4
THL 316	The Death of Jesus	4
THL 325	Christian Ethics	4
THL 342	Athens and Jerusalem: Philosophy and Christianity	4
THL 344	Martin Luther: Saint & Sinner	4
THL 345	Callings: Christianity and Vocation	3
THL 353	Christianity and World Religions	4
THL 354	Christian - Muslim Relations	4
THL 356	One Nation under God? Christianity and Politics in America	4
THL 357	Christianity and the Media in Contemporary Culture	4
THL 359	Theology and Art	4
THL 371	Mission of God	4
THL 377	Faith and Justice in the City	4
THL 431	Lutheran Doctrine I <sup>1</sup>	3

<sup>1</sup> Designed for professional church work students only

<sup>2</sup> Designed for students in adult undergraduate programs only

## 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.

Code	Title	Credits
ENG 120	College Writing	4

## Majors

- Accounting Major (BA Adult) (p. 54)
- Accounting Major (BS Adult) (p. 54)
- Accounting Major (BS Traditional) (p. 54)
- Art Education/Teaching (Grades K-12) Major (BA Traditional) (p. 55)
- Art Studio Major (BA Traditional) (p. 55)
- Bachelor of Science in Nursing (ABSN) (p. 83)
- Biochemistry Major (BS Traditional) (p. 56)
- Biology Major (BA Traditional) (p. 56)
- Biology Major (BS Traditional) (p. 57)
- Business Administration Major (BA Adult; Online Only) (p. 58)
- Business Management Major (BA Traditional) (p. 58)
- Chemistry Major (BA Traditional) (p. 58)
- Child Development Major (BA Adult; Online Only) (p. 59)
- Child Learning and Development Major (BA Traditional) (p. 59)
- Christian Ministry Major (BA Traditional) (p. 60)
- Church Music Major (BA Traditional) (p. 60)
- Coaching & Sport Psychology (BA Traditional) (p. 91)
- Communication Arts and Literature Education/Teaching Major (Grades 5-12) (BA Traditional) (p. 61)
- Communication Studies Major (BA Traditional) (p. 62)
- Community Arts Major (BA Traditional) (p. 63)
- Computer Science Major (BS Online Only) (p. 63)
- Criminal Justice Major (p. 64)
- Diagnostic Medical Sonography (AAS) (p. 64)
- Director of Christian Education (p. 65)
- Director of Christian Outreach (p. 65)
- Director of Parish Music (p. 65)
- Early Childhood Education/Teaching Major (Birth-Grade 3) (BA Traditional) (p. 65)
- Elementary Education/Teaching Major (Grades K-6) (BA Traditional) (p. 66)
- English as a Second Language Education/Teaching Major (Grades K-12) (BA Traditional) (p. 67)
- English with an Emphasis in Creative Writing Major (BA Traditional) (p. 68)
- English with an Emphasis in Journalism Major (BA Traditional) (p. 68)
- English with an Emphasis in Literature Major (BA Traditional) (p. 69)
- English with an Emphasis in Professional Writing Major (BA Traditional) (p. 70)
- Exercise Science 3+2 Option (BA + MS Exercise Science) (p. 70)
- Exercise Science Major (BA Traditional, BA Adult Online) (p. 71)
- Exercise Science Major (BS Traditional) (p. 71)
- Exercise Science Major with an Emphasis in Athletic Training (BS Traditional) (p. 72)
- Family Science 3+2 Option (BA + MA Family Science) (p. 72)
- Family Science Major (BA Adult; Online Only) (p. 73)
- Family Science Major (BA Traditional) (p. 73)
- Finance Major (BS Traditional) (p. 74)
- Graphic Design Major (BA Traditional) (p. 74)
- Graphic Design Major (BFA Traditional) (p. 75)
- Health Care Administration Major (BA Adult; Online Only) (p. 75)
- Health Education Teaching Major (Grades 5-12) (BA Traditional) (p. 75)
- History Major (BA Traditional) (p. 76)
- Human Resource Management Major (BA Adult) (p. 76)
- Information Systems (BS) (p. 77)
- International Business Major (BS Traditional) (p. 77)
- Management and Leadership Major (BA Adult) (p. 77)
- Marketing Major (BA Adult) (p. 78)
- Marketing Major (BS Traditional) (p. 78)
- Mathematics Major (BA Traditional) (p. 79)
- Mathematics Major (BS Traditional) (p. 79)
- Music Business (BA Traditional) (p. 80)
- Music Education/Teaching Major (Grades K-12 Instrumental and Classroom Music and/or Vocal and Classroom Music (BA Traditional) (p. 80)
- Music Major (BA Traditional) (p. 81)
- Nursing Major (BSN Adult) (p. 83)
- Nursing Major (BSN Pre-Licensure) (p. 83)
- Orthotics and Prosthetics Major (BS Traditional) (p. 84)
- Parent and Family Education (Licensure) (BA Traditional) (p. 85)
- Physical Education (Grades K-12) and Health (Grades 5-12) Teaching Major (BA Traditional) (p. 85)
- Psychology Major (BA Adult; Online Only) (p. 86)
- Psychology Major (BA Traditional) (p. 86)
- Psychology Major (BS Traditional) (p. 87)
- Public Health Major (BA Traditional) (p. 87)
- Public Policy Major (BA Traditional) (p. 87)
- Public Relations Major (BA Traditional) (p. 88)
- Pulmonary Science Major (BS Adult) (p. 88)
- Secondary Education Major (Done in Conjunction with Biology, Chemistry or Math Major) (p. 89)
- Social Studies Education/Teaching (Grades 5-12) Major (BA Traditional) (p. 89)
- Sociology Major (BA Traditional) (p. 90)
- Sport Communication (BA Traditional) (p. 90)
- Sport Management 3+2 Option (BA + MA Sport Management) (p. 91)
- Sport Management Major (BA Traditional; BA Adult Online) (p. 91)
- Theatre Major (BA Traditional) (p. 92)

- Theology Major (BA Traditional) (p. 92)
- Web Design and Development Major (BS Online Only) (p. 93)

## Accounting Major (BA Adult)

The Accounting BA prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). This program does not provide these certifications. Students interested in earning these certifications should check with their state's CPA or CMA education requirements.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites <sup>1</sup></b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
CSC 121 or CSC 210	Basics of Technology in Business (2) Microsoft Excel Core (4)	
<b>Required</b>		
MAN 350	Global Management	4
BUS 345	Business Analytics	4
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 414	Federal Income Tax	4
ACC 480	Management Accounting	4
ACC 490	Accounting Strategy Capstone	4
Total Credits		44

<sup>1</sup> Students holding an AS or AAS in Accounting who have not completed one or more of the mentioned courses will be advised accordingly.

## Accounting Major (BS Adult)

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 to work in corporate accounting positions and for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). Students interested in

earning these certifications should check with their state's CPA or CMA education requirements.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Pre/Co-requisites</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
CSC 210	Microsoft Excel Core (4)	
<b>Core (take in any order)</b>		
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
ECO 102	Microeconomics	2
BUS 380	Organizational Behavior	4
MKM 386	Marketing Principles	4
BUS 388	Business Analytics, Tools & Techniques	4
<b>Major</b>		
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
FIN 301	Corporate Finance I	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 413	Cost Accounting	4
ACC 414	Federal Income Tax	4
MAN 450	Managing Finances and Business Strategy	4
Total Credits		58

## Accounting Major (BS Traditional)

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 to work in corporate accounting positions and for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). Students interested in earning these certifications should check with their state's CPA or CMA education requirements.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

### Pre/Co-requisites

Code	Title	Credits
ECO 101	America in the Global Economy; Macroeconomics	4
MAT 110	Introduction to Probability and Statistics	3
CSC 210	Microsoft Excel Core	4

### Required

Code	Title	Credits
Core (take in any order)		
MAN 120	Business Fundamentals and Entrepreneurship	2
ECO 102	Microeconomics	2
MAN 204	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 201	Business Analytics	2
MAN 202	Analytics, Modeling, and Techniques	2
Major		
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
FIN 301	Corporate Finance I	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 413	Cost Accounting	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 414	Federal Income Tax	4
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		58

## Art Education/Teaching (Grades K-12) Major (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Grades K through 12 Visual Arts

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>General Education Courses (not counted in totals)</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses</b>		
ART 102	2D Design	3
ART 111	Drawing I	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 251	Sculpture I	3
or ART 103	3D Design	
ART 261	Ceramics I	3
ART 282	Graphic Design I	3
ART 311	Figure Drawing	3
ART 331	Relief Printmaking	3
or ART 332	Screen Printmaking	
ART 376	World Art	4
ART 472	19th and 20th Century Art and Design	4
Open Art Electives: select at least one more 300 or 400 level studio course		3-4
<b>Required Education Courses</b>		
ART 387	Art in Secondary Education	2
ART 487	Art Education Capstone	2
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 447	Teaching Elementary Art	1
ED 470	Health Education for Teachers	2
ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15
Select one of the following:		4-8
PSY 210	Child Psychology and Development	
& PSY 220	and Adolescent Psychology (8)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	
Total Credits		83-88

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Art Studio Major (BA Traditional)

This program is designed to prepare students for various careers in the arts and fields that rely on visual images. Students will gain an



understanding of design theories and concepts related to the production and public presentation of art. Upon completion of the program, students will have knowledge of the role of art and design in culture, an ability to produce work, and both critical thinking and creative problem solving skills to prepare them for a variety of careers in related fields.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
ART 102	2D Design	3
ART 103	3D Design	3
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 251	Sculpture 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	1-2
ART 221	Painting I	3-4
or ART 411	Advanced Drawing	
ART 241	Photography I	2-3
or ART 342	Digital Photography	
Select one of the following:		3
ART 331	Relief Printmaking (3)	
ART 332	Screen Printmaking (3)	
ART 333	Intaglio Printmaking (3)	
ART 431	Mixed Media Printmaking (3)	
Select one of the following:		2-4
ART 370	Mexican Art and Culture (2-4)	
ART 374	Art of Mexico (4)	
ART 375	Art of Asia (4)	
ART 376	World Art (4)	
<b>Electives</b>		
Select additional courses of the following to total 56 credits:		9-14
Any 200-level or above ART course not used to meet the above requirements		
Total Credits		56

## Biochemistry Major (BS Traditional)

Biochemistry majors focus on the chemistry of living systems. The major includes coursework in key fundamental areas of biology and chemistry including molecular biology, cellular biology, genetics, analytical chemistry, organic chemistry, physical chemistry, and a full year sequence of biochemistry. The major pushes students to develop

their critical thinking, scientific reasoning, and laboratory skills in a true interdisciplinary way. Students are required to participate in an on-campus research experience as a part of this program.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
BIO 120	General Biology I (4)	
MAT 135	Calculus I (4)	
<b>Required</b>		
BIO 130	General Biology II	4
CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
CHE 222	Organic Chemistry II	4
CHE 328	Biochemistry I	4
CHE 329	Biochemistry II	4
MAT 145	Calculus II	5
PHS 221	General Physics I (Calc Based)	4
PHS 222	General Physics II (Calc Based)	4
CHE 326	Analytical Chemistry I	4
CHE 341	Thermodynamics	4
BIO 330	Cell Biology	4
BIO 210	Genetics	4
BIO 335	Molecular Biology	4
SCI 453	Science Senior Capstone	2
Please choose from one of these courses:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (4)	
Total Credits		67

## Biology Major (BA Traditional)

Biology majors develop a strong foundation in biology by exploring cell biology, genetics, molecular biology, chemistry, evolutionary theory, scientific methodology, and laboratory techniques in our core curriculum. Students then have the opportunity to tailor their degree with various electives including immunology, microbiology, human anatomy and physiology, and human gross anatomy, in which students have access to a human cadaver lab. The coursework pushes students to sharpen their critical thinking, scientific reasoning, and laboratory skills.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
BIO 120	General Biology I (4)	
CHE 115	General Chemistry I (4)	
Select one of the following:		
MAT 110	Introduction to Probability and Statistics (3)	
MAT 125	Precalculus (4)	
MAT 135	Calculus I (4)	
<b>Required</b>		
BIO 130	General Biology II	4
CHE 116	General Chemistry II	4
BIO 210	Genetics	4
BIO 330	Cell Biology	4
SCI 453	Science Senior Capstone	2
Select one of the following:		
SCI 435	Research and Techniques (4)	4
SCI 455	Research in Science (Instructor approval required) (4)	4
BIO 498	Biology Internship (4)	4
<b>Electives</b>		
Select a minimum 17 credits of the following. Two courses must be 300 or 400 level:		17
BIO 230	Animal Biology and Physiology <sup>1</sup> (4)	
BIO 300	Microbiology <sup>1</sup> (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 335	Molecular Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	
BIO 497	Biology Teaching Assistant (1)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	
SCI 436	Advanced Research & Techniques (4)	
SCI 456	Advanced Research in Science (4)	
<b>Total Credits</b>		<b>39</b>

<sup>1</sup> Secondary education majors seeking 9-12 life science licensure must take BIO 230 and BIO 300 as part of their elective coursework.

## Biology Major (BS Traditional)

Biology majors develop a strong foundation in biology by exploring cell biology, genetics, molecular biology, chemistry, evolutionary theory, scientific methodology, and laboratory techniques in our core curriculum.

Students then have the opportunity to tailor their degree with various electives including immunology, microbiology, human anatomy and

physiology, and human gross anatomy, in which students have access to a human cadaver lab. The coursework pushes students to sharpen their critical thinking, scientific reasoning, and laboratory skills. Students in the Bachelor of Science program are also required to participate in relevant research experiences on campus.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
BIO 120	General Biology I (4)	
CHE 115	General Chemistry I (4)	
MAT 125	Precalculus (4)	
or MAT 135	Calculus I (4)	
<b>Required</b>		
<b>Biology Core:</b>		<b>16</b>
BIO 130	General Biology II (4)	
BIO 210	Genetics (4)	
BIO 330	Cell Biology (4)	
SCI 435	Research and Techniques (4)	
or SCI 455	Research in Science (4)	
<b>Chemistry Requirements:</b>		<b>12</b>
CHE 116	General Chemistry II (4)	
CHE 221	Organic Chemistry I (4)	
CHE 328	Biochemistry I (4)	
<b>Mathematics Requirement:</b>		<b>3-4</b>
MAT 110	Introduction to Probability and Statistics (3)	
or MAT 330	Advanced Probability and Statistics (4)	
<b>Physics Requirement:</b>		<b>4</b>
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
or PHS 221	General Physics I (Calc Based) (4)	
SCI 453	Science Senior Capstone	2
<b>Electives</b>		
Select a minimum of 17 credits of the following: (at least 2 courses must be 300/400 level)		<b>17</b>
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 335	Molecular Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	

BIO 497	Biology Teaching Assistant (1)
CHE 329	Biochemistry II (4)
KHS 473	Biomechanics (4)
PSY 310	Physiological Psychology (4)
SCI 436	Advanced Research & Techniques (4)
SCI 456	Advanced Research in Science (4)

Total Credits 54-55

## Business Administration Major (BA Adult; Online Only)

This program is designed to prepare students with the knowledge and skills needed to work effectively in a business organization or as an entrepreneur. A business administration major is applicable to any industry and will provide the knowledge and skills for students to start their own business. The program provides a broad exposure to all the elements that make an organization function well.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
BUS 380	Organizational Behavior	4
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
ACC 384	Applied Accounting and Finance	4
or ACC 201	Principles of Financial Accounting	
MKM 386	Marketing Principles	4
BUS 388	Business Analytics, Tools & Techniques	4
BUS 415	Social Intelligence and Leadership	4
BUS 425	Business Intelligence	4
BUS 420	Business Finance	4
BUS 490	Business Strategies	4
BUS 495	Business Capstone	4
Total Credits		40

## Business Management Major (BA Traditional)

Develop crucial business skills in project management, team-building, HR management, and negotiations to enter the broad field of management. Using core business principles in marketing, finance, management, economics and entrepreneurship, develop a personal management style, learn motivation tactics, and utilize strategic planning skills with an emphasis on ethics. Investigate various dimensions of business decisions by delving into case studies and working as a consultant with

area businesses to develop strategies for competitive advantage and growth.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

### Prerequisites from General Education

Code	Title	Credits
ECO 101	America in the Global Economy: Macroeconomics	4
MAT 110	Introduction to Probability and Statistics	3

### Required

Code	Title	Credits
ECO 102	Microeconomics	2
MAN 120	Business Fundamentals and Entrepreneurship	2
CSC 121	Basics of Technology in Business	2
ACC 201	Principles of Financial Accounting	4
MAN 201	Business Analytics	2
MAN 204	Legal Environment of Business	2
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
Please choose two of the following courses		8
MAN 350	Global Management (4)	
MAN 370	Leading Nonprofit Organizations (4)	
MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 401	Business Strategy and Ethics	4
MAN 460	Managing Teams, Communication & Projects	4
MAN 499	Senior Outcomes	0
Total Credits		44

## Chemistry Major (BA Traditional)

Chemistry majors will gain an understanding of the structure of atoms and molecules, properties of materials, and the reactions that convert one molecule or material to another. The chemistry major prepares students to think critically and quantitatively, reason scientifically, and to understand the experimental methods, techniques, and instrumentation used in chemistry. Students have the opportunity to gain relevant research experience on campus.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites (not counted in major credit total)</b>		
PHS 221	General Physics I (Calc Based) (4)	
MAT 110	Introduction to Probability and Statistics (3)	
BIO 120	General Biology I (4)	
CHE 115	General Chemistry I (4)	
<b>Required</b>		
MAT 135	Calculus I	4
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 328	Biochemistry I	4
CHE 341	Thermodynamics	4
PHS 222	General Physics II (Calc Based)	4
SCI 453	Science Senior Capstone	2
Select one of the following:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
CHE 498	Internship in Chemistry (4)	
<b>Electives</b>		
Select 3 credits of the following:		3
CHE 329	Biochemistry II (4)	
CHE 335	Medicinal Chemistry (3)	
CHE 497	Chemistry Teaching Assistant (1)	
Total Credits		41

## Child Development Major (BA Adult; Online Only)

Students develop a philosophy for working in the field of early education based on developmentally appropriate practices and focused on advocacy and leadership. Courses in the program address the National Association for the Education of Young Children (NAEYC) standards for initial professional preparation. The program is not a teacher licensure program.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required</b>		
CHD 400	Introduction to Early Childhood Education	3
CHD 402	Writing for Educators	3
CHD 410	Growth and Development of Children	3
CHD 411	Child Social and Emotional Growth	3
CHD 422	Human Diversity and Relations	3
CHD 430	Infants and Toddlers	3
CHD 435	Developmentally Appropriate Practices in Early Childhood Education	3
CHD 440	Children's Play and Learning	3
CHD 445	Language Development and Emergent Literacy	3
CHD 450	Children's Literature	3
CHD 451	Dual Language Learners	3
CHD 461	Ethics in Early Childhood	3
CHD 482	Young Child with Special Needs	3
CHD 490	Portfolio and Synthesis	3
Total Credits		42

## Child Learning and Development Major (BA Traditional)

This major focuses on the fundamental processes of child and adolescent development within the contexts of families, schools, peer groups, and larger cultural contexts. The major prepares students for a wide range of careers in education, psychology, social work, family medicine, public health, family law, and public policy. This major does not lead to a Minnesota teaching license.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required Education Courses</b>		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
Select one of the following:		2
ECE 425	Young Children with Special Needs (2)	
ED 439	The Inclusive Classroom (2)	
Select one of the following:		4
PSY 210	Child Psychology and Development (4)	

PSY 220	Adolescent Psychology (4)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	
<b>Electives</b>		
Select 29 credits of additional upper-level coursework (300 or 400) in Education or Psychology		29
Total Credits		43

## Christian Ministry Major (BA Traditional)

This program is designed to prepare students for service in a ministry setting (with an option for certification as a Director of Christian Education or Outreach for LCMS students). Students will gain an understanding of Christian and Lutheran doctrine, beliefs, teachings, history, practices, ethics, church organization and strategy, vocation, and outreach. Upon completion of this program, students will recognize their personal identity in Christ, the broader ministry of the Gospel, and their philosophy of ministry.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Co-requisites from General Education (do not count toward major credit total)</b>		
PSY 101	Introduction to Psychology (4)	
THL 206	New Testament (3)	
THL 431	Lutheran Doctrine I (3)	
<b>Required (22 credits)</b>		
CHM 268	Introduction to Christian Ministry	2
CHM 269	Engaging God's Mission for the 21st Century	2
CHM 321	Foundations for Teaching and Learning	3
CHM 325	Strategic Ministry	3
CHM 422	Leadership Development for the Church	3
CHM 440	Speaking the Gospel	3
THL 353	Christianity and World Religions	4
CHM 490	Theory to Action: Capstone in Christian Ministry	2
<b>Electives (16 credits)</b>		
Required for DCE certification		
CHM 426	Youth Ministry	2
CHM 427	Family Ministry	2
CHM 431	Children's Ministry	2
CHM 432	Confirmation Ministry	2
CHM 436	Adult Ministry	2
Required for DCO certification		
THL 371	Mission of God	4

CHM 331	Mission in Context	2
<b>Other electives</b>		
CHM 270	Using Social Media in Ministry	2
CHM 271	Best Practices for Mission and Ministry	2
CHM 273	Outdoor Ministry	2
CHM 274	Sports Ministry	2
THL 377	Faith and Justice in the City	4
MAN 120	Business Fundamentals and Entrepreneurship	2

### Practicums and Internship required for LCMS Certification

Additional Requirements for DCE/DCO Certification (16 credits):

Code	Title	Credits
CHM 381	Practicum in Christian Ministries 1	1
CHM 382	Practicum in Christian Ministries 2	1
CHM 481	Practicum in Christian Ministries 3	1
CHM 482	Practicum in Christian Ministries 4	1
CHM 498	Commissioned Ministry Internship I	6
CHM 499	Commissioned Ministry Internship II	6
Total Credits		16

### Church Music Major (BA Traditional)

The Church Music major develops students into well-rounded church musicians, preparing them for careers as music professionals in a Christian worship setting. It enjoys all of the opportunities in Concordia's Music program, but also provides these additional features:

- there are organ, choral, piano, guitar, instrumental, composition, and self-designed tracks, thus equipping students to lead both traditional liturgies and contemporary worship formats.
- 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.
- the program culminates in recital performance in the student's chosen track(s) and an internship in a metro area church.
- students may add Director of Parish Music Certification by completing the Lutheran Theology minor, compiling a portfolio, and passing entrance and exit interviews with the Department of Theology and Ministry. This leads to rostered church worker status as a Commissioned Minister in The Lutheran Church—Missouri Synod.

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

## 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:

Code	Title	Credits
Remedial courses assigned as needed by assessment		
MUS 101	Basic Musicianship (course placement assessed by music theory placement exam) (2)	
MUS 111	Class Piano I (assignment based on assessment by keyboard faculty) (2)	
MUS 112	Class Piano II (assignment based on assessment by keyboard faculty) (2)	
MUS 113	Class Piano III (1)	
MUS 115	Beginning Guitar I (placement assessed only for students in guitar track) (1)	
Total Credits		0

## Course Requirements

Code	Title	Credits
<b>Prerequisites from General Education</b>		
MUS 120	Listening to Life: Western Classical Music (2)	
	or MUS 121 Listening to Life: Global & Popular Music (2)	
<b>Required</b>		
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 402	The Business of Music	2
MUS 439	Parish Music Field Experience	2
MUS 713	Jubilate (2 semesters required)	0-2
MUS 714	Christus Chorus (MUS713 or MUS714 (Jubilate or Christus Chorus)	0-2
<b>Electives</b>		
Select up to 4 credits to total a minimum of 48 for the major <sup>1</sup>		0-4
<b>Tracks</b>		
Select one of the following: <sup>2</sup>		12-17
Choral Track (12-17)		
Instrumental Track – Guitar (13-17)		

Instrumental Track – Organ (12-16)	
Instrumental Track – Piano (13-17)	
Instrumental Track – Wind, String, Bell, or Percussion (17)	
Theory/Composition Track (12)	
Total Credits	47-54

- 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
- Contact DPM program coordinator, Dr. David Mennicke, at [651] 641-8828 or dmennicke@csp.edu

## Director of Parish Music (DPM) Certification

Code	Title	Credits
	Lutheran Theology Minor	24

## Additional Requirements

Students must attend eight recitals or concerts per year and document such in their Music Portfolio to be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.75 GPA is required in all music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, and theory/composition. Students must also complete a performance assessment for the music faculty in February of their sophomore year (or in their first year for transfer students). The Keyboard Proficiency Assessment must be passed prior to internship. Finally, students should take the Senior Music Outcomes exam when Musicianship/Music History courses are completed.

## Communication Arts and Literature Education/Teaching Major (Grades 5-12) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades 5 through 12 Communication Arts and Literature.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	
PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses</b>		
COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4

ENG 221	Journalism	4
or ENG 420	Persuasive Writing on Contemporary Issues	
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2
ENG 338	History and Principles of the English Language	2
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 369	Shakespeare	4
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	
ENG 440	Literary Theory	4
ENG 490	Seminar in Literature	4
ENG 499	Framing the Literary Tradition	1
<b>Required Education Courses</b>		
PSY 220	Adolescent Psychology	4
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 355	Teaching Grades 9-12 Communication Arts / Literature	2
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 487	Reading Across the Content Areas	3
ED 477	Teaching Grades 5-8 Communication Arts and Literature	1
ED 470	Health Education for Teachers	2
ED 472	Student Teaching	15
Total Credits		86

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Communication Studies Major (BA Traditional)

Lifelong skills such as speaking, working in groups, working with new media, organization, critical thinking, and writing form the foundation of the Communication Studies program. Classroom and on-the-job

internship experiences prepare students for thoughtful and informed entry into countless career choices.

The Communication Studies major is based on research data which indicates that employers are interested in potential employees with skills in oral communication, listening, writing, interpersonal communication, interviewing and small group communication, and who have some career training and orientation.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

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 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
COM 309	Intercultural Communication (4)	
<b>Required <sup>1</sup></b>		
COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4
COM 325	Social Media Relations & Analytics	4
COM 327	Topics in Communication <sup>2</sup>	6
COM 403	Family Communication	4
COM 441	Communication Research Methods	4
COM 442	Communication Theory	4
COM 443	Persuasive Communication	4
COM 478	Organizational Communication	4
COM 490	Senior Seminar	2
COM 498	Internship	4
Total Credits		44

<sup>1</sup> If total credits equal less than 44 due to approved transfer courses or transition courses that were previously three credits, students may use the supporting courses below or additional internship credits to reach the required total.

<sup>2</sup> Topics in Communication is a two credit course that will be repeated three times in order to meet the major credit requirement of 44 credits.

## Supporting Courses

### Visual Communication

Code	Title	Credits
ART 241	Photography I	3
ART 341	Photography II	3
ART 282	Graphic Design I	3
ART 342	Digital Photography	2
ART 382	Graphic Design II	3
ART 383	Web Design I	3
ART 441	Advanced Photography	4
Total Credits		21

## Public Relations and Marketing

Code	Title	Credits
MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior	4
MAR 313	Advertising and Promotions	4
MAR 470	Digital Marketing	2
MAR 471	Global Marketing	2
COM 320	Media and Public Relations	4
Total Credits		20

## Sport Management

Code	Title	Credits
KHS 390	Sport Management	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
Total Credits		16

## Writing

Code	Title	Credits
ENG 221	Journalism	4
ENG 227	Column Writing	2
ENG 222	Journalism Practicum	1
ENG 228	Review Writing	2
ENG 320	Writing in the Workplace	2
ENG 420	Persuasive Writing on Contemporary Issues	4
Total Credits		15

## Community Arts Major (BA Traditional)

This program is designed to prepare students for various careers in the arts and fields that connect community service to interest in the arts. Students will gain an understanding of theories of community building and arts concepts related to the public creation and presentation of community arts projects and events. Upon completion of the program, students will have knowledge of the role the arts can play in community building, an ability to listen to community needs and respond by facilitating or producing responsive arts works or events. Community building, critical thinking and creative problem solving skills prepare students for a variety of careers in related fields.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ART 102	2D Design	2

ART 103	3D Design	3
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	Arts Internship *	8
ART 499	Art Senior Seminar	1
Select one of the following:		3

ART 241	Photography I (3)	
ART 332	Screen Printmaking (3)	

Select one of the following: 3

ART 374	Art of Mexico (3)	
ART 375	Art of Asia (3)	
ART 376	World Art (3)	

## Electives

Select 8 credits of the the following: 8

ART 211	Illustration (3)	
ART 251	Sculpture I (3)	
ART 282	Graphic Design I (3)	
ART 311	Figure Drawing (3)	
ART 321	Painting II (3)	
ART 331	Relief Printmaking (3)	
ART 333	Intaglio Printmaking (3)	
ART 341	Photography II (3)	
ART 342	Digital Photography (2)	
ART 351	Sculpture II (3)	
ART 361	Ceramics II (3)	
ART 370	Mexican Art and Culture (2-4)	
ART 431	Mixed Media Printmaking (3)	
ART 435	Advanced Printmaking (4)	
ART 498	Arts Internship (4)	
THR 111	Theatre in Practice (1-3)	
THR 251	Stagecraft (4)	
THR 356	Costume Design (4)	

\*ART 498 plus 8 of the above elective credits may be replaced by petitioning for a 16 credit HECUA internship.

Total Credits 45

## Computer Science Major (BS Online Only)

This degree program covers the core topics of computer science such as programming languages, computer architecture, data structures, operating systems, database, web systems, and software engineering. The program is designed to prepare students for both graduate schools and careers in the tech industry. Students will acquire skills such as problem-solving, software engineering, web application, mobile app development, database design, and teamwork which are essential in the modern workforce.



## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisite from General Education</b>		
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
CSC 115	Introduction to Computer Science	4
CSC 175	Math for Computer Science	4
or MAT 135	Calculus I	
CSC 222	Introductory Programming with Java	4
CSC 135	Client-Side Web Development	4
MAT 220	Discrete Mathematics	3
CSC 230	Database Design	4
CSC 322	Object Oriented Programming in Java	4
CSC 235	Server-Side Development	4
CSC 310	Computer Architecture and Operating Systems	4
CSC 330	Language Design and Implementation	4
CSC 422	Software Engineering	4
CSC 420	Data Structures and Algorithms	4
CSC 450	Computer Science Capstone	4
<b>Electives</b>		
Choose one of the following		
CSC 315	Mobile App Development (4)	
CSC 435	Advanced Web Application Development (4)	
Total Credits		55

## Criminal Justice Major

The Criminal Justice BA Program is designed for students who desire to enter or are newly entering a Criminal Justice System (CJS) profession and those already established seeking long-term career aspirations.

The course content is an overarching view of the multi-systemic CJS highlighting foundational and evolving changes, current research trends, professionalism, ethics, creative decision-making, and leadership development as central themes throughout the program. This program offers students the opportunity to explore their criminal justice interests and develop leadership aptitude while building valuable, career-ready, and promotable skillsets upon graduation. The CJ-BA Program has been approved by the Minnesota Board of Peace Officer Standards and Training (POST) academic licensure requirements, and continuing education (CE) credits toward annual licensure requirements.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required (and in sequence):</b>		
CJU 442	Foundations of the Criminal Justice System	4
CJU 446	Research Methods in Criminology and Criminal Justice	4
CJU 461	Constitutional and Criminal Law and Justice	4
CJU 472	Cultural Considerations in Criminal Justice Systems	4
CJU 475	Ethical and Legal Dilemmas in the Criminal Justice System	4
CJU 478	Contemporary Issues in the Criminal Justice System	4
CJU 483	Exploring the Criminal Mind and Identifying Suspect Behavior	4
CJU 487	Delinquent and Criminal Behaviors Across the Life Course	4
CJU 495	Criminal Justice Experiential Learning eFolio	4
CJU 456	Building an Integrated Criminal Justice System	4
Please choose from one of these courses:		
CJU 405	Minnesota State Criminal Law and Traffic Codes (4)	
CJU 491	Forensic Exploration in the Criminal Justice System (4)	
Total Credits		44

## Diagnostic Medical Sonography (AAS)

Concordia University, St. Paul offers an Associate of Applied Science (AAS) in Diagnostic Medical Sonography degree program, which is designed to prepare students to work as health care professionals, to interact with other health care professionals and patients in a professional and ethical manner, to develop the best possible technical skills in sonography, and to demonstrate at all times the utmost respect and concern for the well-being of the patients they serve.

Graduates will be prepared to provide health care services as sonographers. The diagnostic medical sonographer works under the direction of a physician, using ultrasound imaging techniques for purposes of diagnosis.

## Degree Requirements

Associate of Applied Science (p. 48) degree consists of a minimum of 60 credits, which includes a minimum of 20 general education credits and a minimum of 30 program-related occupational or technical credits.

Code	Title	Credits
<b>Prerequisites (must be completed prior to starting the Diagnostic Medical Sonography program)</b>		
BIO 117	Human Anatomy & Physiology for Sonography	4
DMS 100	Introduction to Ultrasound	1
MAT 165	Quantitative Reasoning for Health Care Professionals * (3)	
ENG 120	College Writing * (4)	
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
Total Credits		5

Code	Title	Credits
<b>General Education Requirements</b>		
THL 200	Scripture and its interpretation: A Global Introduction to the Bible	3
COM 103	Interpersonal Communication	4
PSY 101	Introduction to Psychology	4
ENG 120	College Writing	4
MAT 165	Quantitative Reasoning for Health Care Professionals	3
PHS 112	Introductory Physics for Biological and Health Sciences I	4
Total Credits		22

Code	Title	Credits
<b>General Diagnostic Medical Sonography Concentration</b>		
DMS 120	Gynecology I	2
DMS 105	Ultrasound Physics	4
DMS 135	Introduction to Vascular	2
DMS 200	Medical Law and Ethics	3
BIO 350	Medical Terminology	2
DMS 110	Abdominal I	3
DMS 140	Ob/Gyn II	3
DMS 155	Vascular I	3
DMS 130	Abdominal II	4
DMS 160	Ob/Gyn III	2
DMS 175	Vascular II	3
DMS 180	Special Procedures and Patient Care	1
DMS 150	Small Parts	2
DMS 250	Comprehensive Review, Diagnostic Medical Sonography	3
DMS 280	Clinical Training I	3
DMS 290	Clinical Training II	6
Total Credits		46

Code	Title	Credits
<b>Echocardiography Concentration</b>		
ECH 110	Foundations of Echocardiography	4
ECH 115	Cardiovascular Anatomy & Physiology	3
ECH 100	Clinical Practicum I	1
BIO 350	Medical Terminology	2
ECH 200	Medical Law and Ethics	3

ECH 155	Adult Ecocardiography I	5
ECH 150	Clinical Practicum II	2
ECH 105	Ultrasound Physics	4
ECH 255	Adult Echocardiography II	4
ECH 225	Clinical Practicum III	3
ECH 275	Stress and Contrast Echocardiography	3
ECH 250	Special Procedures	4
ECH 280	Clinical Practicum IV	3
ECH 290	Clinical Practicum V	5
Total Credits		46

\* Courses count towards general education requirement.

CSP's Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS) prepares students to take the ARDMS board examinations (SPI and a specialty board) upon completion of 12 months of full-time clinical ultrasound experience. To see what is required to sit for each ARDMS board examination, please click here: <https://www.ardms.org/get-certified/application-and-exam-resources/>. The ARDMS board examinations (SPI and a specialty board) are required to practice in each state. In addition, currently New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers within those particular states as an additional requirement. To see the additional requirements for each of those states, please click here: <https://www.sdms.org/advocacy/state-licensure> (<https://www.sdms.org/advocacy/state-licensure/>).

## Director of Christian Education

Director of Christian Education - See Christian Ministry Major (p. 60)

## Director of Christian Outreach

Director of Christian Outreach - See Christian Ministry Major (p. 60)

## Director of Parish Music

Director of Parish Music (DPM): This program leads to certification as a called church musician in the Lutheran Church-Missouri Synod. To achieve this program, students complete the Lutheran Theology minor (p. 100) and the Church Music major (p. 60), as well as entrance and exit interviews through the Department of Theology and Ministry.

## Early Childhood Education/ Teaching Major (Birth-Grade 3) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Birth through Grade 3 (early childhood)

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
MAT 200	Foundations of Elementary Mathematics (4)	
<b>Required</b>		
PSY 210	Child Psychology and Development	4
ECE 321	Preschool Education	2
ECE 323	Kindergarten Education	2
ECE 324	Language Development and Emergent Literacy	3
ECE 325	Education of Infants and Toddlers	3
ECE 326	Building Primary Classrooms	3
ECE 425	Young Children with Special Needs	2
ECE 427	Authentic Assessment and Guidance in ECE	3
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	4
ED 360	Content & Mthd for K-6 Mathema	4
ED 470	Health Education for Teachers	2
ED 471	Student Teaching	15
Total Credits		62

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Elementary Education/Teaching Major (Grades K-6) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades K through 6 (Elementary).

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
ART 101	Approaching Art (2)	
MAT 200	Foundations of Elementary Mathematics (4)	
MUS 120	Listening to Life: Western Classical Music (2)	
	or MUS 121 Listening to Life: Global & Popular Music (2)	
PSY 101	Introduction to Psychology (4)	
SCI 120	Live Science: How Scientific Issues Impact Your Daily Life (4)	
<b>Required Courses</b>		
PSY 210	Child Psychology and Development	4
SCI 310	Life, Earth, Space, and Physical Science for Educators	3
ECE 323	Kindergarten Education	2
ECE 324	Language Development and Emergent Literacy	3
Select one of the following:		2
ECE 425	Young Children with Special Needs (2)	
ED 439	The Inclusive Classroom (2)	
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 356	Teaching Elementary Science and Environmental Education	2
ED 357	Teaching Elementary Social Studies	2
ED 360	Content & Mthd for K-6 Mathema	4
ED 371	Teaching Practicum	3
ED 448	Teaching Methods for Elementary/Middle School Movement Education	1
ED 470	Health Education for Teachers	2
ED 471	Student Teaching	15
Total Credits		58

## Endorsements to be Added to Elementary Education Majors

### Grades 5–8 Communication Arts and Literature Endorsement

Code	Title	Credits
<b>Required Education Courses</b>		
ED 477	Teaching Grades 5-8 Communication Arts and Literature	1
ED 487	Reading Across the Content Areas	3
ED 471	Student Teaching	4

**Required Content Courses**

COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2
Select one ENG 300 level literature class		4
Total Credits		24

**Grades 5–8 Middle School Mathematics Endorsement**

Code	Title	Credits
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**Required Education Courses**

ED 475	Teaching 5-8 Mathematics	1
ED 487	Reading Across the Content Areas	3
ED 471	Student Teaching	4

**Required Content Courses**

MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 220	Discrete Mathematics	3
MAT 305	Foundations of Geometry	3
Total Credits		21

**Grades 5–8 Social Studies Endorsement**

Code	Title	Credits
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**Required Education Courses**

ED 476	Teaching Grades 5-8 Social Studies	1
ED 487	Reading Across the Content Areas	3
ED 471	Student Teaching	4

**Required Content Courses**

GE 101	Human Geography	2
HIS 212	Introduction to History	4
HIS 231	USA to 1877	4
or HIS 233	USA since 1877	4
POL 131	Government and Politics	4
SOC 152	Introduction to Sociology	4

Total Credits		26
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**Kindergarten Endorsement**

Code	Title	Credits
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ECE 322	Kindergarten Endorsement Methods	2
ED 375	Teaching Practicum: Kindergarten Endorsement Methods Field Experience	1

Total Credits		3
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**Pre-Primary Endorsement**

Code	Title	Credits
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ECE 321	Preschool Education	2
ECE 324	Language Development and Emergent Literacy	3
ECE 427	Authentic Assessment and Guidance in ECE	3
ED 471	Student Teaching	4

Total Credits		12
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Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

**English as a Second Language Education/Teaching Major (Grades K-12) (BA Traditional)**

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades K through 12 English as a Second Language.

Prerequisite – Demonstration of proficiency in a language other than English through:

- two years of a world language at the secondary level;
- one year of a world language at a post-secondary level; or
- equivalent literacy in the candidate's primary language

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
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**General Education and Pre-requisite Courses**

PSY 101	Introduction to Psychology (4)	
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**Required Content Courses**

ENG 220	Applied Grammar	2
ENG 338	History and Principles of the English Language	2

Select one of the following: 4-8

PSY 210 & PSY 220	Child Psychology and Development and Adolescent Psychology (8)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	

**Required Education Courses**

ED 201	Foundations of and Introduction to Education	3
ED 290	Language and Society	4
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 348	Second Language Acquisition	4

ED 371	Teaching Practicum	3
ED 382	Foundations for Instructional Strategies for English Learners	3
ED 389	Instructional Strategies for English Learners	4
ED 439	The Inclusive Classroom	2
ED 485	Assessment of ESL Students	2
ED 487	Reading Across the Content Areas	3
ED 470	Health Education for Teachers	2
ED 472	Student Teaching	15
Total Credits		65-69

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## English with an Emphasis in Creative Writing Major (BA Traditional)

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 four areas of emphasis available to students.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
or COM 212	Public Speaking (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	
<b>Required</b>		

ENG 220	Applied Grammar	2
ENG 325	Creative Writing I	4
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 498	Internship	2-4
ENG 499	Framing the Literary Tradition	1
ENG 324	Teaching Writing 1:1	2
or ENG 338	History and Principles of the English Language	
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	
ENG 440	Literary Theory	4
or ENG 490	Seminar in Literature	
ENG 326	Topics in Writing (must take twice)	4
or ENG 425	Creative Writing II	

### Electives

Select 4-6 credits of the following to reach a total of 41 credits: <sup>1</sup>

Any 200-level or above course in English not already taken

Any 200-level or above course in Art, Music, or Theatre

Total Credits 41

<sup>1</sup> Only 4 credits may be taken outside of the English department

## English with an Emphasis in Journalism Major (BA Traditional)

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 four areas of emphasis available to students.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103 or COM 212	Interpersonal Communication (4) Public Speaking (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	
<b>Required</b>		
ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum (1 credit and must take twice with different sub-topics)	2
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 498	Internship	2-4
ENG 499	Framing the Literary Tradition	1
ENG 324 or ENG 338	Teaching Writing 1:1 History and Principles of the English Language	2
ENG 326 or ENG 325	Topics in Writing (Must take twice) Creative Writing I	4
ENG 365 or ENG 366	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment British Literature II: Romantics, Victorians, Moderns, Post-Moderns	4
ENG 375 or ENG 376	World Literature I: Western Classical Literature World Literature II: Geographic or Thematic	4
ENG 385 or ENG 386	American Literature I: Beginnings to 1860 American Literature II: 1860-Present	4
<b>Electives</b>		
Select 2 – 4 credits of the following to reach a total of 41 credits: <sup>1</sup>		2-4
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 I (3)	
ART 342	Digital Photography (2)	
<b>Total Credits</b>		<b>41</b>

<sup>1</sup> Only 4 credits may be taken outside of the English department

## English with an Emphasis in Literature Major (BA Traditional)

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.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103 or COM 212	Interpersonal Communication (4) Public Speaking (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	
<b>Required</b>		
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	2-4
ENG 499	Framing the Literary Tradition	1
ENG 221 or ENG 325	Journalism Creative Writing I	4
ENG 365 or ENG 366	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment British Literature II: Romantics, Victorians, Moderns, Post-Moderns	4
ENG 375 or ENG 376	World Literature I: Western Classical Literature World Literature II: Geographic or Thematic	4
ENG 385 or ENG 386	American Literature I: Beginnings to 1860 American Literature II: 1860-Present	4
<b>Electives</b>		
Select 2-4 credits of the following to reach 41 credits:		2-4
One of the Literature courses above that has not been taken <sup>1</sup>		
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing in the Workplace (2)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 326	Topics in Writing (2)	
ENG 330	Young Adult Literature (2)	
ENG 338	History and Principles of the English Language (2)	
ENG 487	Topics in Literature (2-4)	
<b>Total Credits</b>		<b>41</b>

<sup>1</sup> ENG 365, ENG 366, ENG 375, ENG 376, ENG 385, or ENG 386

## English with an Emphasis in Professional Writing Major (BA Traditional)

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.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103 or COM 212	Interpersonal Communication (4) Public Speaking (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	
<b>Required</b>		
ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum (1 credit and must be taken twice)	2
ENG 320	Writing in the Workplace (2 credits and must be taken twice)	4
ENG 326	Topics in Writing	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 498	Internship	2-4
ENG 499	Framing the Literary Tradition	1
ENG 325 or ENG 490	Creative Writing I Seminar in Literature	4
ENG 365 or ENG 366	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment British Literature II: Romantics, Victorians, Moderns, Post-Moderns	4
ENG 375 or ENG 376	World Literature I: Western Classical Literature World Literature II: Geographic or Thematic	4

ENG 385 or ENG 386	American Literature I: Beginnings to 1860 American Literature II: 1860-Present	4
<b>Electives</b>		
Select 2-4 credits to reach a total of 41 credits: <sup>1</sup>		2-4
Any 200 level or above course in English not already taken		
ART 282	Graphic Design I (3)	
ART 383	Web Design I (3)	
COM 478	Organizational Communication (4)	
MAN 301	Organizational Behavior (4)	
MAR 301	Principles of Marketing (4)	
MAR 312	Consumer Behavior (3)	
MAR 313	Advertising and Promotions (3)	
MAR 413	Marketing Research (3)	
Total Credits		41

<sup>1</sup> Only 4 credits may be taken outside of the English department

## Exercise Science 3+2 Option (BA + MS Exercise Science)

The undergraduate 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, and 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.

The Master of Science in Exercise Science is designed to advance the skills and knowledge of current and future Exercise Science professionals. By utilizing a combination of theoretical inquiry and practical application, students will gain greater insight regarding exercise testing and prescription as they relate to working with diverse populations. Major topics discussed include exercise physiology, exercise testing, applied exercise prescription, biomechanics, nutrition and metabolism, and psychology of sport and exercise. This program will prepare students to become leaders within the Exercise Science industry.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires:

1. Completion of 64 credits or an associate's degree,
2. a 3.00 CGPA,
3. a written essay, and
4. an interview (telephone or in person) with the department.

Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

Code	Title	Credits
<b>BA + MS Exercise Science Coursework</b>		
KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 394	Sport Business	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	4
KHS 585	Biomechanics in Exercise Science	3
KHS 600	Exercise Physiology	3
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
KHS 595	Clinical Exercise Assessment	3
KHS 605	Nutrition and Metabolism	3
KHS 513	Strength and Conditioning	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 615	Exercise Prescription	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
KHS 620	Master's Capstone	3
Total Credits		78

## Exercise Science Major (BA Traditional, BA Adult Online)

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, and health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sport management, sport psychology, and more.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 394	Sport Business	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
Total Credits		49

## Exercise Science Major (BS Traditional)

The Bachelor of Science in Exercise Science focuses on kinesiology science concepts in human movement, exercise, and wellness. This program prepares students positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, and health and wellness education. This B.S. degree can also serve as preparation for post-baccalaureate study in areas such as physical therapy, chiropractic, human growth, aging, athletic training, biomechanics, exercise physiology, sport management, sport psychology, and more. The B.S. degree is a more in depth major with additional coursework in Biology, Mathematics, and Human Anatomy.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
BIO 120	General Biology I (4)	
CHE 115	General Chemistry I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
BIO 315	Human Anatomy and Physiology I	4
KHS 220	Research Methods	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 & Motor Learning	4
KHS 450	Exercise Assessment	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	Senior Professional Seminar	1
KHS 498	Internship	8
<b>Electives</b>		
Select 12 credits of the following:		12
BIO 316	Human Anatomy and Physiology II (4)	
BIO 350	Medical Terminology (2)	
CHE 116	General Chemistry II (4)	
KHS 435	Sport Psychology (4)	
KHS 439	Physical Dimensions of Aging (3)	
KHS 482	Advanced Athletic Training (4)	
MAT 125	Precalculus (4)	
	or MAT 135 Calculus I (4)	
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	

Total Credits 69

## Exercise Science Major with an Emphasis in Athletic Training (BS Traditional)

The Bachelor of Science 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.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Co-requisites from General Education</b>		
BIO 120	General Biology I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
CHE 115	General Chemistry I (4)	
<b>Required</b>		
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
PHS 112	Introductory Physics for Biological and Health Sciences I	4

KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 435	Sport Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	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 482	Advanced Athletic Training	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
Total Credits		69

## Family Science 3+2 Option (BA + MA Family Science)

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires:

1. Completion of 64 credits or an associate's degree,
2. a 3.00 CGPA,
3. a written essay, and
4. an interview (telephone or in person) with the department.

The undergraduate and graduate degrees will be conferred simultaneously upon conclusion of the master's degree to ensure all student outcomes have been met. Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	
<b>Required</b>		
COM 403	Family Communication	4
FAS 200	Intro to Family Life Ed	3
FAS 400	Family Systems, Structures and Relationships	4
KHS 320	Human Life Experience	3

PSY 210	Child Psychology and Development	4	FAS 442	Family Decision-Making and Resource Management	3
PSY 220	Adolescent Psychology	4	FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 442)	1
SOC 253	Marriage and Family	4	FAS 451	Family Comm & Relationships	3
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective	4	FAS 453	Intimate Relationships	3
FAS 507	Seminar in Family Science	3	FAS 446	Methodology in Fam Life Ed	3
FAS 506	Families In Society	3	FAS 447	Growth & Dev in Children	3
FAS 532	Navigating the Oceans of Data and Information in Family Life Education	3	FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 447)	1
FAS 504	Systemic Dynamics of Families	3	FAS 220	Adolescent Development	3
FAS 540	Family Decision Making	3	FAS 448	Development in Adulthood	3
FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 540)	3	FAS 443	Parent Education	3
FAS 530	Family Communication and Relationships	3	FAS 444	Family Law, Public Policy, and Applied Ethics	3
FAS 560	Intimate Relationships	3	FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 444)	1
FAS 551	Seminar in Human Growth	3	FAS 490	Capstone: CFLE	3
FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 570)	3	or FAS 491	Capstone: Non-CFLE	
FAS 570	Parent Education	3	Total Credits		43
FAS 525	Public Policy and Applied Ethics	3			
FAS 534	Reflexive Assessment and Evaluation in Family Life Education	3			
FAS 576	Methods in Programming	3			
FAS 498	Family Science Fieldwork/Internship (Taken concurrently with ED 510)	3			
ED 510	Capstone: CFLE	3			
Total Credits		78			

## Family Science Major (BA Adult; Online Only)

Students graduating with a Family Science 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.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
or SOC 152	Introduction to Sociology (4)	
<b>Required (and in sequence)</b>		
FAS 200	Intro to Family Life Ed	3
FAS 440	Overview of Contemporary Families	3
FAS 400	Family Systems, Structures and Relationships	4

## Family Science Major (BA Traditional)

Students graduating with a Family Science 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.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	
<b>Required</b>		
COM 403	Family Communication <sup>1</sup>	4
FAS 200	Intro to Family Life Ed <sup>1</sup>	3

FAS 400	Family Systems, Structures and Relationships <sup>1</sup>	4
FAS 442	Family Decision-Making and Resource Management <sup>1</sup>	3
FAS 443	Parent Education <sup>1</sup>	3
FAS 444	Family Law, Public Policy, and Applied Ethics <sup>1</sup>	3
FAS 446	Methodology in Fam Life Ed <sup>1</sup>	3
FAS 498	Family Science Fieldwork/Internship <sup>1</sup>	8
KHS 320	Human Life Experience <sup>1</sup>	3
PSY 210	Child Psychology and Development <sup>1</sup>	4
PSY 220	Adolescent Psychology <sup>1</sup>	4
SOC 253	Marriage and Family <sup>1</sup>	4
FAS 448	Development in Adulthood	3
Total Credits		49

<sup>1</sup> Successful completion of these courses leads to certification as a Certified Family Life Educator from the National Council on Family Relations

## Finance Major (BS Traditional)

In this program 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.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
ECO 102	Microeconomics	2
MAN 120	Business Fundamentals and Entrepreneurship	2
ACC 201	Principles of Financial Accounting	4
MAN 201	Business Analytics	2
MAN 204	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
FIN 301	Corporate Finance I	4

FIN 211	Personal Finance	2
CSC 210	Microsoft Excel Core	4
ACC 202	Principles of Managerial Accounting	4
MAN 202	Analytics, Modeling, and Techniques	2
FIN 311	Corporate Finance II	4
ECO 401	Global Economics	4
FIN 411	Investments and Capital Markets	4
FIN 413	Money and Banking	4
or ACC 311	Intermediate Accounting I	
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		56

## Graphic Design Major (BA Traditional)

This program is designed to prepare students for creative professions like graphic design and other communications-related fields that rely on visual imagery. Students will gain an understanding of design theories and practices related to production in all areas of graphic design for traditional and emerging digital media. Upon completion of the program, students will have advanced craft, theory, process, and technical skills, and the ability to produce thoughtful and informed work 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.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
ART 102	2D Design	3
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 241	Photography I	3
ART 282	Graphic Design I	3
ART 284	Graphic Imagery	4
ART 383	Web Design I	3
ART 384	Typography 1	4
ART 472	19th and 20th Century Art and Design	4
ART 482	Graphic Design III	4
ART 484	Typography 2	4
ART 485	Graphic Design Senior Projects 1	4
ART 486	Graphic Design Senior Projects 2	4
ART 491	Theories in Contemporary Art	3
Total Credits		49

## Graphic Design Major (BFA Traditional)

This intensive 4-year program is designed to prepare students at the highest level for creative professions like graphic design and other communications-related fields that rely on visual imagery. Students will gain an understanding of design theories and practices related to production in all areas of graphic design for traditional and emerging digital formats. The addition of substantial advanced studio, theory, and contextual work beyond the BA means that upon completion of the program students will understand professional level craft, theory, process, and technical skills, and an ability to produce thoughtful and informed work 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, and social change.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Fine Arts (p. ) degree consists of a major in the visual or performing arts of typically 77 to 80 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
ART 102	2D Design	3
ART 103	3D Design	3
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 211	Illustration	3
ART 241	Photography I	3
ART 271	Survey of Western Art I	3
ART 272	Survey of Western Art II	3
ART 282	Graphic Design I	3
ART 284	Graphic Imagery	4
ART 311	Figure Drawing	3
ART 382	Graphic Design II	3
ART 383	Web Design I	3
ART 384	Typography 1	4
ART 472	19th and 20th Century Art and Design	4
ART 482	Graphic Design III	4
ART 483	Web Design II	3
ART 484	Typography 2	4
ART 485	Graphic Design Senior Projects 1	4
ART 486	Graphic Design Senior Projects 2	4
ART 491	Theories in Contemporary Art	3
ART XXX	Printmaking Elective	3
ART XXX	Studio Elective	7
<b>Total Credits</b>		<b>80</b>

## Health Care Administration Major (BA Adult; Online Only)

This program 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 coursework explores current trends and events in the health care industry, evaluates how various business principles shape and affect these trends, and emphasizes the role of leaders within the health care industry.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required (and in sequence)</b>		
HCR 250	Leadership Communication	4
HCR 220	Epidemiological Foundation	4
HCR 350	Healthcare Diversity and Global Issues	4
HCR 400	Health Care Finance	4
HCR 425	Health Care Economics	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 440	Legal Environment for Healthcare Managers	4
HCR 340	Health Care Information Systems	4
HCR 325	Compliance and Regulatory Requirements	4
HCR 300	Strategic Leadership of Resources, People and Teams	4
<b>Total Credits</b>		<b>40</b>

## Health Education Teaching Major (Grades 5-12) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades 5 through 12 Health.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>General Education Prerequisite</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses</b>		
KHS 200	Community Safety & First Aid/CPR	1
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
<b>Required Education Courses</b>		
PSY 220	Adolescent Psychology	4
ED 201	Foundations of and Introduction to Education	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 410	Health Methods and Strategies	3
ED 487	Reading Across the Content Areas	3
ED 439	The Inclusive Classroom	2
ED 472	Student Teaching	15
Total Credits		55

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## History Major (BA Traditional)

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.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
HIS 121	World History	4
HIS 212	Introduction to History	4
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HIS 267	Introduction to Latin America	4
HIS 285	European History Since 1789	4
HIS 401	Research and Writing in History	4
HIS 498	Internship	4-8
<b>Electives</b>		
Select 8 to 12 credits of upper-level (300 to 400) HIS or POL courses to total 44 credits		8-12
Total Credits		44

## Human Resource Management Major (BA Adult)

This program provides students with a practical and thorough study of the skills required by human resource practitioners. Students receive training in key areas of human resources and applications to the dynamics of organizations today and in the future. The overall context of the plan of study centers on the role of a human resource office as a strategic partner within its organization.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
ACC 384	Applied Accounting and Finance	4
or ACC 201	Principles of Financial Accounting	
MKM 386	Marketing Principles	4
BUS 388	Business Analytics, Tools & Techniques	4
HRM 382	Human Resource Management and Employment Law	4
HRM 400	Recruitment, Selection and Onboarding	4
HRM 405	Strategic Compensation Systems	4
HRM 410	Organizational Development and Change	4
HRM 470	Strategic Human Resources	4

HRM 440	Human Resources Plan	4
Total Credits		40

## Information Systems (BS)

This program prepares students with a holistic background in technology management including all elements that comprise an organization's digital transformation. Topics include discovery of cutting-edge technologies, cyber defense, information science, data analytics and traditional and agile project management. An understanding of artificial intelligence (AI) and its implication in automating a lean, competitive workplace of the future will be explored.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ITM 305	Introduction to Computer-Based Information Systems	4
ITM 342	Project and Lifecycle Management	4
ITM 400	Managing Technology Organizations	4
ITM 410	Foundations of Cyber Security and Network Defense	4
ITM 420	Applied Systems Analysis and Design	4
ITM 425	Digital Transformation of Business	4
BUS 388	Business Analytics, Tools & Techniques	4
CSC 230	Database Design	4
ITM 440	Applied Research Project	4
ITM 345	The Evolution of Agile Management	4
ITM 434	Fundamentals of Artificial Intelligence	4
Students will select one course from the list below:		
CSC 115	Introduction to Computer Science (4)	
CSC 135	Client-Side Web Development (4)	
CSC 210	Microsoft Excel Core (4)	
Total Credits		48

## International Business Major (BS Traditional)

The International Business major prepares students for careers in multinational corporations, both at home and abroad. The program is built upon the same robust core of business subjects that all business majors share. Additionally, students gain an understanding of how to conduct business in a foreign country, including understanding the customs, opportunities, and challenges of working across cultures. Learning about management and leadership abroad, global marketing, logistics of international trade, and investments made in foreign markets will prepare students to work in the complex and competitive international business world.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required <sup>1</sup></b>		
ECO 102	Microeconomics	2
MAN 120	Business Fundamentals and Entrepreneurship	2
CSC 121	Basics of Technology in Business	2
ACC 201	Principles of Financial Accounting	4
SPA 101	Beginning College Spanish I <sup>2</sup>	4
SPA 102	Beginning College Spanish II <sup>2</sup>	4
MAN 201	Business Analytics	2
MAN 204	Legal Environment of Business	2
COM 309	Intercultural Communication	4
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
MAN 350	Global Management	4
ECO 401	Global Economics	4
MAR 471	Global Marketing	2
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		54

<sup>1</sup> In addition to the coursework, 1 trip abroad is required. This could be a short term academic program, service learning abroad, or semester abroad program. Vacation travel does not count. Courses taken during a semester abroad may be substituted for required courses with prior approval from the department chair.

<sup>2</sup> Foreign language requirement can be satisfied with language of choice. Language requirement can also be satisfied through a CLEP exam.

## Management and Leadership Major (BA Adult)

Develop skills and perspectives in management and leadership for use in various industries. Practice leading a team, managing a complex project, and guiding an organization through innovative change as the functions of management come to life through strategic planning, negotiation skills, and positive conflict management. Active learning helps future

managers and leaders develop confidence in thinking critically as they make crucial ethical decisions in organizations.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
BUS 380	Organizational Behavior	4
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
ACC 384	Applied Accounting and Finance	4
or ACC 201	Principles of Financial Accounting	
MKM 386	Marketing Principles	4
BUS 388	Business Analytics, Tools & Techniques	4
MAL 402	Team Leadership	4
MAL 404	Leading Change	4
MAL 406	Project Management	4
MAL 408	Conflict Management and Negotiations	4
MAL 410	Strategic Planning Capstone	4
Total Credits		40

## Marketing Major (BA Adult)

Learn how to be a strategic leader in the field of marketing. This program helps students build practical skills and knowledge that are directly applicable to the ever-changing world of business. Students learn how to analyze critical factors that drive business results and how to formulate marketing efforts that create differentiation in the marketplace.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
BUS 380	Organizational Behavior	4
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
ACC 384	Applied Accounting and Finance	4
or ACC 201	Principles of Financial Accounting	
MKM 386	Marketing Principles	4
BUS 388	Business Analytics, Tools & Techniques	4

MKM 450	Innovation and Systems Thinking	4
MKM 452	Integrated Promotional Strategy	4
MKM 454	New Media Literacy and Social Media	4
MKM 456	Marketing Information and Analysis	4
MKM 490	Business Strategy Plan	4
Total Credits		40

## Marketing Major (BS Traditional)

This program is designed to prepare students with practical marketing 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. In addition, students earning a BS gain a strong foundation in consumer behavior, social media, and global marketing.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required Courses</b>		
ECO 102	Microeconomics	2
MAN 120	Business Fundamentals and Entrepreneurship	2
CSC 121	Basics of Technology in Business	2
ACC 201	Principles of Financial Accounting	4
MAN 201	Business Analytics	2
MAN 202	Analytics, Modeling, and Techniques	2
MAN 204	Legal Environment of Business	2
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
<b>Choose 12 credits from the following 5 courses:</b>		<b>12</b>
MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
COM 320	Media and Public Relations (4)	
MAR 470	Digital Marketing (2)	
MAR 471	Global Marketing (2)	
MAR 413	Marketing Research	4
MAR 414	Marketing Strategy	4
MAN 401	Business Strategy and Ethics	4

MAN 499	Senior Outcomes	0
Total Credits		52

## Mathematics Major (BA Traditional)

Depending on their career goals, math majors can choose to earn a Bachelor of Science degree or a Bachelor of Arts degree in mathematics at Concordia University, St. Paul. In earning either degree, students will develop the critical thinking and problem solving skills necessary for today's technological world. The BS degree is more credits and offers students more opportunities to explore math applications within the math major, while the BA degree is fewer credits and is designed to be paired with a minor or a second major such as secondary education, computer science, business, science, or a variety of other possibilities. All of the courses in the math major are offered face-to-face in small classes (usually less than 20 students) and the emphasis is on actively solving problems in class. Throughout the curriculum students will learn to use technology, including computer algebra systems, geometry modeling software, spreadsheets and computer programming to model and solve problems. In some courses students investigate topics and learn to present their ideas professionally. Some of these topics lead to independent research projects that students can present at undergraduate research conferences and help the students earn honors in the major. Our math majors have followed a wide variety of career paths and are currently working as data analysts, risk analysts, inventory analysts, high school teachers, college professors, statisticians, doctors, lawyers, researchers, etc. Instead of asking "What can I do with a math major?", you should ask yourself "What can't I do with a math major?"

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 110	Introduction to Probability and Statistics	3
MAT 220	Discrete Mathematics	3
MAT 305	Foundations of Geometry	3
MAT 375	Differential Equations and Linear Algebra	4
MAT 499	Senior Outcomes	0
<b>Electives (minimum of 15 credits)</b>		<b>15</b>
CSC 210	Microsoft Excel Core (4)	
or CSC 115	Introduction to Computer Science (4)	
MAT 255	Calculus III (4)	
MAT 330	Advanced Probability and Statistics (4)	
MAT 333	Financial Mathematics (3)	
MAT 450	Abstract Algebra (4)	
MAT 478	Mathematics Seminar (3)	
MAT 488	Independent Study in Mathematics (1-4)	

MAT 498	Mathematics Internship (1-4)	
Total Credits		37

## Mathematics Major (BS Traditional)

Depending on their career goals, math majors can choose to earn a Bachelor of Science degree or a Bachelor of Arts degree in mathematics at Concordia University, St. Paul. In earning either degree, students will develop the critical thinking and problem solving skills necessary for today's technological world. The BS degree is more credits and offers students more opportunities to explore math applications within the math major, while the BA degree is fewer credits and is designed to be paired with a minor or a second major such as secondary education, computer science, business, science, or a variety of other possibilities. All of the courses in the math major are offered face-to-face in small classes (usually less than 20 students) and the emphasis is on actively solving problems in class. Throughout the curriculum students will learn to use technology, including computer algebra systems, geometry modeling software, spreadsheets and computer programming to model and solve problems. In some courses students investigate topics and learn to present their ideas professionally. Some of these topics lead to independent research projects that students can present at undergraduate research conferences and help the students earn honors in the major. Our math majors have followed a wide variety of career paths and are currently working as data analysts, risk analysts, inventory analysts, high school teachers, college professors, statisticians, doctors, lawyers, researchers, etc. Instead of asking "What can I do with a math major?", you should ask yourself "What can't I do with a math major?"

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
MAT 135	Calculus I	4
MAT 145	Calculus II (includes lab day)	5
MAT 110	Introduction to Probability and Statistics	3
MAT 220	Discrete Mathematics	3
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3
MAT 330	Advanced Probability and Statistics	4
MAT 333	Financial Mathematics	3
MAT 375	Differential Equations and Linear Algebra	4
MAT 450	Abstract Algebra	4
MAT 478	Mathematics Seminar	3
MAT 498	Mathematics Internship	4
MAT 499	Senior Outcomes	0
<b>Electives (8 credits)</b>		<b>8</b>
PHS 221	General Physics I (Calc Based) (4)	
PHS 222	General Physics II (Calc Based) (4)	
CSC 115	Introduction to Computer Science (4)	



CSC 210	Microsoft Excel Core (4)	
MAT 488	Independent Study in Mathematics (1-4)	
Total Credits		52

## Music Business (BA Traditional)

The Music Business major is a joint offering of the Music and Business Departments. The major is designed for students who wish to work as promoters, marketers, assistants, or managers of musical organizations and individual artists in either the commercial or non-profit realms.

The degree provides students a foundational knowledge base in music and business, culminating in an internship with a professional musical organization in the Twin Cities. The skills obtained in this degree prepare graduates for entry level positions in a variety of music and arts organizations.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites (not counted in major credit total)</b>		
MUS 101	Basic Musicianship (2)	
MUS 111	Class Piano I (2)	
MUS 112	Class Piano II (2)	
MUS 120	Listening to Life: Western Classical Music (2)	
ECO 101	America in the Global Economy: Macroeconomics (4)	
<b>Required</b>		
MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 7xx	2 semesters of ensemble at 0-2 credits each	0-2
MUS 8xx	2 semesters of private lessons at 1 credit each	2
MUS 402	The Business of Music	2
MUS 498	Music Business Internship	2
Select one of the following:		
MUS 321	Music History I (3)	
MUS 322	Music History II (recommended) (3)	
MUS 323	Music History III (3)	
<b>Music Electives</b>		
Select 7 credits of any music offerings, including ensembles and lessons and non-gen ed prerequisites		7
<b>Additional Requirements</b>		
Attend eight recitals or concerts per year <sup>1</sup>		
<b>Business Electives</b>		
Select 20 credits of the following:		20
MAN 120	Business Fundamentals and Entrepreneurship (2)	

ACC 201	Principles of Financial Accounting (4)	
MAN 301	Organizational Behavior (4)	
MAR 301	Principles of Marketing (4)	
MAN 370	Leading Nonprofit Organizations (4)	
MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 460	Managing Teams, Communication & Projects (4)	
MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
MKM 386	Marketing Principles (4)	
MKM 401	Understanding and Developing a Strategic Approach to Social Media (4)	
MKM 402	Implementing Social Media Plans and Processes (4)	
MAR 414	Marketing Strategy (4)	
Total Credits		44

<sup>1</sup> Students must attend eight 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 2.5 GPA is required in music courses.

## Music Education/Teaching Major (Grades K-12 Instrumental and Classroom Music and/or Vocal and Classroom Music (BA Traditional)

Two different majors are described below. Students who complete the instrumental track and other state requirements are eligible to apply for a Minnesota teaching license for Instrumental and K-12 Classroom Music. Students who complete the vocal track and other state requirements are eligible to apply for a Minnesota teaching license for Vocal and K-12 Classroom Music. Students may complete both tracks and be eligible for both licenses.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
MUS 121	Listening to Life: Global & Popular Music (2)	
PSY 101	Introduction to Psychology (4)	
<b>Prerequisites: if determined in assessments by music department</b>		
MUS 101	Basic Musicianship (2)	
MUS 111	Class Piano I (2)	
MUS 112	Class Piano II (2)	

MUS 113	Class Piano III (1)	
MUS 115	Beginning Guitar I (1)	

**Required Content Courses**

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 & Pedagogy	1
MUS 361	Woodwind Techniques & Pedagogy	1
MUS 362	Brass Techniques & Pedagogy	1
MUS 365	Electronic Instruments Techniques & Pedagogy	2
MUS 356	K-6 General Music Teaching Methods	2
MUS 357	7-12 General Music Teaching Methods	2
MUS 366	Vocal Techniques & Pedagogy	1
MUS 367	Percussion Techniques & Pedagogy	1
MUS 444	Instrumental Arranging	1
MUS 445	Choral Arranging	1
MUS 840	Piano (2 semesters of private piano @ 1 credit each)	2

**Recital Attendance**

Eight programs in portfolio per year, performance audition in February of second year (in first year for transfers) <sup>1</sup>

Select Vocal & Classroom track or Instrumental and Classroom track (See requirements below) Students can complete both tracks.

**Required Education Courses**

Select one of the following options:		4-8
PSY 210 & PSY 220	Child Psychology and Development and Adolescent Psychology (4)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15

Total Credits 82-86

<sup>1</sup> 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. A minimum of a 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, theory/composition and pedagogy.

## Tracks

### Vocal and Classroom K – 12 Track

Code	Title	Credits
MUS 369	Art of Accompanying	1
MUS 425	Choral Literature	2
MUS 456	Choral Conducting & Methods	2
MUS 713	Jubilate (7 semesters choral ensemble required)	0-7
or MUS 714	Christus Chorus	
MUS 860	Voice (7 semesters private voice lessons @ 1 credit each)	7
Total Credits		12-19

### Instrumental and Classroom K – 12 Track

Code	Title	Credits
MUS 368	Jazz Improvisation	1
MUS 426	Instrumental Literature	2
MUS 457	Instrumental Conducting & Methods	2
MUS 720	Concert Band (7 semesters instrumental ensemble required)	0-7
or MUS 730	Chamber Ensemble	
MUS 8XX	7 semesters private instrumental lessons@ 1 credit each	7
Total Credits		12-19

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Music Major (BA Traditional)

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. With the support of CSP's deeply networked music faculty, students in this major are provided opportunities to ply their craft in music positions at churches, internships with local music organizations, and professional workshops. The culmination of the major is a senior year public

presentation of the student's work, in which the student plans, prepares, promotes, and presents a recital of their work. The major prepares students for graduate work in music or other fields and employment as entry level music performers, composers, and private teachers. The program also provides students with the communication skills, collaborative aptitude, creativity, organizational ability, and work ethic to succeed in a broad range of fields beyond music, while providing them with a lifelong outlet for joyful aesthetic expression.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites<sup>1</sup></b>		
MUS 101	Basic Musicianship (2)	
MUS 111	Class Piano I (2)	
MUS 112	Class Piano II (2)	
MUS 113	Class Piano III (1)	
<b>Prerequisites from General Education</b>		
MUS 120	Listening to Life: Western Classical Music (2)	
	or MUS 121 Listening to Life: Global & Popular Music (2)	
<b>Required</b>		
MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
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 7xx	4 semesters of ensemble at 0-2 credits each	0-8
MUS 8xx	4 semesters of private lessons at 1 credit each	4
<b>Electives</b>		
	Select 5-7 credits from any music offerings to total 44 credits <sup>2</sup>	5-7
<b>Tracks</b>		
	Select one of the following tracks:	8-10
	Performance Track (8 credits)	
	Music History Track (8-10 credits)	
	Music Theory and Composition Track (10 credits)	
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> 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 Prerequisite courses.

<sup>2</sup> May be chosen from any music offerings. Up to 2 credits may be drawn from the 700-level ensemble courses.

## Tracks

### Performance Track

Code	Title	Credits
MUS 402	The Business of Music	2
MUS 9xx	3 semesters of honors lessons at 2 credits each	6
<b>Total Credits</b>		<b>8</b>

### Music History Track

Code	Title	Credits
MUS 493	Senior Project: Thesis	2
Select 4 credits of the following:		4
MUS 430	History of Sacred Music (4)	
MUS 431	Congregational Song (4)	
Select 2-4 credits of the following:		2-4
MUS 424	Keyboard Literature (2)	
MUS 425	Choral Literature (2)	
MUS 426	Instrumental Literature (2)	
MUS 427	Organ Literature (2)	
<b>Total Credits</b>		<b>8-10</b>

### Music Theory and Composition

Code	Title	Credits
MUS 365	Electronic Instruments Techniques & Pedagogy	2
MUS 402	The Business of Music	2
MUS 444	Instrumental Arranging	1
MUS 445	Choral Arranging	1
MUS 890	Composition (2 semesters of Composition lessons at 1 credit each)	2
MUS 990	Honors Composition Lessons	2
<b>Total Credits</b>		<b>10</b>

## Additional Requirements

Students must attend eight 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 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, and theory/composition. Performance audition in February of sophomore year (first year for transfers). Pass Keyboard Proficiency Exam prior to graduation. Take Senior Music Outcomes exam when Musicianship/ Music History courses are completed.

## Bachelor of Science in Nursing (ABSN)

For admission to Concordia's ABSN program, all candidates must meet BSN Admission requirements. All general education courses, with the exception of 6 credits of HUM and/or REL and all Nursing prerequisites must be completed prior to the start of the ABSN program. No more than 6 credits of nursing prerequisite coursework may be in progress at the time of application. Nursing prerequisites courses consist of BIO 211 General Biology 1: 4 Credits, BIO 284 Microbiology: 3 Credits, BIO 364 Human Anatomy & Physiology I: 4 Credits, BIO365 Human Anatomy & Physiology II: 4 Credits, CHM 101 Chemistry for Life: 3 Credits, CHM 102 Principles of Organic & BioChemistry: 3 Credits, PSY 321 Human Growth and Development: 3 Credits, MTH 123 College Algebra: 3 Credits, MTH 231 Research & Statistical Techniques: 3 Credits and ESS 462 Nutrition: 3 Credits.

Code	Title	Credits
Prerequisite courses		33
NUP 350	Fundamentals of Nursing and Caring for Persons with Chronic Conditions	8
NUP 351	Integration of Pathophysiology and Pharmacology	4
NUP 352	Intro to Nursing Informatics	2
NUP 353	Care of the Adult with Acute Physical Illness	8
NUP 354	Integration of Pathophysiology and Pharmacology II	4
NUP 355	Nursing Care of Clients with Mental & Behavioral Health Issues	3
NUP 403	Nursing Research and Evidence-Based Practice	2
NUP 410	Nursing Care of Children and the Childbearing Family	7
NUP 411	Nursing in the Community	7
NUP 412	Nursing Leadership and Health Care Policy	3
NUP 413	Complex Clinical Nursing Care Capstone	8
NUP 414	Spiritual Caring and Ethics in Nursing Practice	3
General Education Requirements		6
HUM Course		
REL/THL Course		
Total Credits		98

CSP's pre-licensure nursing programs prepare students to take the National Council Licensure Exam (NCLEX-RN®), which is required for professional nursing licensing in all states. CSP BSN program graduates are eligible to apply to take the NCLEX-RN® in any state. States may require additional licensure application conditions including but not limited to background studies that may include fingerprinting. State specific professional nursing licensure requirements are accessible via the identified state's nursing board website. [<https://publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81> (<https://publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81/>)]

## Nursing Major (BSN Adult)

This Bachelor of Science Nursing program (RN to BSN) is a post-licensure program for Registered Nurses designed to advance the knowledge and skills of nursing professionals through an integration of learning and experience. The combination of theoretical inquiry and practical application is integrated so that students can gain insight into ethics in health care, professional and evidence-based practice, interdisciplinary collaboration and communication, leadership, management, care coordination and community health. Upon completion of the program, students will be prepared to be leaders and lifelong learners who can adapt to developments in health care delivery and the diverse patient population.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required (and in sequence) <sup>1</sup></b>		
NUR 330	Ethics & Decision Making in Nursing Practice	4
NUR 345	Professional Practice and Role Development in Nursing	4
NUR 360	Transcultural Nursing & Advanced Health Assessment	4
NUR 375	Introduction to Evidence-Based Practice	4
NUR 400	Leadership and Management in Nursing	4
NUR 430	Nursing Informatics	4
NUR 445	Introduction to Care Coordination & Case Management	4
NUR 460	Population Health Nursing	4
NUR 475	Nursing Capstone	4
Total Credits		36

<sup>1</sup> Minimum C grade required in all NUR program courses.

## Nursing Major (BSN Pre-Licensure)

The pre-licensure baccalaureate nursing track is designed to prepare graduates to take the National Council Licensure Examination (NCLEX-RN) and to enter the nursing profession as a generalist in a variety of care settings, serving culturally diverse clients of all ages in an ever-changing, dynamic health care context. Learning takes place in a variety of settings including; the classroom, simulation laboratory, and supervised clinical practice experiences to ensure students have a solid foundation for practice. Students will gain an understanding of leadership, advocacy, collaboration, and evidence-based practice concepts that will allow them to impact patient outcomes positively.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites (must be completed prior to starting the nursing program) <sup>1</sup></b>		
BIO 120	General Biology I (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
CHE 115	General Chemistry I (4)	
ENG 120	College Writing (4)	
MAT 165	Quantitative Reasoning for Health Care Professionals (3)	
NUR 234	Pathophysiology in Nursing (3)	
<b>Co-Requisite/Supplemental Courses (may be completed during the nursing program) <sup>1</sup></b>		
COM 103	Interpersonal Communication (4)	
COM 309	Intercultural Communication (4)	
PSY 101	Introduction to Psychology (4)	
PSY 230	Lifespan Developmental Psychology (4)	
<b>Required <sup>1</sup></b>		
NUR 235	Fundamentals of Professional Nursing	5
NUR 236	Fundamentals of Professional Nursing Lab	2
NUR 238	Pharmacology in Nursing	3
NUR 244	Health Promotion and Assessment	3
NUR 332	Nursing Care of the Adult I	7
NUR 338	Behavioral Health Nursing	4
NUR 334	Nutritional Foundations & Clinical Application	2
NUR 344	Nursing Care of the Adult II	6
NUR 346	Aging, Chronicity, and Palliative Care	3
NUR 353	Nursing Care of the Childbearing Family	4
NUR 453	Nursing Care of the Childrearing Family	4
NUR 464	Leadership and Management in Nursing	3
NUR 465	Care of the Complex Patient	2
NUR 431	Nursing Introduction to Evidence Based Practice	3
NUR 472	Population Health	4
NUR 473	Transition into Professional Nursing	5
Total Credits		60

<sup>1</sup> Minimum C grade required in all pre-requisite, supplemental and required courses.

CSP's pre-licensure nursing programs prepare students to take the National Council Licensure Exam (NCLEX-RN®), which is required for professional nursing licensing in all states. CSP BSN program graduates are eligible to apply to take the NCLEX-RN® in any state. States may require additional licensure application conditions including but not limited to background studies that may include fingerprinting. State specific professional nursing licensure requirements are accessible via the identified state's nursing board website. [https://

[publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81](https://publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81) (https://publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81/)]

## Orthotics and Prosthetics Major (BS Traditional)

Majoring in Orthotics and Prosthetics involves the study of how to design and fit braces, artificial limbs, and other devices that help individuals lead full lives. Students will learn to effectively analyze, design, and construct appropriate orthotics and prosthetics and make sound ethical decisions surrounding their use. How is gait analysis conducted? What role can patient counseling play? What materials should be used in fabrication? This program, offered in partnership with Century College, provides the educational preparation to become an ABC certified assistant.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required Courses taken at Century College</b>		
OPCA 2010	Clinical Applications of Lower Extremity Orthoses	4
OPCA 2030	Clinical Applications of Upper Extremity Orthoses	3
OPCA 2040	Clinical Applications of Spinal Orthoses	4
OPCA 2050	Clinical Applications of Trans-Tibial Prosthesis I	3
OPCA 2060	Clinical Applications of Trans-Tibial Prosthesis II	4
OPCA 2070	Clinical Applications of Trans-Femoral Prosthesis	4
OPCA 2080	Clinical Applications of Upper Limb Prosthesis	4
OPCA 2090	Clinical Internship	2
<b>Required Courses taken at Concordia</b>		
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
KHS 220	Research Methods	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 490	Senior Professional Seminar	1
Total Credits		61

## Parent and Family Education (Licensure) (BA Traditional)

Students majoring in Parent and Family Education are eligible to apply for a Minnesota teaching 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.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses</b>		
COM 205	Small Group Communication	4
COM 403	Family Communication	4
FAS 400	Family Systems, Structures and Relationships	4
FAS 446	Methodology in Fam Life Ed	3
PSY 210	Child Psychology and Development	4
<b>Required Education Courses</b>		
ED 201	Foundations of and Introduction to Education (+ 15 hours HR Activity)	3
ECE 321	Preschool Education	2
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ECE 324	Language Development and Emergent Literacy	3
ECE 325	Education of Infants and Toddlers	3
ECE 425	Young Children with Special Needs	2
ECE 427	Authentic Assessment and Guidance in ECE	3
ED 418	Adult Education and Development	4
ED 470	Health Education for Teachers	2
ED 464	Student Teaching Parent & Family Education and Capstone Seminar	4
Total Credits		50

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see

the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Physical Education (Grades K-12) and Health (Grades 5-12) Teaching Major (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades K through 12 Physical Education and Grades 5 through 12 Health.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses</b>		
KHS 200	Community Safety & First Aid/CPR	1
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
KHS 420	Program Administration	2
KHS 436	Motor Development, Control & Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
<b>Required Education Courses</b>		
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators	4
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 334	Methods in Teaching Elementary Physical Education (Grades K-5)	4
ED 335	Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12)	4
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 410	Health Methods and Strategies	3
ED 439	The Inclusive Classroom	2
ED 481	Introduction to Developmental Adapted Physical Education	2
ED 487	Reading Across the Content Areas	3

ED 472	Student Teaching	15
Total Credits		79

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Psychology Major (BA Adult; Online Only)

This program takes a contemporary approach to psychology methods and prepares students for a modern health environment through comprehensive and rigorous curriculum as well as an 8-credit hour internship that offers practical field experience. The accelerated learning experience puts students on track for career advancement sooner and provides a solid educational foundation for continued education in graduate school.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
PSY 101	Introduction to Psychology	4
PSY 230	Lifespan Developmental Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 330	Introduction to Counseling	4
PSY 300	Cognition, Learning and Memory	4
PSY 360	Abnormal Psychology	4
PSY 370	Introduction to Personality Theories	4
PSY 451	Social Psychology	4
PSY 498	Psychology Internship	8
<b>Electives</b>		
Select 4 additional credits of the following:		4
FAS 400	Family Systems, Structures and Relationships (4)	
KHS 435	Sport Psychology (4)	
PSY 340	Introduction to Industrial/Organizational Psychology (4)	
PSY 350	Forensic Psychology (4)	
Total Credits		44

## Psychology Major (BA Traditional)

This program encourages students to develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. Classroom learning and an internship experience will prepare students to enter a career of choice or graduate school.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required Psychology Courses</b>		
PSY 101	Introduction to Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 451	Social Psychology	4
PSY 498	Psychology Internship	8
<b>Mind-Brain Courses</b>		
Select 4 credits of the following:		4
PSY 300	Cognition, Learning and Memory (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
<b>Clinical Courses</b>		
Select 4 credits of the following:		4
PSY 330	Introduction to Counseling (4)	
PSY 360	Abnormal Psychology (4)	
PSY 370	Introduction to Personality Theories (4)	
<b>Developmental Courses</b>		
Select 4 credits of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
CJU 461	Constitutional and Criminal Law and Justice (4)	
PSY 230	Lifespan Developmental Psychology (4)	
<b>Electives</b>		
Select 12 additional credits of the following:		12
FAS 400	Family Systems, Structures and Relationships (4)	
KHS 435	Sport Psychology (4)	
PSY 210	Child Psychology and Development <sup>1</sup> (4)	
PSY 220	Adolescent Psychology <sup>1</sup> (4)	
PSY 230	Lifespan Developmental Psychology <sup>1</sup> (4)	
PSY 300	Cognition, Learning and Memory <sup>1</sup> (4)	
PSY 310	Physiological Psychology <sup>1</sup> (4)	
PSY 320	Sensation and Perception <sup>1</sup> (4)	
PSY 340	Introduction to Industrial/Organizational Psychology (4)	
PSY 350	Forensic Psychology (4)	

PSY 360	Abnormal Psychology <sup>1</sup> (4)	
PSY 370	Introduction to Personality Theories <sup>1</sup> (4)	
PSY 490	Seminar on Psychological Topics (4)	
Total Credits		44

<sup>1</sup> If not taken above as a required course

## Psychology Major (BS Traditional)

The Bachelor of Science degree in Psychology encourages students to develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. Classroom learning in combination with a research-focused internship experience will prepare students to enter a career of choice, medical school, or graduate school.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
<b>Psychology Courses</b>		
PSY 101	Introduction to Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 451	Social Psychology	4
PSY 498	Psychology Internship	8
PSY 490	Seminar on Psychological Topics	4
<b>Mind-Brain Courses</b>		
Select 8 credits of the following:		8
PSY 300	Cognition, Learning and Memory (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
<b>Clinical Courses</b>		
Select 8 credits of the following:		8
PSY 330	Introduction to Counseling (4)	
PSY 360	Abnormal Psychology (4)	
PSY 370	Introduction to Personality Theories (4)	
<b>Developmental Courses</b>		
Select 4 credits of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
CJU 461	Constitutional and Criminal Law and Justice (4)	
<b>Mathematics and Science Courses</b>		
BIO 120	General Biology I	4
BIO 210	Genetics	4
CHE 115	General Chemistry I	4
MAT 110	Introduction to Probability and Statistics	3
MAT 125	Precalculus	4

or MAT 135	Calculus I	
<b>Electives</b>		
Select 16 credits of 300 or 400 level Psychology courses		16
Total Credits		79

## Public Health Major (BA Traditional)

This program involves learning the science of protecting the safety and improving the health of communities through education, policy making, and research for disease and injury prevention. Being a public health professional enables you to work around the world, address health problems of communities as a whole, and influence policies that affect the health of societies.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Encouraged Elective (does not count toward credit total for the major)</b>		
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
Please choose from one of these courses:		4
HCR 220	Epidemiological Foundation (4)	
KHS 220	Research Methods (4)	
KHS 240	Introduction to Public Health	4
KHS 300	Applied Nutrition	4
HCR 350	Healthcare Diversity and Global Issues	4
KHS 392	Marketing and Fundraising	4
KHS 400	Health Psychology	4
HCR 425	Health Care Economics	4
KHS 455	Occupational and Environmental Health	4
KHS 460	Health Advocacy and Leadership	4
KHS 498	Internship	8
Total Credits		44

## Public Policy Major (BA Traditional)

The Public Policy major will equip students with sufficient intellectual tools to prepare them for professional work in the public sector. Students will be trained to seek positions in organizations which deal with public policy issues such as 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.



## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (4)	
POL 131	Government and Politics (4)	
SOC 152	Introduction to Sociology (4)	
<b>Required</b>		
ECO 102	Microeconomics	2
MAR 301	Principles of Marketing	4
POL 243	Contemporary Global Problems	4
POL 337	Parties, Campaigns, and Elections	4
PSY 380	Research Methods with Statistical Applications	4
PSY 490	Seminar on Psychological Topics	2-4
or POL 487	Readings Seminar: Topics in Political Science	
PSY 451	Social Psychology	4
SOC 357	Class and Community	4
Select one of the following:		12
POL 498	Internship or Service Learning (12)	
SOC 498	Internship (12)	
PSY 498	Psychology Internship (12)	
Total Credits		40-42

## Public Relations Major (BA Traditional)

The public relations major provides students with the concepts, skills, and expertise needed to help organizations build mutually beneficial relationships with the diverse public. The knowledge and tools students develop through the P R curriculum prepare students in fields such as corporate communication, social media, government affairs, and public relations firms. The professional internship experience, coupled with graduate and elective coursework, provide opportunities for students to practice and refine their skills.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
COM 309	Intercultural Communication (4)	
<b>Required</b>		
COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4
COM 320	Media and Public Relations	4
COM 325	Social Media Relations & Analytics	4

COM 443	Persuasive Communication	4
COM 478	Organizational Communication	4
COM 515	Corporate Social Responsibility and Ethical Leadership	3
COM 590	Crisis Communication	3
COM 498	Internship	4
<b>Electives</b>		
Choose a minimum of 6 credits with at least 3 credits from category A		
<b>Category A</b>		<b>3</b>
ART 282	Graphic Design I (3)	
ART 383	Web Design I (3)	
BUS 350	Innovative Marketing and Social Media (4)	
ENG 420	Persuasive Writing on Contemporary Issues (4)	
MAR 301	Principles of Marketing (4)	
MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
MAR 413	Marketing Research (4)	
MAR 470	Digital Marketing (2)	
MAR 471	Global Marketing (2)	
MKM 330	Integrated Marketing Communications (4)	
POL 337	Parties, Campaigns, and Elections (4)	
<b>Category B</b>		<b>3</b>
COM 327	Topics in Communication	2
ENG 220	Applied Grammar (2)	
ENG 221	Journalism (4)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
SOC 452	Social Organization (4)	
Total Credits		42

## Pulmonary Science Major (BS Adult)

The Pulmonary Science program is conveniently offered in an online format as a degree completion program designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree in an accelerated format.

**A student must be a Registered Respiratory Therapist in order to enroll in this program.**

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
PUL 220	Epidemiological Foundations	4
PUL 301	Principles of Healthcare Systems	4

PUL 322	Compliance and Regulatory Requirements	4
PUL 329	Advances in Pharmacology in Critical Care Medicine	4
PUL 330	Multi-Specialties in Respiratory Therapy	4
PUL 331	Advancement in Critical Care Monitoring	4
PUL 332	Advanced Cardiopulmonary Sciences	4
PUL 342	Healthcare Information Systems	4
PUL 400	Health Psychology	4
PUL 435	Ethics and Decision Making in Health Care Environments	4
PUL 490	Senior Research Capstone	4
Total Credits		44

## Secondary Education Major (Done in Conjunction with Biology, Chemistry or Math Major)

Students who complete this Secondary Education major and the BA in Mathematics (together with other state requirements) are eligible to apply for a Minnesota teaching license for grades 5 through 12 Mathematics. Students who complete this Secondary Education major and the BA in Biology (together with other state requirements) are eligible to apply for a Minnesota teaching license for grades 9-12 Life Science.

Students who complete this Secondary Education major and the BA in Chemistry (together with other state requirements) are eligible to apply for a Minnesota teaching license for grades 9-12 Chemistry.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
<b>Required</b>		
PSY 220	Adolescent Psychology	4
ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15
<b>Choose specialty course(s)</b>		<b>2-5</b>
For 5-12 Math: <sup>1</sup>		
ED 475	Teaching 5-8 Mathematics (1)	
ED 351	Teaching Grades 9-12 Mathematics (4)	
For 9-12 Chemistry or Life Science: <sup>2</sup>		
ED 353	Teaching Grades 9-12 Science (2)	
Total Credits		42-45

<sup>1</sup> Done in conjunction with Math major for 5-12 Math Education.

<sup>2</sup> Done in conjunction with Chemistry major for 5-12 Chemistry Education.

Done in conjunction with Biology major for 5-12 Life Science Education.

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## Social Studies Education/Teaching (Grades 5-12) Major (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades 5 through 12 Social Studies.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
ECO 101	America in the Global Economy: Macroeconomics	4
HIS 212	Introduction to History	4
PSY 101	Introduction to Psychology	4
<b>Required Content Courses</b>		
GE 101	Human Geography	2
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HIS 267	Introduction to Latin America	4
HIS 285	European History Since 1789	4
POL 131	Government and Politics	4
SOC 152	Introduction to Sociology	4
<b>Electives</b>		
Select any 300 or 400 level social science course		4
<b>Required Education Courses</b>		
PSY 220	Adolescent Psychology	4
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3

ED 344	The Effective Teacher	3
ED 352	Teaching Grades 9-12 Social Studies	2
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 476	Teaching Grades 5-8 Social Studies	1
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
ED 472	Student Teaching	15
<b>Total Credits</b>		<b>85</b>

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Sociology Major (BA Traditional)

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 student to enter a career of choice or graduate school.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
MAT 110	Introduction to Probability and Statistics <sup>1</sup>	(3)
<b>Required</b>		
SOC 152	Introduction to Sociology	4
SOC 453	Social Theory	4
PSY 380	Research Methods with Statistical Applications	4
Select one of the following:		4
SOC 357	Class and Community (4)	
SOC 452	Social Organization (4)	
PSY 451	Social Psychology (4)	
Select one of the following:		4
SOC 253	Marriage and Family (4)	
PSY 230	Lifespan Developmental Psychology (4)	
SOC 358	Minority Groups (4)	

CJU 442	Foundations of the Criminal Justice System	4
or SOC 359	Social Welfare as an Institution	
SOC 498	Internship	8
<b>Electives</b>		
Select 12 credits of the following:		12
SOC 253	Marriage and Family <sup>2</sup> (4)	
HMG 255	People and Culture of China (4)	
CJU 442	Foundations of the Criminal Justice System <sup>2</sup> (4)	
CJU 405	Minnesota State Criminal Law and Traffic Codes (4)	
CJU 487	Delinquent and Criminal Behaviors Across the Life Course (4)	
PSY 230	Lifespan Developmental Psychology <sup>2</sup> (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	
SOC 357	Class and Community <sup>2</sup> (4)	
CJU 461	Constitutional and Criminal Law and Justice (4)	
SOC 358	Minority Groups <sup>2</sup> (4)	
SOC 359	Social Welfare as an Institution <sup>2</sup> (4)	
PSY 451	Social Psychology (4)	
SOC 452	Social Organization <sup>2</sup> (4)	
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> Prerequisite for PSY 380

<sup>2</sup> May be taken as electives if not already counted towards another requirement in the major

## Sport Communication (BA Traditional)

Students in Sport Communication are introduced to a variety of communication focused career opportunities in the sports industry. Students will gain valuable skills in sports public relations campaigns, social media outreach for sports teams, as well as in working with specialty sports agencies and planning sports events for organizations. Careers in sport communication are varied. Existing opportunities in sport communication include coaching/managing teams, event management and marketing, sports venue management, public relations representative, service and marketing coordination, digital and print media specialist, education, and recreation management.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisite</b>		
COM 103	Interpersonal Communication (4)	

Required		
COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4
or ENG 221	Journalism	
COM 309	Intercultural Communication	4
COM 320	Media and Public Relations	4
COM 325	Social Media Relations & Analytics	4
COM 478	Organizational Communication	4
COM 498	Internship	4
KHS 390	Sport Management	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
Choose one of the following		
KHS 391	Law & Sport	4
or KHS 394	Sport Business	
Total Credits		44

## Sport Management 3+2 Option (BA + MA Sport Management)

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires:

1. Completion of 64 credits or an associate's degree,
2. a 3.00 CGPA,
3. a written essay, and
4. an interview (telephone or in person) with the department.

Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>BA + MA Sport Management Coursework</b>		
KHS 220	Research Methods	4
KHS 375	Sociology of Sport and Exercise	4
KHS 390	Sport Management	4
KHS 391	Law & Sport	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
KHS 545	Ethics and Policy in Sport Management	3
KHS 550	Sport Sales and Fundraising	3
KHS 530	Research Methods	3

KHS 533	Sport Media and Technology	3
KHS 510	Human Resource Management	3
KHS 535	Sport Marketing	3
KHS 520	Sport Finance	3
KHS 525	Facility and Event Management in Sport	3
KHS 540	Legal Aspects of Sport	3
KHS 515	Management and Leadership	3
KHS 565	Capstone	3
Total Credits		70

## Sport Management Major (BA Traditional; BA Adult Online)

The major in Sport 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 and event management, marketing, and fitness center management. Students learn business and sport theory and have numerous opportunities to bridge theory into practical applications.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
KHS 220	Research Methods	4
KHS 375	Sociology of Sport and Exercise	4
KHS 390	Sport Management	4
KHS 391	Law & Sport	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
Total Credits		45

## Coaching & Sport Psychology (BA Traditional)

The Coaching & Sport Psychology major focuses on effective coaching and the application of foundational psychology concepts in sport settings. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications. This degree prepares students for careers in individual athlete, team, fitness, and wellness coaching. The program also serves as preparation for post-baccalaureate study in areas such as human growth, aging, exercise physiology, sport management, and sport psychology.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 479	Coaching Pedagogy	2
KHS 220	Research Methods	4
KHS 400	Health Psychology	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 375	Sociology of Sport and Exercise	4
KHS 420	Program Administration	2
KHS 435	Sport Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	3
Total Credits		44

## Theatre Major (BA Traditional)

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.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Required</b>		
THR 101	Introduction to The Theatre	2
THR 111	Theatre in Practice	2
THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4

THR 445	Theatre History, Theory, and Literature I	4
THR 446	Theatre History, Theory, and Literature II	4
THR 478	Directing	4
THR 499	Senior Outcomes	0

Select one of the following: 4

THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	

### Electives

Select 12 credits of the following: 12

THR 111	Theatre in Practice (0-1)	
THR 131	Improvisation (2)	
THR 160	Introduction to Dance (3)	
THR 201	Dance for Musical Theatre (3)	
THR 253	Makeup for the Stage (2)	
THR 262	Modern Dance Technique (3)	
THR 263	Jazz Dance Technique (3)	
THR 291	Topics in Theatre (2)	
THR 301	New York Theatre Tour (2)	
THR 302	London Theatre Tour (2)	
THR 321	Acting II (4)	
THR 326	Voice, Diction & Dialects (2)	
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	
THR 364	Tap Technique (3)	
THR 365	Dance History (3)	
THR 366	Choreography (3)	
THR 367	Ballet Technique (3)	
THR 488	Independent Study in Theatre (1-4)	
THR 498	Theatre Internship (4-16)	

Total Credits 44

## Theology Major (BA Traditional)

The major in theology is designed to prepare students who plan to attend seminary and pursue a master's of divinity or other advanced theological degree. The core required courses introduce students to biblical studies, Lutheran theology, philosophy, and church history. Students are encouraged but not required to study biblical Greek and Hebrew and can choose from a variety of theology electives that are of interest to them. Although the degree emphasizes Lutheran doctrine, students from any Christian tradition planning to attend seminary will be well prepared by completing this major.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisite</b>		
THL 206	New Testament (3)	
<b>Required</b>		
THL 201	Old Testament	3
THL 241	Church History	3
THL 371	Mission of God	4
THL 431	Lutheran Doctrine I	3
THL 432	Lutheran Doctrine II	3
THL 342	Athens and Jerusalem: Philosophy and Christianity	4
THL 496	Senior Thesis	2
<b>Electives</b>		
Select 20 credits of the following:		20
GRK 211	Biblical Greek I (4)	
GRK 212	Biblical Greek II (4)	
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 311	Biblical Hebrew I (4)	
HBR 312	Biblical Hebrew II (4)	
THL 218	The Land of the Bible (1)	
THL 219	Principles of Biblical Interpretation (3)	
THL 310	Archaeology and the Bible (4)	
THL 320	Christianity and the Global South (4)	
THL 325	Christian Ethics (4)	
THL 344	Martin Luther: Saint & Sinner (4)	
THL 345	Callings: Christianity and Vocation (3)	
THL 353	Christianity and World Religions (4)	
THL 354	Christian - Muslim Relations (4)	
THL 356	One Nation under God? Christianity and Politics in America (4)	
THL 357	Christianity and the Media in Contemporary Culture (4)	
THL 359	Theology and Art (4)	
THL 377	Faith and Justice in the City (4)	
THL 441	Lutheran Confessional Writings (3)	
THL 316	The Death of Jesus (4)	
Total Credits		42

## Web Design and Development Major (BS Online Only)

Students will learn full-stack development; including front end development and back end scripting. Skills acquired in server-side programming and database design and implementation will lead to creating professional-looking web sites and building database driven e-commerce. Agile methods, teamwork, and use of version control such as Git to support collaborative development will be explored. A senior capstone project, either company led or instructor-approved, will

demonstrate mastery of web design and development skills learned in this program.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 51) requirements.

## Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
<b>Prerequisites from General Education</b>		
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
CSC 115	Introduction to Computer Science	4
CSC 175	Math for Computer Science	4
CSC 222	Introductory Programming with Java	4
CSC 135	Client-Side Web Development	4
CSC 230	Database Design	4
CSC 235	Server-Side Development	4
CSC 310	Computer Architecture and Operating Systems	4
CSC 315	Mobile App Development	4
ART 383	Web Design I	3
CSC 435	Advanced Web Application Development	4
CSC 450	Computer Science Capstone	4
Total Credits		43

## Minors

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- Art History Minor (p. 94)
- Art Studio Minor (p. 94)
- Biblical Languages Minor (p. 94)
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- Chemistry Minor (p. 95)
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- Sport Communication Minor (p. 104)
- Sport Management Minor (p. 104)
- Sport Psychology Minor (p. 104)
- Theatre Minor (p. 104)
- Writing Minor (p. 105)
- Writing/Communications Minor (p. 105)

## Accounting Minor

(Available Online)

Code	Title	Credits
<b>Required (and in sequence)</b>		
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
Select one of the following:		
ACC 413	Cost Accounting (4)	4
ACC 411	Advanced Accounting (4)	4
ACC 412	Auditing (4)	4
ACC 414	Federal Income Tax (4)	4
Total Credits		20

## Art History Minor

This program combines course work and research to give students a solid foundation in art history and art's role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
<b>Prerequisites</b>		
ART 101	Approaching Art (2)	
ART 111	Drawing I (3)	
<b>Required</b>		
Select 24 credits of the following:		24
ART 271	Survey of Western Art I (3)	
ART 272	Survey of Western Art II (3)	
ART 370	Mexican Art and Culture (2-4)	
ART 374	Art of Mexico (4)	
ART 375	Art of Asia (4)	
ART 376	World Art (4)	
ART 472	19th and 20th Century Art and Design (4)	
ART 473	History of Photography (3)	
ART 481	Topics in Art: _____ (1-4)	
ART 491	Theories in Contemporary Art (3)	
Any foreign language course (4)		
Total Credits		24

## Art Studio Minor

This program combines studio art courses and art history to give students a solid foundation in art production and art's role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
<b>Required</b>		
ART 101	Approaching Art	2
ART 102	2D Design	3
ART 111	Drawing I	3
<b>Electives</b>		
Select 17 credits of any 200 level or above ART course		17
Total Credits		25

## Biblical Languages Minor

The Minor in Biblical Languages provides the basics of Biblical Greek and Hebrew along with translation experience with major portions of the New Testament. These courses enable students to interact with the Bible in its original languages and to be prepared for graduate study in theology.

Code	Title	Credits
<b>Required</b>		
GRK 211	Biblical Greek I	4
GRK 212	Biblical Greek II	4
HBR 311	Biblical Hebrew I	4
HBR 312	Biblical Hebrew II	4
<b>Electives</b>		
Select 4 credits of the following:		4
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)	
<b>Total Credits</b>		<b>20</b>

## Biology Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
BIO 120	General Biology I (4)	
<b>Required</b>		
BIO 130	General Biology II	4
BIO 210	Genetics	4
or BIO 330	Cell Biology	
<b>Electives</b>		
Select a minimum of 15 credits: <sup>1</sup>		15
BIO 210	Genetics (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 330	Cell Biology (4)	
BIO 335	Molecular Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
CHE 328	Biochemistry I (4)	
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	
<b>Total Credits</b>		<b>23</b>

<sup>1</sup> At least four courses with at least two 300 or 400 level

## Business Administration Minor

(Available online)

Code	Title	Credits
<b>Required</b>		
BUS 380	Organizational Behavior	4
BUS 388	Business Analytics, Tools & Techniques	4
<b>4 credits from the following courses:</b>		<b>4</b>
MAN 120	Business Fundamentals and Entrepreneurship (2)	
MAN 204	Legal Environment of Business (2)	
HRM 382	Human Resource Management and Employment Law (4)	
ACC 384	Applied Accounting and Finance (4)	
or ACC 201	Principles of Financial Accounting (4)	
MKM 386	Marketing Principles (4)	
<b>8 credits from the following courses:</b>		<b>8</b>
BUS 415	Social Intelligence and Leadership (4)	

BUS 425	Business Intelligence (4)	
BUS 420	Business Finance (4)	
BUS 490	Business Strategies (4)	
<b>Total Credits</b>		<b>20</b>

## Business Management Minor

Code	Title	Credits
<b>Prerequisite</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
<b>Required Courses</b>		<b>6</b>
MAN 120	Business Fundamentals and Entrepreneurship (2)	
MAN 301	Organizational Behavior (4)	
Select 8 credits of the following:		<b>8</b>
ACC 201	Principles of Financial Accounting (4)	
MAN 204	Legal Environment of Business (2)	
MAN 302	Operations and Quality Management (2)	
MAR 301	Principles of Marketing (4)	
FIN 301	Corporate Finance I (4)	
MAR 312	Consumer Behavior (4)	
MAN 370	Leading Nonprofit Organizations (4)	
MAN 498	Internship (4)	
Select 8 credits of the following:		<b>8</b>
MAN 350	Global Management (4)	
MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 460	Managing Teams, Communication & Projects (4)	
<b>Total Credits</b>		<b>22</b>

## Chemistry Minor

Code	Title	Credits
<b>Required</b>		
CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
<b>Electives</b>		
Select a minimum of 11 credits of the following:		<b>11</b>
CHE 335	Medicinal Chemistry (3)	
CHE 222	Organic Chemistry II (4)	
CHE 326	Analytical Chemistry I (4)	
CHE 328	Biochemistry I (4)	
CHE 329	Biochemistry II (4)	
CHE 341	Thermodynamics (4)	
<b>Total Credits</b>		<b>23</b>

## Communication Studies Minor

Code	Title	Credits
<b>Prerequisite from General Education</b>		
COM 103	Interpersonal Communication (4)	



COM 309	Intercultural Communication (4)	
<b>Required</b>		
COM 222	Social/Mass Media Communication	4
COM 212	Public Speaking	4
COM 325	Social Media Relations & Analytics	4
COM 327	Topics in Communication <sup>1</sup>	4
COM 403	Family Communication	4
COM 478	Organizational Communication	4
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> Topics in Communication is a two credit course that will be repeated two times in order to meet the minor credit requirement of 24 credits.

## Community Arts Minor

This program combines course work and arts production to give students a solid foundation in community theory and the role of the arts in community building. Students will gain knowledge and skills in facilitating arts events in community contexts to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
<b>Required</b>		
ART 111	Drawing I	3
ART 300	Community Arts	4
ART 498	Arts Internship *	4
<b>Electives</b>		
Select 13 credits of the following:		13
ART 102	2D Design (2)	
ART 103	3D Design (2)	
ART 202	Digital Imagery (3)	
ART 211	Illustration (3)	
ART 221	Painting I (3)	
ART 241	Photography I (3)	
ART 251	Sculpture I (3)	
ART 261	Ceramics I (3)	
ART 282	Graphic Design I (3)	
ART 311	Figure Drawing (3)	
ART 321	Painting II (3)	
ART 331	Relief Printmaking (3)	
ART 332	Screen Printmaking (3)	
ART 333	Intaglio Printmaking (3)	
ART 341	Photography II (3)	
ART 342	Digital Photography (2)	
ART 351	Sculpture II (3)	
ART 361	Ceramics II (3)	
ART 370	Mexican Art and Culture (2-4)	
ART 375	Art of Asia (4)	
ART 376	World Art (4)	
ART 383	Web Design I (3)	
ART 431	Mixed Media Printmaking (3)	
ART 435	Advanced Printmaking (4)	
ART 472	19th and 20th Century Art and Design (4)	
ART 481	Topics in Art: _____ (2-4)	

THR 111	Theatre in Practice (1)	
THR 251	Stagecraft (4)	
*ART 498 plus 8 of the above elective credits may be replaced by petitioning for a 16 credit HECUA internship.		
<b>Total Credits</b>		<b>24</b>

## Computer Science Minor

This program provides students with a practical background in computer science, no matter what career field the student chooses. Courses include essential technologies such as web development, programming fundamentals, and database skills as well as an underlying understanding of computer science.

Code	Title	Credits
<b>Required</b>		
Select 20 credits of the following:		20
CSC 115	Introduction to Computer Science (4)	
CSC 135	Client-Side Web Development (4)	
CSC 175	Math for Computer Science (4)	
CSC 210	Microsoft Excel Core (4)	
CSC 222	Introductory Programming with Java (4)	
CSC 230	Database Design (4)	
CSC 235	Server-Side Development (4)	
CSC 310	Computer Architecture and Operating Systems (4)	
CSC 315	Mobile App Development (4)	
CSC 322	Object Oriented Programming in Java (4)	
<b>Total Credits</b>		<b>20</b>

## Criminal Justice Minor

Code	Title	Credits
<b>Required</b>		
CJU 442	Foundations of the Criminal Justice System	4
<b>Electives</b>		
Select 16 credits of the following:		16
CJU 446	Research Methods in Criminology and Criminal Justice (4)	
CJU 456	Building an Integrated Criminal Justice System (4)	
CJU 461	Constitutional and Criminal Law and Justice (4)	
CJU 472	Cultural Considerations in Criminal Justice Systems (4)	
CJU 475	Ethical and Legal Dilemmas in the Criminal Justice System (4)	
CJU 478	Contemporary Issues in the Criminal Justice System (4)	
CJU 483	Exploring the Criminal Mind and Identifying Suspect Behavior (4)	
CJU 487	Delinquent and Criminal Behaviors Across the Life Course (4)	
CJU 491	Forensic Exploration in the Criminal Justice System (4)	

CJU 405	Minnesota State Criminal Law and Traffic Codes (4)	
CJU 495	Criminal Justice Experiential Learning eFolio (4)	
Total Credits		20

## Dance Minor

Code	Title	Credits
<b>Required</b>		
THR 160	Introduction to Dance	2
THR 201	Dance for Musical Theatre	3
THR 262	Modern Dance Technique	3
THR 263	Jazz Dance Technique	3
THR 364	Tap Technique	3
THR 365	Dance History	3
THR 366	Choreography	3
THR 367	Ballet Technique	3
Total Credits		23

## Design Minor

This program combines art and design courses and art history to give students a solid foundation in design and its role in culture. Students will gain knowledge and skills of design to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
<b>Prerequisite</b>		
ART 102	2D Design (3)	
<b>Required</b>		
ART 111	Drawing I	3
ART 472	19th and 20th Century Art and Design	4
<b>Electives</b>		
Select a minimum of 17 credits of the following:		17
ART 103	3D Design (3)	
ART 105	Color Theory (3)	
ART 211	Illustration (3)	
ART 241	Photography I (3)	
ART 282	Graphic Design I (3)	
ART 284	Graphic Imagery (4)	
ART 311	Figure Drawing (3)	
ART 332	Screen Printmaking (3)	
ART 341	Photography II (3)	
ART 342	Digital Photography (2)	
ART 382	Graphic Design II (3)	
ART 383	Web Design I (3)	
ART 384	Typography I (4)	
ART 431	Mixed Media Printmaking (3)	
ART 441	Advanced Photography (4)	
ART 482	Graphic Design III (4)	
ART 483	Web Design II (3)	
ART 484	Typography 2 (4)	
ART 485	Graphic Design Senior Projects 1 (4)	

ART 486	Graphic Design Senior Projects 2 (4)	
ART 491	Theories in Contemporary Art (3)	
ART 498	Arts Internship (3)	
MAR 301	Principles of Marketing (4)	
THR 251	Stagecraft (4)	
THR 253	Makeup for the Stage (2)	
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	
Total Credits		24

## Education Minor

Code	Title	Credits
Select one of the following Developmental Psychology courses:		
ED 418	Adult Education and Development (4)	
PSY 210	Child Psychology and Development (4)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	
PSY 220	Adolescent Psychology (4)	
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
Select one of the following Effective Teacher courses:		3
ECE 321	Preschool Education (3)	
ECE 325	Education of Infants and Toddlers (3)	
ECE 326	Building Primary Classrooms (3)	
ED 344	The Effective Teacher (3)	
Select 10 credits from the following courses to total 22 credits:		10
ART 387	Art in Secondary Education (2)	
ART 487	Art Education Capstone (2)	
300 or 400 level ECE course not chosen above		
300 or 400 level ED course not chosen above		
Any Music 36X course		
MUS 356	K-6 General Music Teaching Methods (2)	
MUS 456	Choral Conducting & Methods (2)	
MUS 457	Instrumental Conducting & Methods (2)	
Total Credits		22

## English Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
or COM 212 Public Speaking (4)		
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	
<b>Required</b>		
ENG 420	Persuasive Writing on Contemporary Issues	4
<b>Electives</b>		
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4

or ENG 366	British Literature II: Romanticism, Victorians, Moderns, Post-Moderns	
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	
Select 8 credits from 300 or 400 level English courses		8
Total Credits		24

## Exercise Science Minor

Code	Title	Credits
<b>Required</b>		
KHS 311	Functional Anatomy	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
<b>Electives</b>		
Select one of the following:		4
KHS 300	Applied Nutrition (4)	
KHS 400	Health Psychology (4)	
KHS 450	Exercise Assessment (4)	
KHS 472	Athletic Training, Injury Prevention, and Safety (4)	
KHS 475	Applied Exercise Prescription (4)	
Total Credits		20

## Family Science Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	
<b>Required</b>		
COM 403	Family Communication	4
FAS 400	Family Systems, Structures and Relationships	4
FAS 446	Methodology in Fam Life Ed	3
SOC 253	Marriage and Family	4
<b>Electives</b>		
Select one of the following:		4
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)	
Select 5 credits of the following:		5
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)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	

SOC 358	Minority Groups (4)	
SOC 359	Social Welfare as an Institution (4)	
Total Credits		24

## Finance Minor

Code	Title	Credits
<b>Required (and in sequence)</b>		
ACC 201	Principles of Financial Accounting	4
FIN 301	Corporate Finance I	4
FIN 311	Corporate Finance II	4
Select two of the following:		8
ECO 401	Global Economics (4)	
FIN 411	Investments and Capital Markets (4)	
FIN 413	Money and Banking (4)	
Total Credits		20

## Gerontology Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	
The prerequisites do not count towards the 22 required total credits.		
<b>Required</b>		
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective	4
BIO 415	Biology of Aging	3
HCR 435	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
Total Credits		22

## Health Care Administration Minor

(Available online)

Code	Title	Credits
HCR 325	Compliance and Regulatory Requirements	4
HCR 340	Health Care Information Systems	4
HCR 350	Healthcare Diversity and Global Issues	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 440	Legal Environment for Healthcare Managers	4
Total Credits		20

## History Minor

Code	Title	Credits
<b>Required</b>		
HIS 212	Introduction to History	4
HIS 401	Research and Writing in History	4
<b>Electives</b>		
HIS 231	USA to 1877	4
or HIS 233	USA since 1877	
HIS 267	Introduction to Latin America	4
or HIS 285	European History Since 1789	
Select at least 8 credits of 300 or 400 level History (HIS) or Political Science (POL) courses		8
Total Credits		24

## Hmong Studies Minor

Code	Title	Credits
<b>Required</b>		
HMG 101	Introduction to Hmong Studies	2
HMG 110	Introduction to Hmong History	4
HMG 201	Hmong Culture and Society	4
<b>Electives</b>		
Select 14 credits of the following:		14
COM 309	Intercultural Communication (4)	
FAS 400	Family Systems, Structures and Relationships (4)	
HMG 202	Hmong Literature and Art (4)	
HMG 255	People and Culture of China (4)	
HMG 301	Hmong Cosmology and Belief (4)	
HMG 327	Reading and Writing for Hmong (2)	
HMG 328	Reading and Writing for Hmong-Intermediate (2)	
POL 243	Contemporary Global Problems (4)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
Total Credits		24

## Human Resource Management Minor

(Available online)

Code	Title	Credits
<b>Required</b>		
HRM 382	Human Resource Management and Employment Law	4
<b>8 credits from the following courses:</b>		<b>8</b>
MAN 120	Business Fundamentals and Entrepreneurship (2)	
MAN 204	Legal Environment of Business (2)	
ACC 384	Applied Accounting and Finance (4)	
or ACC 201	Principles of Financial Accounting (4)	
MKM 386	Marketing Principles (4)	
BUS 388	Business Analytics, Tools & Techniques (4)	

Code	Title	Credits
<b>8 credits from the following courses:</b>		
HRM 400	Recruitment, Selection and Onboarding (4)	
HRM 405	Strategic Compensation Systems (4)	
HRM 410	Organizational Development and Change (4)	
HRM 470	Strategic Human Resources (4)	
Total Credits		20

## Intercultural Communication Minor

Code	Title	Credits
<b>Required</b>		
COM 309	Intercultural Communication	4
COM 409	Advanced Intercultural Communication Seminar	4
COM 443	Persuasive Communication	4
COM 327	Topics in Communication	2
<b>Choose 1 course from the following Communication Studies Courses:</b>		<b>4</b>
COM 320	Media and Public Relations (4)	
COM 325	Social Media Relations & Analytics (4)	
COM 403	Family Communication (4)	
COM 478	Organizational Communication (4)	
<b>Please choose 2 to 8 credits from below:</b>		<b>2-8</b>
ART 300	Community Arts (4)	
ART 376	World Art (4)	
COM 498	Internship (1-12)	
ENG 376	World Literature II: Geographic or Thematic (4)	
HCR 350	Healthcare Diversity and Global Issues (4)	
HIS 334	US Foreign Policy (4)	
HMG 201	Hmong Culture and Society (4)	
MAR 471	Global Marketing (2)	
SOC 358	Minority Groups (4)	
THL 320	Christianity and the Global South (4)	
THL 353	Christianity and World Religions (4)	
Total Credits		20-26

## International Business Minor

The International Business minor gives students an understanding of how to conduct business in a foreign country, including basic business skills and understanding the customs, opportunities, and challenges of working across cultures.

Code	Title	Credits
<b>Prerequisite</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
<b>Select 1 of the following</b>		<b>2</b>
ECO 102	Microeconomics (2)	
MAN 120	Business Fundamentals and Entrepreneurship (2)	
<b>Select 1 of the following</b>		<b>4</b>
COM 309	Intercultural Communication (4)	

SPA 101	Beginning College Spanish I <sup>1</sup> (4)	
<b>Select 2 of the following</b>		<b>8</b>
ACC 201	Principles of Financial Accounting (4)	
FIN 301	Corporate Finance I (4)	
MAN 301	Organizational Behavior (4)	
MAR 301	Principles of Marketing (4)	
<b>Select 2 of the following (minimum 6 credits)</b>		<b>6</b>
ECO 401	Global Economics (4)	
MAR 471	Global Marketing (2)	
MAN 350	Global Management (4)	
BUS 497	Study Abroad (4)	
In addition to the coursework, 1 trip abroad is recommended. This could be a short term academic program, service learning abroad, or semester abroad program. Courses taken during a semester abroad may be substituted for required courses with prior approval from the department chair.		
Total Credits		20

<sup>1</sup> May use 1 semester of other foreign language. Language requirement can also be satisfied through a CLEP exam.

## International Studies Minor

Code	Title	Credits
<b>Required</b>		
Select 12 credits of the following:		12
POL 243	Contemporary Global Problems (4)	
POL 401	Research and Writing in Political Science (4)	
or HIS 401	Research and Writing in History (4)	
HIS 334	US Foreign Policy (4)	
<b>Electives</b>		
Select 10 credits of the following:		10
COM 309	Intercultural Communication (4)	
ECO 401	Global Economics (4)	
HIS 267	Introduction to Latin America (4)	
HIS 332	The Cold War: A Global Perspective (4)	
HIS 390	Vietnam War (4)	
POL 498	Internship or Service Learning (4-8)	
Foreign Language (up to 8 credits)		
Hmong Studies (variety of courses) (up to 4 credits)		
Study Abroad (up to 10 credits)		
Total Credits		22

## Interscholastic Coaching Minor

Code	Title	Credits
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 479	Coaching Pedagogy	2
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 435	Sport Psychology	4

KHS 436	Motor Development, Control & Motor Learning	4
Total Credits		22

## Journalism Minor

Code	Title	Credits
<b>Prerequisite from General Education</b>		
ENG 120	College Writing (4)	
<b>Required</b>		
ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum	1
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 498	Internship	1
<b>Electives</b>		
Select 10 credits (may include additional credits from internship or practicum)		10
ENG 320	Writing in the Workplace <sup>1</sup> (2)	
ENG 325	Creative Writing I (4)	
ENG 326	Topics in Writing <sup>1</sup> (2)	
ENG 338	History and Principles of the English Language (2)	
ENG 420	Persuasive Writing on Contemporary Issues (4)	
ART 282	Graphic Design I (3)	
ART 342	Digital Photography (2)	
ART 383	Web Design I (3)	
COM 222	Social/Mass Media Communication (4)	
COM 320	Media and Public Relations (4)	
COM 322	History of Film and Television (3)	
COM 325	Social Media Relations & Analytics (4)	
Total Credits		22

<sup>1</sup> Course can be repeated with different subtopic.

## Lutheran Theology Minor

The Minor in Lutheran Theology provides the theological core required of students seeking to serve as professional church workers in The Lutheran Church—Missouri Synod. With additional professional training in their chosen field of service, graduates will be ready to pledge themselves to the Scriptures and the Lutheran Confessions.

Code	Title	Credits
THL 201	Old Testament	3
THL 206	New Testament	3
THL 241	Church History	3
THL 219	Principles of Biblical Interpretation	3
THL 431	Lutheran Doctrine I	3
THL 432	Lutheran Doctrine II	3
THL 441	Lutheran Confessional Writings	3
Total Credits		21

## Management and Leadership Minor

(Available Online)

Code	Title	Credits
<b>Required</b>		
BUS 380	Organizational Behavior	4
<b>8 credits from the following courses:</b>		<b>8</b>
MAN 120	Business Fundamentals and Entrepreneurship (2)	
MAN 204	Legal Environment of Business (2)	
HRM 382	Human Resource Management and Employment Law (4)	
ACC 384	Applied Accounting and Finance (4)	
or ACC 201	Principles of Financial Accounting (4)	
MKM 386	Marketing Principles (4)	
BUS 388	Business Analytics, Tools & Techniques (4)	
<b>8 credits from the following courses:</b>		<b>8</b>
MAL 402	Team Leadership (4)	
MAL 404	Leading Change (4)	
MAL 406	Project Management (4)	
MAL 408	Conflict Management and Negotiations (4)	
Total Credits		20

## Marketing Management Minor

(Available Online)

Code	Title	Credits
<b>Required</b>		
MKM 386	Marketing Principles	4
<b>8 credits from the following courses:</b>		<b>8</b>
BUS 380	Organizational Behavior (4)	
MAN 120	Business Fundamentals and Entrepreneurship (2)	
MAN 204	Legal Environment of Business (2)	
HRM 382	Human Resource Management and Employment Law (4)	
ACC 384	Applied Accounting and Finance (4)	
or ACC 201	Principles of Financial Accounting (4)	
BUS 388	Business Analytics, Tools & Techniques (4)	
<b>8 credits from the following courses:</b>		<b>8</b>
MKM 450	Innovation and Systems Thinking (4)	
MKM 452	Integrated Promotional Strategy (4)	
MKM 454	New Media Literacy and Social Media (4)	
MKM 456	Marketing Information and Analysis (4)	
Total Credits		20

## Marketing Minor

Code	Title	Credits
<b>Required</b>		
MAR 301	Principles of Marketing	4
<b>Electives</b>		
Select 16 credits of the following:		16

MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
MAR 413	Marketing Research (4)	
MAR 414	Marketing Strategy (4)	
MAR 470	Digital Marketing (2)	
MAR 471	Global Marketing (2)	
COM 320	Media and Public Relations (4)	
Total Credits		20

## Mathematics Minor

This program provides a solid mathematical and quantitative background to enhance the student's major course of study. Coursework includes activities designed to reinforce skills in communication, group interaction, and problem-solving.

Code	Title	Credits
<b>Required</b>		
MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 110	Introduction to Probability and Statistics	3
MAT 220	Discrete Mathematics	3
<b>Electives (7 credits: must take at least one of MAT 305, MAT 330, MAT 333, or MAT 375)</b>		<b>7</b>
CSC 115	Introduction to Computer Science (4)	
or CSC 210	Microsoft Excel Core (4)	
MAT 255	Calculus III (4)	
MAT 305	Foundations of Geometry (3)	
MAT 330	Advanced Probability and Statistics (4)	
MAT 333	Financial Mathematics (3)	
MAT 375	Differential Equations and Linear Algebra (4)	
MAT 450	Abstract Algebra (4)	
MAT 478	Mathematics Seminar (3)	
MAT 488	Independent Study in Mathematics (1-4)	
Total Credits		22

## Music Minor

Code	Title	Credits
<b>Prerequisites <sup>1</sup></b>		
MUS 101	Basic Musicianship (2)	
MUS 111	Class Piano I (2)	
MUS 112	Class Piano II (2)	
<b>Prerequisites from General Education</b>		
MUS 120	Listening to Life: Western Classical Music (2)	
or MUS 121	Listening to Life: Global & Popular Music (2)	
<b>Required</b>		
MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 7XX	2 semesters of ensemble at 0-2 credits each	
MUS 8XX	2 semesters of private lessons at 1 credit eac	2

Select one of the following:	3
MUS 321 Music History I (3)	
MUS 322 Music History II (recommended) (3)	
MUS 323 Music History III (3)	
<b>Electives</b>	
Select 11 credits, which may be chosen from any music offerings (including private lessons and ensembles beyond those required)	11
<b>Additional Requirements</b>	
Attend two recitals or concerts per year <sup>2</sup>	
<b>Total Credits</b>	<b>24</b>

<sup>1</sup> 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 Prerequisite courses.

<sup>2</sup> 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

Code	Title	Credits
<b>Prerequisite (not counted in minor credit total)</b>		
ECO 101	America in the Global Economy: Macroeconomics (4)	
<b>Required</b>		
MAN 120	Business Fundamentals and Entrepreneurship	2
ACC 201	Principles of Financial Accounting	4
MAN 301	Organizational Behavior	4
MAN 370	Leading Nonprofit Organizations	4
MAN 420	Managing Volunteers and Fundraising	4
MAN 498	Internship	4
<b>Total Credits</b>		<b>22</b>

## Photography Minor

This program combines studio art courses and photographic and art history to give students a solid foundation in photographic production and its role in culture. Students will gain knowledge and skills of photography to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
ART 101	Approaching Art	2-3
or ART 272	Survey of Western Art II	
ART 102	2D Design	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 498	Arts Internship	2
<b>Select credits from the following elective courses to total a minimum of 24 credits:</b>		<b>2-4</b>
ART 499	Art Senior Seminar (1-2)	
ART 488	Independent Study (2)	
ART 472	19th and 20th Century Art and Design (4)	
<b>Total Credits</b>		<b>24-27</b>

## Political Science Minor

Code	Title	Credits
<b>Required</b>		
POL 131	Government and Politics	4
POL 242	Neighborhood and Community Politics	4
POL 243	Contemporary Global Problems	4
POL 401	Research and Writing in Political Science	4
POL 487	Readings Seminar: Topics in Political Science	2
<b>Electives</b>		
Select 8 credits of 300 or 400 level History or Political Science courses		8
<b>Total Credits</b>		<b>26</b>

## Psychology Minor

(Available Online)

Code	Title	Credits
<b>Prerequisites from General Education</b>		
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
PSY 101	Introduction to Psychology	4
PSY 330	Introduction to Counseling	4
Select 4 credits of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
PSY 230	Lifespan Developmental Psychology (4)	
Select 12 credits of the following:		12
FAS 400	Family Systems, Structures and Relationships (4)	
KHS 435	Sport Psychology (4)	
PSY 210	Child Psychology and Development <sup>1</sup> (4)	
PSY 220	Adolescent Psychology <sup>1</sup> (4)	
PSY 230	Lifespan Developmental Psychology <sup>1</sup> (4)	
PSY 300	Cognition, Learning and Memory (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
PSY 331	Group Counseling & Therapy (4)	
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 380	Research Methods with Statistical Applications (4)	
PSY 381	Psychology Research Seminar (2)	
PSY 488	Independent Study (1-4)	
PSY 490	Seminar on Psychological Topics (4)	
PSY 451	Social Psychology (4)	
Total Credits		24

<sup>1</sup> If not taken above

## Public Health Minor

Code	Title	Credits
KHS 240	Introduction to Public Health	4
HCR 220	Epidemiological Foundation	4
HCR 350	Healthcare Diversity and Global Issues	4
KHS 455	Occupational and Environmental Health	4
KHS 460	Health Advocacy and Leadership	4
Total Credits		20

## Public Relations Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
COM 309	Intercultural Communication (4)	
<b>Required</b>		
COM 212	Public Speaking	4
COM 320	Media and Public Relations	4
COM 325	Social Media Relations & Analytics	4
COM 443	Persuasive Communication	4
COM 478	Organizational Communication	4
<b>Electives</b>		
Select 3-4 credits		3-4
ART 282	Graphic Design I (3)	
ART 383	Web Design I (3)	
ENG 420	Persuasive Writing on Contemporary Issues (4)	
MAR 301	Principles of Marketing (4)	
MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
MAR 413	Marketing Research (4)	
MAR 470	Digital Marketing (2)	
MAR 471	Global Marketing (2)	
MKM 330	Integrated Marketing Communications (4)	
POL 337	Parties, Campaigns, and Elections (4)	
Total Credits		23-24

## Religion Minor

This program is designed to address such questions as: How does religion help the individual live a well examined life? What is the importance of religious values for the individual and for the human community? How does theological literature relate to social issues?

You'll explore how religious perspectives have a significant role in public life and have opportunities to observe and reflect on religious faith communities. A minor in religion paired with a major from a variety of disciplines—business, science, sports medicine, the arts—will add a distinctive quality to a graduate's resume and open careers in those areas.

Code	Title	Credits
<b>Required</b>		
THL 100	The Biblical Heritage of Christianity	3-4
or THL 200	Scripture and its interpretation: A Global Introduction to the Bible	
or THL 206	New Testament	
THL 353	Christianity and World Religions	4
<b>Electives</b>		
Select 12 credits of the following:		12
THL 218	The Land of the Bible (1)	
THL 310	Archaeology and the Bible (4)	
THL 320	Christianity and the Global South (4)	
THL 325	Christian Ethics (4)	
THL 342	Athens and Jerusalem: Philosophy and Christianity (4)	
THL 344	Martin Luther: Saint & Sinner (4)	
THL 356	One Nation under God? Christianity and Politics in America (4)	
THL 357	Christianity and the Media in Contemporary Culture (4)	
THL 359	Theology and Art (4)	
THL 377	Faith and Justice in the City (4)	
THL 371	Mission of God (4)	
THL 345	Callings: Christianity and Vocation (3)	
THL 336	The Problem of Evil (4)	
Total Credits		19-20

## Sales and Business Development Minor

Discover what it takes to be successful in the field of professional selling. Expand the ability to influence outcomes in business by developing the skills needed in business-to-business sales and direct contact with the customer. Strengthen career options by exploring a comprehensive view of sales and gain confidence in the ability to contribute to the bottom line.

Code	Title	Credits
<b>Required</b>		
MAR 301	Principles of Marketing	4
MAN 301	Organizational Behavior	4
SLS 300	The Business Aspects of Professional Selling	4
SLS 400	The People Aspects of Professional Selling	4
SLS 498	Sales Internship	4
Total Credits		20



## Sociology Minor

Code	Title	Credits
<b>Required</b>		
SOC 152	Introduction to Sociology	4
SOC 453	Social Theory	4
SOC 359	Social Welfare as an Institution	4
<b>Electives</b>		
Select 12 credits of the following:		12
HMG 255	People and Culture of China (4)	
PSY 230	Lifespan Developmental Psychology (4)	
SOC 253	Marriage and Family (4)	
CJU 442	Foundations of the Criminal Justice System (4)	
CJU 487	Delinquent and Criminal Behaviors Across the Life Course (4)	
CJU 478	Contemporary Issues in the Criminal Justice System (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	
CJU 461	Constitutional and Criminal Law and Justice (4)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
SOC 452	Social Organization (4)	
PSY 451	Social Psychology (4)	
Total Credits		24

## Spanish Minor

Code	Title	Credits
<b>Required</b>		
SPA 101	Beginning College Spanish I	4
SPA 102	Beginning College Spanish II	4
SPA 201	Intermediate College Spanish I	4
SPA 202	Intermediate College Spanish II: Second Semester	4
<b>Electives</b>		
Select 8 credits of the following:		8
SPA 301	Advanced College Spanish I (4)	
SPA 302	Advanced College Spanish II (4)	
SPA 401	Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture (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	Spanish Independent Study (1-4)	
SPA 498	Spanish Internship (1-4)	
Total Credits		24

## Sport Communication Minor

Code	Title	Credits
<b>Prerequisite</b>		
COM 103	Interpersonal Communication (4)	
	or COM 212 Public Speaking (4)	
<b>Required</b>		
COM 222	Social/Mass Media Communication	4
	or ENG 221 Journalism	
COM 320	Media and Public Relations	4
COM 325	Social Media Relations & Analytics	4
KHS 390	Sport Management	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
Total Credits		24

## Sport Management Minor

Code	Title	Credits
KHS 390	Sport Management	4
KHS 391	Law & Sport	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
Total Credits		20

## Sport Psychology Minor

Code	Title	Credits
KHS 479	Coaching Pedagogy	2
KHS 400	Health Psychology	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 375	Sociology of Sport and Exercise	4
KHS 420	Program Administration	2
KHS 435	Sport Psychology	4
Total Credits		20

## Theatre Minor

Code	Title	Credits
<b>Prerequisite from General Education</b>		
THR 101	Introduction to The Theatre (2)	
<b>Required</b>		
THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4
THR 478	Directing	4
THR 445	Theatre History, Theory, and Literature I	4
	or THR 446 Theatre History, Theory, and Literature II	
<b>Electives</b>		
Select 4 credits of the following:		4
THR 111	Theatre in Practice (0-1)	
THR 131	Improvisation (2)	

THR 160	Introduction to Dance (3)
THR 201	Dance for Musical Theatre (3)
THR 253	Makeup for the Stage (2)
THR 262	Modern Dance Technique (3)
THR 263	Jazz Dance Technique (3)
THR 291	Topics in Theatre (2)
THR 302	London Theatre Tour (2)
THR 321	Acting II (4)
THR 326	Voice, Diction & Dialects (3)
THR 355	Scenic Design (4)
THR 356	Costume Design (4)
THR 357	Lighting and Sound (4)
THR 262	Modern Dance Technique (3)
THR 263	Jazz Dance Technique (3)
THR 301	New York Theatre Tour (2)
THR 302	London Theatre Tour (2)
THR 364	Tap Technique (3)
THR 365	Dance History (3)
THR 366	Choreography (3)
THR 367	Ballet Technique (3)
THR 488	Independent Study in Theatre (1-4)
THR 498	Theatre Internship (4-16)
<b>Total Credits</b> 24	

## Writing Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
ENG 120	College Writing (4)	
<b>Required</b>		
ENG 220	Applied Grammar	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 488	Independent Study (senior year for portfolio revisions)	1
<b>Electives <sup>1</sup></b>		
Select 16 credits of the following:		16
ENG 221	Journalism (4)	
ENG 222	Journalism Practicum (1)	
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing in the Workplace (subtopic varies) (2)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 325	Creative Writing I (4)	
ENG 498	Internship (1-4)	
<b>Total Credits</b>		23

<sup>1</sup> Students may apply up to 4 credits of upper level English literature courses to the elective credit area of the writing minor.

## Writing/Communications Minor

Code	Title	Credits
<b>Prerequisites from General Education</b>		
COM 103	Interpersonal Communication (4)	
or COM 212 Public Speaking (4)		
ENG 120	College Writing (4)	
<b>Electives</b>		
Select 24 credits of the following with at least 8 from Communication Studies and 8 from English:		24
COM 205	Small Group Communication (4)	
COM 212	Public Speaking (4)	
COM 222	Social/Mass Media Communication (4)	
COM 309	Intercultural Communication (4)	
COM 478	Organizational Communication (3)	
ENG 220	Applied Grammar (2)	
ENG 221	Journalism (4)	
ENG 222	Journalism Practicum (1)	
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing in the Workplace (2)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 325	Creative Writing I (4)	
ENG 326	Topics in Writing (2)	
ENG 420	Persuasive Writing on Contemporary Issues (4)	
ENG 425	Creative Writing II (4)	
<b>Total Credits</b>		24

## Pre-Professional Programs

Pre-professional programs prepare students for entry into numerous professional programs. These pre-professional programs are not majors (i.e., a pre-med or pre-physical therapy major) but rather are tailored courses within existing majors. As students determine their program of interest, faculty work one on one with them to ensure they complete the prerequisite course requirements for their professional program(s) of interest.

- Pre-Athletic Training (p. 106)
- Pre-Audiology (p. 106)
- Pre-Chiropractic (p. 106)
- Pre-Dental (p. 106)
- Pre-Engineering (p. 107)
- Pre-Genetic Counseling (p. 107)
- Pre-Law (p. 107)
- Pre-Medicine (p. 107)
- Pre-Occupational Therapy (p. 108)
- Pre-Optometry (p. 108)
- Pre-Pharmacy (p. 108)
- Pre-Physical Therapy (p. 109)
- Pre-Physician Assistant (p. 109)
- Pre-Veterinary Medicine (p. 110)

## Pre-Athletic Training

Students intending to apply to an athletic training masters program would be best prepared by completing an Exercise Science B.S. with an Emphasis in Athletic Training (p. 72).

Code	Title	Credits
These are generally required courses for entry into an athletic training masters program. <sup>1</sup>		
BIO 120	General Biology I (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
CHE 115	General Chemistry I (4)	
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
KHS 472	Athletic Training, Injury Prevention, and Safety (4)	
KHS 473	Biomechanics (4)	
KHS 474	Exercise Physiology (4)	
KHS 482	Advanced Athletic Training (4)	
MAT 110	Introduction to Probability and Statistics (3)	
PSY 101	Introduction to Psychology (4)	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Audiology

Students intending to apply to a Doctor of Audiology (Au.D) program would be best prepared by completing a Biology B.S. (p. 57)

Code	Title	Credits
These are generally required courses for entry into an audiology program <sup>1</sup>		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
PHS 221	General Physics I (Calc Based) (4)	
or PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
MAT 135	Calculus I (4)	
PSY 101	Introduction to Psychology (4)	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Chiropractic

Students intending to apply to a chiropractic graduate program would be best prepared by completing a Biology B.S (p. 57). or an Exercise Science B.S (p. 71).

If a student is interested in attending Northwestern Health Sciences University, Concordia has a 3+3 partnership that will enable students

to earn both a bachelor of science (exercise science or biology) from Concordia and a doctorate in chiropractic from Northwestern Health Sciences University in six years. Students will spend their first three years at Concordia, St. Paul, and the final three years at Northwestern. This pre-chiropractic program is not limited to Northwestern Health Sciences although this is an opportunity students may choose to pursue.

Code	Title	Credits
These are generally required courses for entry into a chiropractic graduate program. <sup>1</sup>		
<b>24 semester credits of life and physical sciences (at least half should include labs)</b>		
<b>Recommended courses</b>		
BIO 120	General Biology I <sup>2</sup> (4)	
CHE 115	General Chemistry I <sup>2</sup> (4)	
CHE 221	Organic Chemistry I <sup>2</sup> (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
CHE 328	Biochemistry I (4)	
KHS 473	Biomechanics (4)	
KHS 474	Exercise Physiology (4)	
MAT 110	Introduction to Probability and Statistics (3)	
PSY 101	Introduction to Psychology (4)	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

<sup>2</sup> These courses meet the prerequisite requirements for Northwestern Health Sciences University 3+3 program.

## Pre-Dental

Students intending to apply for admission to a graduate dental program would be best prepared by completing a Biochemistry B.S. (p. 56) or a Biology B.S. (p. 57)

Code	Title	Credits
These are the generally required courses for entrance into dental school. <sup>1</sup>		
<b>Biology with lab (1 year)</b>		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
<b>General Chemistry with lab (1 year)</b>		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
<b>Organic Chemistry with lab (1 year)</b>		
CHE 221	Organic Chemistry I (4)	
CHE 222	Organic Chemistry II (4)	
<b>Physics with lab (1 year)</b>		
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
or PHS 221	General Physics I (Calc Based) (4)	
PHS 113	Introductory Physics for Biological and Health Sciences II (4)	
or PHS 222	General Physics II (Calc Based) (4)	

**Biochemistry**

CHE 328 Biochemistry I (4)

Math (3 cr)

Applied Human Psychology (3 cr)

English (8 cr), may require a writing intensive course

**Other Recommended Courses**

BIO 210 Genetics (4)

BIO 300 Microbiology (4)

BIO 315 Human Anatomy and Physiology I (4)

BIO 316 Human Anatomy and Physiology II (4)

BIO 430 Immunology (4)

MAT 110 Introduction to Probability and Statistics (3)

SOC 152 Introduction to Sociology (4)

ART 103 3D Design (2-3)

ART 251 Sculpture I (3)

ART 261 Ceramics I (3)

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Engineering

Students intending to apply for a graduate program in engineering would be best prepared by completing a Mathematics B.S. (p. 79) or a Chemistry B.A. (p. 58)

Code	Title	Credits
These are generally suggested courses for entry into an engineering masters program <sup>1</sup>		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
CHE 341	Thermodynamics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
MAT 135	Calculus I (4)	
MAT 145	Calculus II (5)	
MAT 255	Calculus III (4)	
MAT 375	Differential Equations and Linear Algebra (4)	
PHS 221	General Physics I (Calc Based) (4)	
PHS 222	General Physics II (Calc Based) (4)	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Genetic Counseling

Students intending to apply to a genetic counseling graduate program would be best prepared by completing a Biology B.S. (p. 57), Biology B.A. (p. 56), or a Chemistry B.A. (p. 58).

Code	Title	Credits
These are generally required courses for entry into a genetic counseling graduate program. <sup>1</sup>		
<b>Biology with lab (1 year)</b>		
BIO 120	General Biology I (4)	

BIO 130 General Biology II (4)

**Chemistry with lab (1 year)**

CHE 115 General Chemistry I (4)

CHE 116 General Chemistry II (4)

**Other required courses**

BIO 210 Genetics (4)

BIO 330 Cell Biology (4)

CHE 328 Biochemistry I (4)

MAT 110 Introduction to Probability and Statistics (3)

PSY 101 Introduction to Psychology (4)

**Additional recommended courses**

CHE 221 Organic Chemistry I (4)

Embryology

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Law

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. Matt Ryan at (651) 641-8267 or ryan@csp.edu.

Created upon a mutual regard for the integrity of parallel academic programs and in an effort to better serve students preparing to pursue a career in law, Concordia University, St. Paul (CSP) and Concordia University - Portland, School of Law (CUSL) have entered into an agreement for an articulated program. This agreement will define preparatory coursework to be completed at CSP for students intending to matriculate into CUSL. This agreement will articulate the special terms for admission at CUSL to earn a Juris Doctor (JD), and the distinctive criteria for the awarding of a Bachelor of Arts or Bachelor of Sciences degree to participating students from CSP.

## Pre-Medicine

Students intending to apply to a graduate medical program would be best prepared by completing a Biochemistry (p. 56) B.S. (p. 58) or a Biology B.S. (p. 57)

Code	Title	Credits
These are the generally required courses for entrance into medical school. <sup>1</sup>		
<b>Biology with lab (1 year)</b>		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
<b>General Chemistry with lab (1 year)</b>		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
<b>Organic Chemistry with lab (1 year)</b>		
CHE 221	Organic Chemistry I (4)	

CHE 222	Organic Chemistry II (4)
<b>Physics with lab (1 year)</b>	
PHS 112	Introductory Physics for Biological and Health Sciences I (4)
or PHS 221	General Physics I (Calc Based) (4)
PHS 113	Introductory Physics for Biological and Health Sciences II (4)
or PHS 222	General Physics II (Calc Based) (4)
<b>Biochemistry</b>	
CHE 328	Biochemistry I (4)
<b>Statistics</b>	
MAT 110	Introduction to Probability and Statistics (3)
<b>Math (Calculus Recommended)</b>	
MAT 135	Calculus I (4)
<b>Other Recommended Courses</b>	
BIO 315	Human Anatomy and Physiology I (4)
BIO 316	Human Anatomy and Physiology II (4)
BIO 440	Human Gross Anatomy (4)
BIO 300	Microbiology (4)
BIO 430	Immunology (4)
Other recommended courses include Ethics, Psychology, Sociology, and a foreign language. Please speak with your faculty mentor regarding the specific courses to take at Concordia.	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Occupational Therapy

Students intending to apply for an occupational therapy graduate program can complete any undergraduate degree program. Completing a Biology B.A. (p. 56) with a Psychology minor (p. 102) would complete most of the necessary pre-requisite coursework. Additional relevant majors include an Exercise Science B.S. (p. 71) or a Biology B.S. (p. 57)

Code	Title	Credits
These are generally required courses for entry into an occupational therapy graduate program. <sup>1</sup>		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 350	Medical Terminology (2)	
MAT 110	Introduction to Probability and Statistics (3)	
PSY 101	Introduction to Psychology (4)	
PSY 230	Lifespan Developmental Psychology (4)	
PSY 360	Abnormal Psychology (4)	
SOC 152	Introduction to Sociology (4)	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Optometry

Students intending to apply for admission to a graduate program in optometry would be best prepared by completing a Biology B.S. (p. 57).

Code	Title	Credits
These are the generally required courses for entrance into optometry school. <sup>1</sup>		
<b>Biology with lab (1 year)</b>		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
<b>General Chemistry with lab (1 year)</b>		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
<b>Organic Chemistry with lab</b>		
CHE 221	Organic Chemistry I (4)	
<b>Anatomy and Physiology with lab (1 year)</b>		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
<b>Physics with lab (1 year)</b>		
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
or PHS 221	General Physics I (Calc Based) (4)	
PHS 113	Introductory Physics for Biological and Health Sciences II (4)	
or PHS 222	General Physics II (Calc Based) (4)	
<b>Other required courses</b>		
BIO 300	Microbiology (4)	
BIO 430	Immunology (4)	
CHE 328	Biochemistry I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
MAT 135	Calculus I (4)	
PSY 101	Introduction to Psychology (4)	

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Pharmacy

Students intending to apply to a graduate pharmacy program would be best prepared by completing a Biochemistry B.S. (p. 56), Biology B.S. (p. 57), or Chemistry B.A. (p. 58).

Concordia University St. Paul's 3+4 partnership with Concordia University Wisconsin allows eligible students to complete their Biology B.S. or Chemistry B.A. and a doctor of pharmacy in seven years. Students will spend their first three years at Concordia, St. Paul, and the final four years at Concordia, Wisconsin.

Code	Title	Credits
These are the generally required courses for entrance into pharmacy school. <sup>1</sup>		
<b>Biology with lab (1 year)</b>		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
<b>Microbiology with lab</b>		

BIO 300	Microbiology (4)
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**Anatomy and Physiology (with lab)**

BIO 315	Human Anatomy and Physiology I (4)
BIO 316	Human Anatomy and Physiology II (4)

**General Chemistry with lab (1 year)**

CHE 115	General Chemistry I (4)
CHE 116	General Chemistry II (4)

**Organic Chemistry with lab (1 year)**

CHE 221	Organic Chemistry I (4)
CHE 222	Organic Chemistry II (4)

**Physics with lab (2 trig based or 1 calc based)**

PHS 112	Introductory Physics for Biological and Health Sciences I (4)
or PHS 221	General Physics I (Calc Based) (4)
PHS 113	Introductory Physics for Biological and Health Sciences II (4)
or PHS 222	General Physics II (Calc Based) (4)

**Advanced Biology course (Biochemistry recommended)**

CHE 328	Biochemistry I (4)
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**Statistics**

MAT 110	Introduction to Probability and Statistics (3)
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**Math**

MAT 135	Calculus I (4)
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<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Physical Therapy

Students intending to apply to a graduate physical therapy program would be best prepared by completing a Biology B.S. (p. 57) or an Exercise Science B.S. (p. 71)

Code	Title	Credits
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These are generally required courses for entry into Doctor of Physical Therapy programs.<sup>1</sup>

**General Biology (1 year-BIO120 and BIO130) and one additional biology course (BIO210 or BIO330)**

BIO 120	General Biology I (4)
BIO 130	General Biology II (4)
BIO 210	Genetics (4)
BIO 330	Cell Biology (4)

**Chemistry (1 year)**

CHE 115	General Chemistry I (4)
CHE 116	General Chemistry II (4)

**Anatomy and Physiology (1 year)**

BIO 315	Human Anatomy and Physiology I (4)
BIO 316	Human Anatomy and Physiology II (4)

**Physics (1 year)**

PHS 112	Introductory Physics for Biological and Health Sciences I (4)
or PHS 221	General Physics I (Calc Based) (4)
PHS 113	Introductory Physics for Biological and Health Sciences II (4)

or PHS 222	General Physics II (Calc Based) (4)
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**Introduction to Psychology (PSY101) and one additional social/behavioral science course (PSY230, PSY360, or KHS400)**

PSY 101	Introduction to Psychology (4)
PSY 230	Lifespan Developmental Psychology (4)
PSY 360	Abnormal Psychology (4)
KHS 400	Health Psychology <sup>2</sup> (4)

**Statistics**

MAT 110	Introduction to Probability and Statistics (3)
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**Other required or recommended courses**

BIO 350	Medical Terminology (2)
MAT 125	Precalculus (4)
or MAT 135	Calculus I (4)
KHS 473	Biomechanics (4)
KHS 474	Exercise Physiology (4)

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

<sup>2</sup> Approved for Concordia's Doctor of Physical Therapy program.

## Pre-Physician Assistant

Students intending to apply for physician assistant graduate program(s) would be best prepared by completing a Biology B.S. (p. 57). or a Biochemistry B.S. (p. 56)

Code	Title	Credits
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These are the generally required courses for entrance into a physician assistant graduate program.<sup>1</sup>

BIO 120	General Biology I (4)
BIO 130	General Biology II (4)
CHE 115	General Chemistry I (4)
CHE 116	General Chemistry II (4)
CHE 221	Organic Chemistry I (4)
BIO 315	Human Anatomy and Physiology I (4)
BIO 316	Human Anatomy and Physiology II (4)
BIO 300	Microbiology (4)
BIO 350	Medical Terminology (2)
CHE 328	Biochemistry I (4)
MAT 110	Introduction to Probability and Statistics (3)
MAT 125	Precalculus (4)
PSY 101	Introduction to Psychology (4)

Other Prerequisites May Include Genetics, Organic Chemistry II, Lifespan Developmental Psychology, Calculus I and Research Methods/Ethics. Please check with your program(s) of interest and speak with your faculty mentor before taking these courses)

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Pre-Veterinary Medicine

Students intending to apply to a graduate veterinary program would be best prepared by completing a Biology B.S (p. 57).

Code	Title	Credits
These are generally required courses for entry into veterinary school. <sup>1</sup>		
<b>General Biology with lab</b>		
BIO 120	General Biology I (4)	
<b>Zoology (second semester of General Biology or Animal Biology or Cell Biology)</b>		
BIO 130	General Biology II (4)	
BIO 230	Animal Biology and Physiology (4)	
BIO 330	Cell Biology (4)	
<b>Genetics</b>		
BIO 210	Genetics (4)	
<b>Microbiology with lab</b>		
BIO 300	Microbiology (4)	
<b>General Chemistry with lab (1 year)</b>		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
<b>Organic Chemistry</b>		
CHE 221	Organic Chemistry I (4)	
<b>Biochemistry</b>		
CHE 328	Biochemistry I (4)	
<b>Physics</b>		
PHS 112	Introductory Physics for Biological and Health Sciences I (4)	
or PHS 221	General Physics I (Calc Based) (4)	
PHS 113	Introductory Physics for Biological and Health Sciences II (4)	
or PHS 222	General Physics II (Calc Based) (4)	
<b>Math (Pre-Calculus or Calculus)</b>		
MAT 125	Precalculus (4)	
MAT 135	Calculus I (4)	
<b>Statistics</b>		
MAT 110	Introduction to Probability and Statistics (3)	
<b>English (1 writing and 1 additional course)</b>		

<sup>1</sup> Students should look into specific requirements for each school they plan to apply to.

## Professional Church Work Programs

Through its Department of Theology and Ministry in the College of Humanities and Social Sciences, 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 on any of these programs contact the Department of Theology and Ministry (651-641-8892; theology@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.

## 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 one year devoted to a supervised internship.

## 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.

## Lutheran Classroom Teacher

The Lutheran Classroom Teacher program is a partnership between the College of Humanities and Social Sciences and the College of Education, 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 meets the requirements for church certification through the Department of Theology and Ministry. The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals.

## Pre-Seminary 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.

## 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.

## Certificates

- Criminal Justice POST Certificate (p. 111)
- Early Childhood Education Certificate (p. 111)
- Leadership Certificate (p. 111)
- Parent Coaching Certificate (p. 111)

## Criminal Justice POST Certificate

The Criminal Justice POST certificate is dedicated to the development of academic and practical application skills, competence and honing of safety, security, ethical, and empathic care and concern for the welfare of others. The certificate prepares students to become lifelong learners dedicated to serving the needs of culturally diverse populations in a variety of settings and roles within the POST-Licensure Peace Officer capacity. The degree equips students with skills to lead, educate, provide service, and serve in several types of roles in criminal justice settings locally, state and federal agencies within Minnesota.

*The certificate program is for students who have earned a regionally accredited degree in another discipline, currently working in a non-licensed criminal justice field of service hoping to earn a MN POST Licensure eligibility for a peace officer position, students who transfer in from other related criminal justice degree programs, and students who have a military background coupled with a degree and aspire to work in the criminal justice system as eligible POST-Licensure Peace Officers.*

**The Criminal Justice Certificate is not eligible for Title IV funding.**

Code	Title	Credits
CJU 456	Building an Integrated Criminal Justice System	4
CJU 461	Constitutional and Criminal Law and Justice	4
CJU 472	Cultural Considerations in Criminal Justice Systems	4
CJU 478	Contemporary Issues in the Criminal Justice System	4
CJU 487	Delinquent and Criminal Behaviors Across the Life Course	4
CJU 405	Minnesota State Criminal Law and Traffic Codes	4
Total Credits		24

## Early Childhood Education Certificate

Code	Title	Credits
CHD 400	Introduction to Early Childhood Education	3
CHD 410	Growth and Development of Children	3
CHD 435	Developmentally Appropriate Practices in Early Childhood Education	3
CHD 440	Children's Play and Learning	3
Total Credits		12

## Leadership Certificate

Code	Title	Credits
BUS 380	Organizational Behavior	4
MAL 402	Team Leadership	4
MAL 404	Leading Change	4
Total Credits		12

## Parent Coaching Certificate

Code	Title	Credits
FAS 480	Parent Coaching 1: From Theory to Practice	3
FAS 481	Parent Coaching 2: Building Skills, Attitudes, and Competency	3
FAS 482	Parent Coaching 3: Professional Applications	3
FAS 483	Parent Coaching 4: Supervised Field Parent Coaching	3
Total Credits		12



# GRADUATE CATALOG

- Business Administration (MBA) (p. 116)
- Business Administration with an Emphasis in Health Care Compliance (MBA) (p. 116)
- Business Administration with an Emphasis in Health Care Management (MBA) (p. 117)
- Coaching and Athletic Administration (MS) (p. 117)
- Creative Writing (MFA) (p. 117)
- Criminal Justice Leadership (MA) (p. 118)
- Data Analytics (Certificate) (p. 118)
- Data Analytics (MS) (p. 118)
- Education (EdD) (p. 118)
- Education with an Emphasis in Differentiated Instruction (MA) (p. 119)
- Education with an Emphasis in Early Childhood (MA) (p. 120)
- Education with an Emphasis in Educational Leadership (MA) (p. 120)
- Education with an Emphasis in Educational Technology (MA) (p. 120)
- Education with an Emphasis in English as a Second Language (MA) (p. 120)
- Education with an Emphasis in Literacy (Including K-12 Reading Endorsement) (MA) (p. 119)
- Education with an Emphasis in Trauma and Resilience in Educational Settings (MA) (p. 121)
- Educational Specialist (EdS) (p. 121)
- Exercise Science (MS) (p. 122)
- Family Science (MA) (p. 122)
- Human Resource Management (MA) (p. 122)
- Human Services with an Emphasis in Forensic Behavioral Health (MA) (p. 123)
- Information Technology Management (MS) (p. 123)
- Kinesiology (EdD) (p. 123)
- Leadership and Management (MA) (p. 124)
- Nursing (MSN) (p. 124)
- Orthotics and Prosthetics (MS) (p. 124)
- Physical Therapy (DPT) (p. 125)
- Special Education with an Emphasis in Autism Spectrum Disorders (MA) (p. 125)
- Special Education with an Emphasis in Emotional Behavioral Disorders (MA) (p. 126)
- Special Education with an Emphasis in Specific Learning Disabilities (MA) (p. 126)
- Sport Management (MA) (p. 127)
- Strategic Communication Management (MA) (p. 127)
- Teaching (MAT) (p. 127)

## Graduate Academic Information

- Academic Integrity for Graduate Students (p. 112)
- Academic Policies and Procedures: Graduate (p. 113)
- Definition of Academic Terms (p. 115)
- Graduation Requirements: Graduate Programs (p. 115)

- Program Requirements (p. 115)
- The Principles of Graduate Study (p. 116)

## 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:
  - a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - b. 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
  - c. the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff
  - d. 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.
4. The term “recycling” may be new to some. Instructors expect that work submitted in a course is original work done for that course. These are two examples of recycling:
  - a. Submitting your own work, which has been submitted and graded for an earlier course, for a second course.
  - b. Submitting your own published work as original work for a course.

### Implementation of Academic Integrity Policies

1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner. The instructor will complete a Graduate Student Academic Report.
2. The instructor will present this evidence to the student. The instructor will notify the student in writing that this has been done and will provide instruction for the appeal process.
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. These should be documented through the Graduate Student Academic Report.
4. If this is a repeated occurrence, the Department Chair, Dean of the College and the AVP for Graduate Studies may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.

5. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the AVP for Graduate Studies within 3 university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 university business days.

## 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's degree programs at Concordia University must be completed within five years of the first date of the beginning of the first course.
- Ed.S. degree programs must be completed within six years of beginning of the first course.
- Ed.D. degree programs must be completed within seven years of the beginning of the first course.
- DPT degree programs must be completed within four years of the beginning of the first course.

### 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. 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.

### Transfer Credit

Up to 50 percent of the credits necessary for a Concordia University - St. Paul graduate degree may be accepted for transfer from an accredited graduate school. The credits must be appropriate to the student's program and the course(s) must be equivalent to the course(s) in the program (i.e. outcomes (objectives) need to match). 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.

1. Normally no credits will be accepted for transfer into the DPT program.
2. Only courses with a grade of B or better may be accepted for transfer credit.
3. Normally credits older than seven years will not be accepted.
4. 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.
5. Students taking graduate level courses as a part of Concordia University - St. Paul graduate certificate, approved by the Graduate Policies Committee, may apply the entire graduate certificate;s credits to the graduate in which it is connected.

### Good Standing

To remain in good standing, a graduate student must maintain a 2.0 grade-point average for all courses in the graduate program. Students not in good standing must return to good standing during the next semester or be dropped from the program.

### Attendance Policies

The Graduate School assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to participate in all class activities, meetings and laboratory sessions for the courses in which they are enrolled.

### 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 Registration Restriction Form with instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction 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 6th business day of the term. 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

A	Superior	4 grade points
B	Above Average	3 grade points
C	Average	2 grade points
D	Below Average	1 grade point
F	Failure	0 grade points
I	In progress	0 grade points
W	Withdrawal	0 grade points
P	Pass	Not included in grade point calculations
N	No pass	Not included in grade point calculations

## 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

- A. To remain in good standing, a graduate student must maintain a 2.0 cumulative grade-point average and complete a minimum cumulative

of 67% of all attempted graduate level coursework. Incompletes (I) and withdrawals (W) do not count toward completion.

- B. When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student's eligibility for enrollment.
  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.
  2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. 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 graduate academic appeals committee. The graduate 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.

## Appeal of Policy and Procedure

Graduate students may appeal decisions made by program faculty or administrators regarding disqualification, re-admission, grade change, or academic integrity regarding entry into a program, continuation in a program, or questions that may arise as a result of a candidate's academic performance in a program.

Steps for making an appeal:

1. Student submits completed appeal to the Dean's Office
2. The Dean reviews the form and determines if appeal should be granted based on stated reason for appeal.
  - a. If request for appeal is denied, the Dean will email the student with reason for denial.

- b. If request for appeal is approved, the Dean will email the student and follow-up.
3. If denied, the student may appeal the decision to the Graduate Appeals Committee.
  - a. Submit appeal to the Associate Vice-President for Graduate Studies (AVP-GS) for consideration by the Graduate Academic Appeals Committee.
  - b. If request for appeal is denied, the AVP-GS will email the student with reason for denial.
  - c. If request for appeal is approved, the AVP-GS will email the student and follow-up.
4. Final Appeal Option
  - a. If appeal is denied, the student may appeal a final time to the Vice President for Academic Affairs.
  - b. The Vice President for Academic Affairs will review the case and email the student of decision and reason.
  - c. No further appeals are allowed after this decision.

## Commencement

Students will be invited to participate in a commencement ceremony in May or December depending on when their coursework is completed. Students will be notified of their ceremony eligibility by the Registrar.

## 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 University Saint Paul, Minnesota Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

Student researchers must read the Belmont Report and sign off on the Human Subjects Application.

## Definition of Academic Terms

### Definition of Academic Terms

**Certificate** is a package of courses available for credit but not typically fulfilling graduation requirements.

A **credit** means a semester hour credit.

**Doctoral Degree:** May be earned in:

1. Physical Therapy (DPT) – 111 credits
2. Education (ED.D) – at least 60 credits

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’s Degrees:** at least 30 credits. Master of Arts (MA) degrees are typically offered in arts, education, and humanities (i.e., communications and education). Master of Science (MS) degrees are typically offered in science and technology (i.e., exercise science and information technology). For situations in which the discipline does not have a clear MA or MS offering, or for situations in which a program desires an alternate offering, supporting rationale for the degree offering should be provided.

There are three 14/15 week **semesters** offered at Concordia University. Graduate students typically take two seven-week courses in each semester.

**Specialization:** at least 30 credits beyond the Master’s degree. May be earned in:

1. Education – Principal Licensure/Superintendent Licensure (ED.S)

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

## Graduation Requirements: Graduate Programs

A graduate degree from Concordia University carries the following general requirements. Students will:

- a. Successfully complete all required courses in the degree program with a cumulative grade point average in the courses of a 2.0 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. Submit an online application for graduation/program completion upon reaching 12 credits, or when prompted to do so by the Registrar.
- e. 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.

## Program Requirements

A master’s degree at Concordia University shall require a minimum of 30 semester credits with a grade-point average of 2.00 or better.

A Doctor of Physical Therapy degree shall require a minimum of 111 semester credits beyond a bachelor’s degree with a grade point average of 3.0 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 2.0 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 2.0 or better.

Graduate students must pass their capstone at 80% or higher.

# The Principles of Graduate Study

## The Principles of Graduate Study

- 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.

## Graduate Programs

- Business Administration (MBA) (p. 116)
- Business Administration with an Emphasis in Health Care Compliance (MBA) (p. 116)
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- Exercise Science (MS) (p. 122)
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- Special Education with an Emphasis in Autism Spectrum Disorders (MA) (p. 125)
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- Strategic Communication Management (MA) (p. 127)
- Teaching (MAT) (p. 127)

## Business Administration (MBA)

The Master in Business Administration prepares graduates to lead with confidence in the ever-changing business environment. Students will develop a deeper understanding of analytics, systems thinking, business concepts and principles through an integrated and applied set of courses. Students, equipped as self-aware leaders, will also enhance their ability to communicate effectively and provide innovative solutions as strategic decision makers.

Code	Title	Credits
MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 592	Topics Course: Vocation and Value	1
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 594	Topics Course: Mastery of Future Industry	1
MBA 535	Legal Environment for Managers	3
MBA 605	Operations and Technology Management	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 620	Strategic Leadership	3
MBA 596	Topics Course: Reflection and Bridge to Your Future	1
Total Credits		36

## Business Administration with an Emphasis in Health Care Compliance (MBA)

This program enables students to develop the knowledge, practical experience and confidence to succeed in their chosen industry. The emphasis courses, offered online within a partnership with the Mitchell Hamline School of Law, prepare students to lead a health care organization through the complex maze of government laws and regulations, and champion an ethical corporate culture. Students will be equipped with the strategies and tools essential to the development and implementation of an effective health care compliance program. Upon completion of the emphasis students are prepared to sit for the Compliance Certification Board's (CCB) Certified in Health Care Compliance (CHC) Exam.

Code	Title	Credits
MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 592	Topics Course: Vocation and Value	1
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 594	Topics Course: Mastery of Future Industry	1
MBA 535	Legal Environment for Managers	3
MBA 605	Operations and Technology Management	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 560	Health Care Strategic Leadership	3
MBA 596	Topics Course: Reflection and Bridge to Your Future	1

#### Mitchell Hamline School of Law Courses (online)

Health Care Compliance Laws and Regulations	3
Governance and Ethics in Health Care Compliance	2
Health Care Compliance Skills: Auditing, Investigating, and Reporting	3
Health Care Compliance Institute	3
<b>Total Credits</b>	<b>47</b>

## Business Administration with an Emphasis in Health Care Management (MBA)

This program enables students to 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.

Code	Title	Credits
MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 592	Topics Course: Vocation and Value	1
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	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 594	Topics Course: Mastery of Future Industry	1
MBA 540	Applied Ethics for Health Care Leaders	3
MBA 555	Health Care Informatics	3
MBA 545	Quality Practices	3
MBA 560	Health Care Strategic Leadership	3

MBA 596	Topics Course: Reflection and Bridge to Your Future	1
<b>Total Credits</b>		<b>39</b>

## Coaching and Athletic Administration (MS)

The MS Coaching and Athletic Administration degree prepares students to become coaches and athletic administrators. Students will gain greater insight regarding athlete scouting and recruitment, coaching principles and athlete motivation, and sport-specific nutrition and training programs. Students will also apply business principles to coaching and athletic administration, including budgeting, fundraising, and sales. Students will develop their personalized coaching philosophy as they focus on their leadership as a coach and athletic administrator.

Code	Title	Credits
KHS 503	Coaching Theory and Practice	3
KHS 513	Strength and Conditioning	3
KHS 515	Management and Leadership <sup>1</sup>	3
or GST 597	Graduate Study Abroad	
KHS 523	Scouting and Recruiting	3
KHS 530	Research Methods	3
KHS 545	Ethics and Policy in Sport Management	3
KHS 550	Sport Sales and Fundraising <sup>1</sup>	3
or GST 597	Graduate Study Abroad	
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 590	Psychology of Sport and Exercise	3
KHS 605	Nutrition and Metabolism	3
KHS 565	Capstone	3
<b>Total Credits</b>		<b>33</b>

<sup>1</sup> A student may only substitute GST 597 for one major course.

## Creative Writing (MFA)

The Master of Fine Arts in Creative Writing is designed to develop the students' skills in writing and reading fiction, creative nonfiction and poetry. By the end of the program, students will have completed a book-length manuscript of their own creative work. The courses are all offered online and are designed to be taken sequentially.

Code	Title	Credits
ENG 500	Advanced Workshop I	3
ENG 505	Studies in the Craft of Creative Writing	3
ENG 510	Advanced Workshop 2	3
ENG 515	Studies in the Contemporary Novel	3
ENG 520	Advanced Workshop 3	3
ENG 525	Studies in the Scope and Ethics of Contemporary Creative Nonfiction	3
ENG 530	Advanced Workshop 4	3
ENG 535	Studies in Contemporary Poetry	3
ENG 540	Advanced Workshop 5	3
ENG 545	The Culture of Writing, Editing, and Publishing	3

ENG 550	Researching and Writing about Literature	3
ENG 555	Thesis	3
Total Credits		36

## Criminal Justice Leadership (MA)

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.

Code	Title	Credits
CJU 505	Reflective Adult Learner & Leadership	4
CJU 520	Research Methods in Criminal Justice	4
CJU 590	Criminal Justice Leadership: Essential Skills	4
CJU 500 or GST 597	Administration of Criminal Justice Graduate Study Abroad	4
CJU 545	Legal and Legislative Issues	4
CJU 502	Correctional Design in a Changing World	4
CJU 570	Applied Ethics in Criminal Justice Leadership	4
CJU 543	Contemporary Issues in Criminal Justice Leadership	4
CJU 596	Criminal Justice Capstone	4
Total Credits		36

## Data Analytics (MS)

The Master of Science in Data Analytics program prepares students for an agile world in analytics. Technology and managerial associated with data science and data analytics will be explored. Through project-based learning, students will explore programming for analytics, various tools for visualizing data, and techniques for analysis. Concepts and technologies surrounding Business Intelligence, Decision Support Systems, and Analytics will be thoroughly examined through application, use cases, and research on future trends.

Code	Title	Credits
ITM 500	Business Technology Strategy	3
ITM 505	Ethics in Information Technology	3
ITM 510	Research in Information Technology	3
ITM 545	IT Project Management	3
ITM 560	Data Science and Data Analytics	3
ITM 562	Business Statistics	3
ITM 564	Programming for Analysts	3
ITM 566	Business Intelligence and Decision Support Systems	3
ITM 568	Big Data Analytics	3
ITM 555	Capstone	3
Total Credits		30

## Data Analytics (Certificate)

Data analytics skills are increasingly necessary in tech-focused, agile organizations today. The Data Analytics Graduate Certificate from Concordia University – St. Paul is designed to provide students with necessary skills in data analytics. Learn the methods for data visualization and analysis delivered by instructor's from various industries creating a rich, diverse experience for students from any discipline. Students have the ability to analyze data for their own discipline or interest and credits from the certificate can be applied to the full MS Data Analytics degree.

This program is not eligible for Title IV funding at this time.

Code	Title	Credits
ITM 560	Data Science and Data Analytics	3
ITM 564	Programming for Analysts	3
ITM 566	Business Intelligence and Decision Support Systems	3
ITM 568	Big Data Analytics	3
Total Credits		12

## Education (EdD)

The Doctorate in Education (Ed. D.) degree at Concordia University is for graduate students seeking to maximize their leadership and scholarship talents with the support of their colleagues, faculty, and instructional practitioners. The coursework blends leadership and scholarship learning through 17 courses which prepare students to research, analyze, and write their dissertation. Each student is assigned a leadership coach to support and mentor them throughout their learning experience.

Code	Title	Credits
ED 7040	Leadership and Scholarship I	3
ED 7041	Leadership and Scholarship II	3
ED 7046	Leadership and Scholarship III	3
ED 7063	Leadership and Scholarship IV	3
ED 7090	Leadership and Scholarship Coaching I	1
ED 7047	Influences and Assessment of Public Policy	3
ED 7080	Residency I: Leadership and Problems of Practice	3
ED 7048	Organizational Theory	3
ED 7091	Leadership and Scholarship Coaching II	1
ED 7065	Quantitative Research Methods	3
ED 7067	Organizational Resource Management	3
ED 7068	Solutions Based Leadership	3
ED 7069	Strategic Advancement	3
ED 7081	Residency II: Dissertation Preparation	3
ED 7070	Ethical Leadership	3
ED 7083	Qualitative Research Methods	3
ED 7082	Research Development	3
ED 7084	Research Design	3
DIS 7001	Dissertation I	2
DIS 7002	Dissertation II	3
DIS 7003	Dissertation III	3
DIS 7004	Dissertation IV	3

DIS 7005	Dissertation V	3
Total Credits		64

## Education with an Emphasis in Literacy (Including K-12 Reading Endorsement) (MA)

This graduate program prepares educators for curriculum design, instruction, and assessment in literacy. The program includes three options: a five-course sequence leading to eligibility for a Minnesota K-12 Reading Endorsement for those holding a current Minnesota teaching license (15 credits); a Master's Degree in Education with an emphasis in Literacy (30 credits); and a Master's Degree in Education with an emphasis in Literacy and a Minnesota K-12 Reading Endorsement (30 credits). Students must successfully complete the coursework, fieldwork in four courses\*, and state testing requirements to earn the Minnesota K-12 Reading Endorsement. Learning outcomes include the ability to integrate national and state literacy standards into relevant and meaningful learning experiences; effectively use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction; effectively use a variety of assessment tools and practices to plan and evaluate reading instruction; and the ability to reflect on professional practice.

Code	Title	Credits
CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy *	3
CI 562	Literacy Strategies for Grades K-6 *	3
CI 563	Literacy Strategies for Grades 7-12 *	3
CI 564	Assessment, Evaluation, and Supervision in Literacy Programs *	3
CI 570	Writing Across the Content Areas	3
CI 575	Teaching Literacy for Diverse Learners	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 590	Conducting Research and Completing the Capstone	3

## MA in Education with emphasis in Literacy

Code	Title	Credits
CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy	3
CI 562	Literacy Strategies for Grades K-6	3
CI 563	Literacy Strategies for Grades 7-12	3
CI 564	Assessment, Evaluation, and Supervision in Literacy Programs	3
CI 570	Writing Across the Content Areas	3
CI 575	Teaching Literacy for Diverse Learners	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 590	Conducting Research and Completing the Capstone	3

## K-12 Reading (Endorsement Only)

The coursework is designed to be sequential.

Code	Title	Credits
CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy	3
CI 562	Literacy Strategies for Grades K-6	3
CI 563	Literacy Strategies for Grades 7-12	3
CI 564	Assessment, Evaluation, and Supervision in Literacy Programs	3
Total Credits		15

\* Course has clinical experience; can only be added to a current Minnesota license.

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Education with an Emphasis in Differentiated Instruction (MA)

This program prepares educators to be professional decision-makers, reflective practitioners, and adaptive experts and to apply purposeful and dynamic strategies that empower all learners to access the full curriculum and achieve academic success in complex learning environments. Emphasis is placed on understanding family systems and mental health needs, the importance of professional collaboration, literacy development, tiered differentiated instruction, and instructional best practices.

Code	Title	Credits
ED 512	Ethical Issues for Professional Educators	3
DI 594	Effective Practices in Differentiated Instruction	3
DI 536	Inclusion: Effective Practices for All Students	3
or GST 597	Graduate Study Abroad	
ED 521	Educational Research and Applications	3
DI 532	Collaboration in Inclusive Settings	3
DI 509	Application of Differentiated Instruction in Gifted Education	3
ED 516	Family Systems for Educators	3
DI 534	Teaching Students with Mental Health Needs	3
DI 538	Differentiating Instruction Across Content	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30



## Education with an Emphasis in Early Childhood (MA)

This program prepares educators to be professional decision-makers, reflective practitioners, and adaptive experts in the field of Early Childhood Education. It focuses on strategies and best practices rooted in theory and philosophy supported by research. Students in this program will interpret, evaluate, and apply research and connect theory to practice related to all areas of early childhood education.

Code	Title	Credits
ED 517	Research and Academic Writing	3
ECE 522	Play: Theoretical Foundations and Applications	3
ECE 544	Language Development and Emergent Literacy	3
ED 521	Educational Research and Applications	3
ED 516	Family Systems for Educators	3
ECE 541 or GST 597	The Diverse Classroom Graduate Study Abroad	3
ECE 526	Curriculum and Instruction in Early Childhood Education	3
ECE 527	Observation and Assessment in Early Childhood Education	3
ED 582	Ethics for Educators	3
ECE 576	Methods, Advocacy, and Leadership in ECE	3
ED 590	Conducting Research and Completing the Capstone <sup>1</sup>	3
Total Credits		33

<sup>1</sup> ED 591 Thesis-Option Capstone (1 credit): Graduate level action research is included in this post-Capstone course for students that want this additional option, but is not required to complete the degree program.

## Education with an Emphasis in Educational Leadership (MA)

This program prepares educators to be highly effective professional decision-makers, reflective leaders, and adaptive experts in educational settings. Students learn professional practices in educational leadership and focus on strategies and best practices rooted in theory and philosophy supported by research.

Code	Title	Credits
ED 502	Educational Issues	3
EDL 550	Leadership and Human Resources Management in Education	3
ED 508	Legal and Ethical Issues in Education	3
ED 521	Educational Research and Applications	3
ED 554	Curriculum & Instruction	3
EDL 556	Supervision and Improvement of Instruction	3
ED 507 or GST 597	Diversity in Education Graduate Study Abroad	3
EDL 557	Financial Resources	3

EDL 553	Educational Policy and Administration	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## Education with an Emphasis in Educational Technology (MA)

This program prepares educators to be highly effective professional decision-makers, reflective leaders, and adaptive experts in educational settings and with special expertise in educational technology. Program outcomes include the appropriate use of technology and its effects in the teaching and learning process including positive and negative implications. A technology certificate will be awarded at the completion of the program.

Code	Title	Credits
ET 500	Principles of Digital Teaching and Learning	3
ET 505	Exploring Classroom Technology Tools	3
ET 510	Virtual Classroom	3
ET 515	Professional Development and Leadership in Educational Technology	3
ET 520	Field Experience: Course Development	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 507 or GST 597	Diversity in Education Graduate Study Abroad	3
ED 554	Curriculum & Instruction	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## Education with an Emphasis in English as a Second Language (MA)

This program prepares educators to be highly effective professional decision-makers, reflective practitioners, and adaptive experts and to apply purposeful and dynamic strategies to empower all learners whose first language is other than English. Educators develop the insights, strategies, and skills to more effectively teach these school-aged children. Coursework focuses on language and society, history and principles of the English language, second language acquisition, and assessment.

Code	Title	Credits
<b>Required</b>		
CI 560	Curriculum and Instruction in Literacy	3
ESL 520	Language and Society	3
ESL 531	Second Language Acquisition	3
ESL 540	Foundations for Instructional Strategies for English Learners	3
ESL 541	Instructional Strategies for English Language Learners	3
CI 587	Reading across the Content Areas	3
ESL 550	Assessment of English Learners	3
ED 512	Ethical Issues for Professional Educators	3

ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## Education with an Emphasis in Trauma and Resilience in Educational Settings (MA)

More than 25 percent of American youth experience a serious traumatic event by age 16 and many suffer multiple and repeated traumas - and these experiences affect learning. This program is designed to help educators develop a trauma-informed care approach and, in turn, help students to overcome barriers to learning by developing responses to trauma and resiliency skills necessary to thrive in the classroom and in life. This program does not lead to licensure.

Code	Title	Credits
EDU 505	Trauma and its Impact on Child Development *	3
EDU 506	Trauma-Informed Practices and Resilience *	3
EDU 507	Trauma-Informed Classroom Teachers *	3
EDU 508	Creating a Trauma-Informed School *	3
EDU 509	Trauma-Informed Intervention for the Education Professional *	3
CI 525	Innovation in Learning and Teaching	3
CI 585	Educational Assessment	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

\* Courses that will be required for a student who wants to complete a Certificate in Trauma and Resilience at 15 credits. The Certificate is not Title IV eligible.

## Educational Specialist (EdS)

This program is designed for educators with at least three years of teaching experience who currently hold a Master's degree and a valid Minnesota teaching license and who wish to become licensed as a principal or superintendent in the state of Minnesota while earning an Educational Specialist (Ed.S.) degree.

Note: An alternative path is available for non-licensed teachers. The Educational Specialist (Ed.S.) degree is designed to provide Minnesota schools with the highest possible quality principals and superintendents. The goals of this program include the licensure of graduates with the academic and moral standards that epitomize the values of Concordia University.

## Principal Licensure

Code	Title	Credits
EDU 7001	School Leadership: Foundations I	3
EDU 7002	School Leadership: Foundations II	3

EDU 7003	School Leadership for All Learners	3
EDU 7004	School Leadership for Instruction and Learning	3
EDU 7005	Organizational Leadership and Management for School Leaders	3
EDU 7006	Strategic Advancement for School Leaders	3
EDU 7007	Leadership of a Learning Organization	3
EDU 7008	Ethical and Legal School Leadership	3
ED 7009	Elementary Level Internship	2
ED 7010	Middle Level Internship	2
ED 7011	Secondary Level Internship	2
Total Credits		30

## Superintendent Licensure

Code	Title	Credits
EDU 7012	District Leadership: Foundations I	3
EDU 7013	District Leadership: Foundations II	3
EDU 7014	District Leadership for All Learners	3
EDU 7015	District Leadership for Instruction and Learning	3
EDU 7016	Organizational Leadership and Management for District Leaders	3
EDU 7017	Strategic Advancement for District Leaders	3
EDU 7018	District Leadership of a Learning Organization	3
EDU 7019	Ethical and Legal District Leadership	3
ED 7039	Superintendent Internship	6
Situational Observation/Capstone		
Total Credits		30

## Director of Special Education Licensure

Code	Title	Credits
Must first acquire a principal's license and then complete the following requirements:		
ED 7073	Legal Issues for Directors of Special Education	3
ED 7074	Program Policies and Inclusionary Leadership	3
ED 7077	Special Education Financial Policy and Funding	3
ED 7079	Director of Special Education Internship	6
Situational Observation/Capstone		

## Organizational Leadership

Code	Title	Credits
The emphasis in Organizational Leadership is available to students who are in the EdD program and must have faculty approval to complete this program.		
ED 7040	Leadership and Scholarship I	3
ED 7041	Leadership and Scholarship II	3
ED 7046	Leadership and Scholarship III	3
ED 7063	Leadership and Scholarship IV	3

ED 7090	Leadership and Scholarship Coaching I	2
ED 7047	Influences and Assessment of Public Policy	3
ED 7080	Residency I: Leadership and Problems of Practice	3
ED 7048	Organizational Theory	3
ED 7091	Leadership and Scholarship Coaching II	1
ED 7065	Quantitative Research Methods	3
ED 7067	Organizational Resource Management	3
ED 7068	Solutions Based Leadership	3
ED 7069	Strategic Advancement	3
ED 7081	Residency II: Dissertation Preparation	3
ED 7070	Ethical Leadership	3
ED 7093	Leadership Project	1
Total Credits		43

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (<https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/>).

## Exercise Science (MS)

The Master of Science in Exercise Science is designed to advance the skills and knowledge of current and future exercise science professionals. By utilizing a combination of theoretical inquiry and practical application, students will gain greater insight regarding exercise testing and prescription as they relate to working with diverse populations. Major topics discussed include exercise physiology, exercise testing, applied exercise prescription, biomechanics, nutrition, and metabolism as well as psychology of sport and exercise. This program prepares students to become leaders within the exercise science industry.

Code	Title	Credits
KHS 585	Biomechanics in Exercise Science	3
KHS 600	Exercise Physiology	3
KHS 590	Psychology of Sport and Exercise	3
or GST 597	Graduate Study Abroad	
KHS 610	Research Methods	3
KHS 595	Clinical Exercise Assessment	3
KHS 605	Nutrition and Metabolism	3
KHS 513	Strength and Conditioning	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 615	Exercise Prescription	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3

KHS 620	Master's Capstone	3
Total Credits		33

## Family Science (MA)

The primary objective of the Master of Arts in Family Science 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.

Code	Title	Credits
FAS 506	Families In Society	3
FAS 532	Navigating the Oceans of Data and Information in Family Life Education	3
FAS 504	Systemic Dynamics of Families	3
FAS 540	Family Decision Making	3
FAS 530	Family Communication and Relationships	3
FAS 560	Intimate Relationships	3
FAS 551	Seminar in Human Growth	3
FAS 570	Parent Education	3
FAS 525	Public Policy and Applied Ethics	3
FAS 534	Reflexive Assessment and Evaluation in Family Life Education	3
or GST 597	Graduate Study Abroad	
FAS 576	Methods in Programming	3
ED 510	Capstone: CFLE	3
or ED 511	Capstone: Non-CFLE	
Total Credits		36

Concordia University's online M.A. in Family Science program is approved by the National Council on Family Relations (NCFR). Graduates earn the international designation of Certified Family Life Educator. Students can choose between a certified or non-certified track, but must do so before the third course in the Family Science degree program. Upon successful completion of the program, CFLE Track students will be provisionally certified as Family Life Educators. Non-CFLE students are eligible to sit for the national exam to gain provisional certification. Provisional certification is available to applicants who have completed the program, but who have not yet earned enough work experience hours in Family Life Education to qualify for full-certification status (1600 hours).

## Human Resource Management (MA)

This program offers students 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.

Code	Title	Credits
HRG 500	Human Resources Leadership and Ethics	4
HRG 510	Strategic Human Resources and Measurement	4
HRG 520	Recruitment, Selection, and Retention	4
HRG 530	Compensation and Benefits	4
HRG 540	Organization Development for Human Resources Professionals	4
or GST 597	Graduate Study Abroad	
HRG 550	Research Methods and Design	4
HRG 560	Finance for Human Resources Leaders	4
HRG 570	Legal Environment for Human Resource Leaders	4
HRG 580	Human Resources Action Research at Work	4
Total Credits		36

## Human Services with an Emphasis in Forensic Behavioral Health (MA)

This 36-credit graduate program is offered in partnership with the American Institute for Advancement of Forensic Studies (AIAFS) and is entirely online. It focuses on the direct relationship between behavioral health and the law. The program provides students with a comprehensive overview of the field of forensic behavioral health and related systems of care. The program is not a clinical/counseling program. A 15-credit certificate option is also available and consists of the first five courses of the degree program.

Code	Title	Credits
HSV 500	Human Services <sup>1</sup>	3
HSV 510	Family Violence, PTSD & Trauma <sup>1</sup>	3
HSV 515	Research Methods in Human Services <sup>1</sup>	3
HSV 535	Psychopathology in Human Services <sup>1</sup>	3
HSV 525	Ethical and Legal Considerations in Human Services <sup>1</sup>	3
HSV 555	Special Populations in Human Services	3
HSV 560	Substance Use and Co-Occurring Disorders	3
HSV 565	Sexual Offending	3
HSV 566	Risk Assessment in Human Services	3
HSV 585	Cultural Awareness and Understanding for the Human Service Professional	3
or GST 597	Graduate Study Abroad	
HSV 590	Forensic Behavioral Health Law for the Human Service Professional	3
HSV 595	Research and Capstone	3
Total Credits		36

<sup>1</sup> Certificate course.

## Information Technology Management (MS)

This program prepares students with the business leadership skills needed to successfully lead teams in the information technology workplace. Integrating business management and technical skill development, the coursework prepares graduates with in-demand

skills and competencies. Through experience-based learning, students critically explore and apply leadership theory, business strategy, data analytics, information security, project management, IT innovation and ethics.

Code	Title	Credits
ITM 500	Business Technology Strategy	3
ITM 505	Ethics in Information Technology	3
ITM 510	Research in Information Technology	3
ITM 515	Strategic Communication	3
ITM 520	Financial Analysis for Technology Managers	3
ITM 525	Managing Technology Teams	3
ITM 530	Leadership Information Technology	3
ITM 535	Business Intelligence and Data Analytics	3
ITM 540	Information Security	3
ITM 545	IT Project Management	3
ITM 550	Technology Management and Innovation	3
ITM 555	Capstone	3
Total Credits		36

## Kinesiology (EdD)

Concordia University St. Paul's Online Doctorate (EdD) in Kinesiology features an action-oriented program designed to prepare students for expertise in the study of human movement and physical activity. The program emphasizes relevant techniques for applying advanced exercise and sport science-related principles in a variety of academic and clinical contexts. The dissertation process follows the Carnegie Model for applied research allowing students to engage in industry-relevant projects.

Code	Title	Credits
Kinesiology Core (16 Credit Hours)		
KHS 7000	Current Issues and Trends in Kinesiology	3
KHS 7010	Medical Aspects of Exercise and Disease Prevention	3
KHS 7020	Exercise and Health Behavior Change	3
KHS 7030	Professional Ethics and Program Management in Kinesiology	3
KHS 7900	Seminar in Kinesiology 1	1
KHS 7901	Seminar in Kinesiology 2	1
KHS 7902	Seminar in Kinesiology 3	1
KHS 7903	Seminar in Kinesiology 4	1
Research Methods and Statistics (12 Credit Hours)		
KHS 7800	Action Research in Kinesiology	3
KHS 7810	Applied Measurement and Evaluation Techniques in Kinesiology	3
KHS 7820	Research Methods in Kinesiology	3
KHS 7830	Advanced Research Seminar in Kinesiology	3
Exercise Science Concentration (12 Credit Hours)		
KHS 7100	Cardiovascular Responses to Exercise	3
KHS 7110	Neuromuscular Aspects of Exercise Physiology	3
KHS 7120	Advanced Exercise & Sports Nutrition	3
KHS 7130	Advanced Exercise and Sport Psychology	3

Cognate (9 Credit Hours) Please choose 3 courses from below:		9
KHS 7200	Advanced Biomechanics in Exercise Science (3)	
KHS 7210	Advanced Exercise Physiology (3)	
KHS 7220	Advanced Mechanisms of Skilled Neuromuscular Behavior (3)	
KHS 7230	Advanced Exercise Prescription (3)	
KHS 7240	Advanced Strength & Conditioning (3)	
Dissertation (12 Credit Hours)		
KHS 7950	Dissertation	12
Total Credits		61

## Leadership and Management (MA)

Organizational success depends on the efforts of skilled managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management guides students to focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This graduate program emphasizes ways to balance business skills and inter-social relationship skills so leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization's mission, vision and purpose.

Code	Title	Credits
MLM 500	Leadership, Management, Influence and Change	4
MLM 510	Applied Moral and Ethical Leadership	4
MLM 520	Strategic Organizational Research	4
MLM 532	Project and Quality Management	4
MLM 525	Financial Management for Leaders	4
MLM 542	Strategic Leadership and Process Implementation	4
MLM 545	Legal Issues for Today's Leaders	4
MLM 552 or GST 597	Organizational Culture Management Graduate Study Abroad	4
MLM 555	Leadership and Management Research, Synthesis and Reflection	4
Total Credits		36

## Nursing (MSN)

The Master of Science Nursing program with an emphasis in Leadership and Management is designed to prepare professional nurses for direct and indirect leadership roles in a wide variety of health care settings. By building upon the students' previous experience and advancing knowledge in relevant areas like care coordination, quality improvement, population health and more, the rigorous curriculum gives students the confidence to lead teams in today's complex and evolving health care system. The courses are required to be taken sequentially.

Code	Title	Credits
<b>Required<sup>1</sup></b>		
NUR 600	Foundations: The Art, Science, and Ethics of Graduate Nursing Practice	3

NUR 610	Integration of Epidemiology and Clinical Prevention to Improve Health with Practicum Application	3
NUR 620	Translating Evidence into Practice	4
NUR 630	Organizational and Systems Leadership with Practicum Application	4
NUR 640	Leading Healthcare Systems and Quality Improvement with Practicum Application	4
NUR 650	Information Systems and Technologies to Improve Health Outcomes with Practicum Application	4
NUR 660	Leading Care Coordination and Promoting Collaboration to Improve Health Outcomes	3
NUR 670	Finance, Economics and Resource Management in Healthcare	3
NUR 680	Nurse as a Leader: Advocacy and Policy with Practicum Application	4
NUR 690	Capstone Synthesis Practicum	4
Total Credits		36

<sup>1</sup> Minimum C grade required in all courses.

## Orthotics and Prosthetics (MS)

The Master of Science (MS) in Orthotics and Prosthetics provides educational preparation for orthotists and prosthetists in the evaluation, fabrication, and custom fitting of artificial limbs and orthopedic braces. Students will be trained on the assessment, treatment plan development, implementation, follow-up, and practice management of orthoses and prostheses. The program consists of 36 credit hours offered primarily online, with three one-week intensives held on Century College's campus within their orthotics and prosthetics lab.

The MS in Orthotics and Prosthetics is offered through a collaborative partnership between Concordia University, St. Paul and Century College. Due to changes in the accreditation requirement through the National Commission on Orthotic and Prosthetic Education (NCOPE), the MSOP has replaced the post-baccalaureate practitioner program previously offered through Century College. Concordia University, St. Paul and Century College representatives work closely to ensure a high-quality student experience that meets the educational needs of the orthotics and prosthetics industry.

Code	Title	Credits
<b>Required</b>		
OP 500	Ethics and Compliance in Orthotics and Prosthetics	3
OP 545	Orthotic and Prosthetic Practice Management	3
OP 530	Research Methods	3
OP 525	Statistics in Orthotics and Prosthetics	3
OP 505	Clinical Considerations of Lower Extremity Orthotic Management	3
OP 520	Clinical Considerations of Trans-Tibial Prosthetic Management	3
OP 510	Clinical Considerations of Spinal Orthotic Management	3
OP 580	Clinical Experience	3

OP 535	Clinical Considerations of Trans-Femoral Prosthetic Management	3
OP 515	Clinical Considerations of Upper Extremity Orthotic Management	3
OP 540	Clinical Considerations of Upper Extremity Prosthetic Management	3
OP 590	Master's Capstone	3
Total Credits		36

Each state has different requirements for certification of Orthotists and Prosthetists. CSP's MS in Orthotics and Prosthetics prepares students to take the ABC Certified Orthotist and/or Prosthetist board exam(s) upon completion of required NCOPE residency requirements, which is required for licensing in all states that have state licensure. The CSP O&P program graduates can take the board exam in any state. Additionally, certain state boards may have other requirements. Please see the contact information for O&P licensing boards here (<https://www.abcop.org/State-Licensure/Pages/state-licensure.aspx>).

## Physical Therapy (DPT)

The Doctorate in Physical Therapy is a 111-semester credit program. The program's mission is to prepare students for autonomous practice across the lifespan. Students in the program and graduates from the program will apply and contribute to evidence-based practice while epitomizing the art of physical therapy. Graduates will embody lifelong learning and will be leaders in education, scholarship, and Christian service within their communities. The program's motto is: Follow in the footsteps of the greatest Healer the world has ever known.

Course	Title	Credits
<b>Year 1</b>		
DPT 7100	Service Learning I	1
DPT 7101	Anatomy	6
DPT 7102	Systems Physiology and Pathophysiology I	3
DPT 7103	Applied Neuroscience	3
DPT 7104	Functional Anatomy/Biomechanics	3
DPT 7105	Systems Physiology and Pathophysiology II	3
DPT 7106	Medical Screening	2
DPT 7111	Clinical Seminar I	2
DPT 7112	Clinical Seminar II	2
DPT 7121	Clinical Skills I/Foundations	4
DPT 7122	Clinical Skills II/Exercise	4
DPT 7123	Clinical Skills III/Modalities	4
DPT 7131	Clinical Skills Assessment I	1
DPT 7141	Health Promotion I (course is taken for 1 credit in 2 consecutive semesters)	2
DPT 7151	Lifespan I	2
DPT 7161	Research Methods/EBP	3
Credits		45
<b>Year 2</b>		
DPT 7200	Service Learning II	1
DPT 7207	Integumentary/Medical	3
DPT 7208	Biopsychosocial Aspects	2
DPT 7209	Cardiopulmonary/Acute Care/Trauma	3

DPT 7210	Women's Health	2
DPT 7213	Clinical Seminar III	2
DPT 7232	Clinical Skills Assessment II	1
DPT 7242	Health Promotion II (course is taken for 1 credit in 2 consecutive semesters)	2
DPT 7252	Lifespan II	2
DPT 7262	Capstone I	2
DPT 7263	Capstone II	1
DPT 7264	Capstone III	1
DPT 7271	Musculoskeletal I	3
DPT 7272	Musculoskeletal II	3
DPT 7281	Neuromuscular I	3
DPT 7282	Neuromuscular II	3
DPT 7291	Administration Roles	3
DPT 7501	Clinical Education Experience I	4
DPT 7502	Clinical Education Experience II	4
Credits		45

### Year 3

DPT 7301	Complex Medical	2
DPT 7365	Capstone IV	1
DPT 7366	Capstone V	1
DPT 7373	Musculoskeletal III	2
DPT 7374	Specialty Seminar	2
DPT 7383	Neuromuscular III	2
DPT 7503	Clinical Education Experience III	4
DPT 7392	Ethics and Professional Issues	1
DPT 7504	Clinical Education Experience IV	6
Credits		21
Total Credits		111

Each state has different requirements for professional licensure and certifications. The primary requirements for physical therapy licensure are successfully completing a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited program and passing the National Physical Therapy Exam (NPTE). CSP's Doctorate in Physical Therapy is a CAPTE-accredited program, which currently meets the educational requirements for licensure in all states. Check with your state licensing authority to confirm their licensure requirements. Please see the contact information for Physical Therapy licensing boards here (<https://www.fsbpt.org/Free-Resources/Licensing-Authorities-Contact-Information/>).

## Special Education with an Emphasis in Autism Spectrum Disorders (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with autism spectrum disorders. 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.

Code	Title	Credits
<b>Supplemental Course</b>		
SPED 562	Literacy Strategies for Grades K-6: SPED <sup>1</sup> (6)	
<b>Program Courses</b>		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	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	6
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		39

<sup>1</sup> **SPED 562 Literacy Strategies for Grades K-6: SPED (6 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment**

## Special Education with an Emphasis in Emotional Behavioral Disorders (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with emotional behavioral disorders. 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.

Code	Title	Credits
<b>Supplemental Course</b>		
SPED 562	Literacy Strategies for Grades K-6: SPED <sup>1</sup> (6)	
<b>Program Courses</b>		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3

SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 584	Interventions for Students with Emotional and Behavioral Disorders	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 595	Applied Experience in Emotional Behavioral Disorders	6
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		36

<sup>1</sup> **SPED 562 Literacy Strategies for Grades K-6: SPED (6 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment**

## Special Education with an Emphasis in Specific Learning Disabilities (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with specific learning disabilities. 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.

Code	Title	Credits
<b>Supplemental Course</b>		
SPED 562	Literacy Strategies for Grades K-6: SPED <sup>1</sup> (6)	
<b>Program Courses</b>		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3

SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	6
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		33

<sup>1</sup> **SPED 562 Literacy Strategies for Grades K-6: SPED (6 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment**

## Sport Management (MA)

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.

Code	Title	Credits
KHS 515	Management and Leadership <sup>1</sup>	3
or GST 597	Graduate Study Abroad	
KHS 510	Human Resource Management	3
KHS 535	Sport Marketing	3
KHS 530	Research Methods	3
KHS 533	Sport Media and Technology	3
KHS 525	Facility and Event Management in Sport	3
KHS 540	Legal Aspects of Sport	3
KHS 520	Sport Finance	3
KHS 550	Sport Sales and Fundraising <sup>1</sup>	3
or GST 597	Graduate Study Abroad	
KHS 545	Ethics and Policy in Sport Management	3
KHS 565	Capstone	3
Total Credits		33

<sup>1</sup> A student may substitute GST 597 for one major course.

## Strategic Communication Management (MA)

The Master of Arts in Strategic Communication Management prepares students to strategically analyze and solve communication challenges. The program is ideal for students who have professional experience or career interests in corporate communication, public relations, strategic planning or other general management functions. Graduates will leave the program with knowledge of emerging technologies, industry innovation, leadership and intercultural communication.

Code	Title	Credits
COM 500	Strategic Leadership and Management	3
COM 515	Corporate Social Responsibility and Ethical Leadership	3
COM 540	Communication Inquiry & Measurement	3
COM 545	Project Management and Analytics	3

COM 525	Digital Communication	3
COM 570	Leadership Communication	3
COM 590	Crisis Communication	3
COM 520	Media Strategies	3
COM 560	Intercultural Communication	3
or GST 597	Graduate Study Abroad	
COM 575	Content Strategy	3
COM 585	Strategic Customer Experience	3
COM 595	Reflection and Capstone	3
Total Credits		36

## Teaching (MAT)

The Concordia University, St. Paul, Master of Arts in Teaching (MAT) program leads to a master's degree and licensure as a Kindergarten through Sixth Grade teacher. The program is designed for candidates to develop the necessary knowledge, skills, and dispositions to be effective educators in today's elementary classrooms. Candidates may earn an initial license or add the K-6 license to an existing license.

The MAT program is 42 credits. Students may choose to complete only the licensure portion and not the master's degree – this option is 36 credits. Licensure only students do not complete ED 521 or ED 590.

Code	Title	Credits
ED 535	Introduction to Teaching Children	3
ED 514	Psychology of Learning and Teaching in Schools	3
ED 549	Effective Teaching	3
ED 552	Content and Methods for Teaching K-6 Health and Movement	3
ED 551	Content and Methods for Teaching K-6 Science	3
ED 553	Content and Methods for Teaching K-6 Social Studies	3
ED 548	Content and Methods of K-6 Literacy I	3
ED 550	Content and Methods for Teaching K-6 Mathematics	3
ED 558	Content and Methods of K-6 Literacy II	3
ED 537	Inclusion in Diverse Classrooms	3
ED 560	Clinical Experience and Professional Foundations K-6	6
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		42



# COURSE DESCRIPTIONS

## Accounting (ACC)

### ACC 201 Principles of Financial Accounting 4 credits

Explore the role of accounting in the business world. Broad topics include the concepts of financial accounting, as well as financial statement preparation and analysis. Additional topics include the accounting cycle, including journal entries, adjustments, financial statement preparation, and closing entries. (Students must earn a minimum grade of C in order to progress to ACC 202.)

### ACC 202 Principles of Managerial Accounting 4 credits

Discover the role managerial accounting plays in planning, directing, and controlling operations. Learn cost classifications and cost behavior, cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets, cash flow, and time value of money. Students must earn a minimum grade of C in order to progress to ACC 311 Intermediate Accounting. (Prerequisite: minimum grade of C in ACC 201 and CSC 210)

### ACC 311 Intermediate Accounting I 4 credits

Expand your understanding of financial accounting topics and learn the conceptual framework of financial reporting. Practice analyzing complex financial accounting and reporting issues. Apply financial accounting measurements, revenue and expense recognition, inventory cost and valuation, long-lived assets, costing valuation and amortization. International Financial Reporting Standards are also covered. (Prerequisite: CSC 210 and minimum grade of C in ACC 202)

### ACC 312 Intermediate Accounting II 4 credits

Continue an in-depth investigation of accounting topics as in Intermediate Accounting I, and learn the liability and equity sections of the balance sheet, revenue recognition, pension expense and liability, as well as error correction and the direct and indirect methods of preparing the statement of cash flows. (Prerequisite: Minimum grade of C in ACC 311)

### ACC 384 Applied Accounting and Finance 4 credits

Explore the fundamental concepts of accounting and finance within an organizational context, including terminology, financial statements, ratio analysis, budgeting, time value of money, along with ethical and global considerations. Apply standard financial and accounting tools to make business assessments and financial decisions important for managers in any organization.

### ACC 411 Advanced Accounting 4 credits

Plunge into the advanced study of accounting, focusing on accounting for combined corporate entities. Examine the equity method, consolidated financial statement preparation and analysis, partnership accounting, governmental accounting, non-profit accounting and accounting for estates and trusts. (Prerequisite: CSC 210 and Minimum grade of C in ACC 311).

### ACC 412 Auditing 4 credits

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: CSC 210 and minimum grade of a C in ACC 311)

### ACC 413 Cost Accounting 4 credits

Pick up in this course where Managerial Accounting left off. Practice developing and using accounting data for managerial decision-making, creating "what if" scenarios using Excel modeling to quantify various outcomes, and engage in an extended study of budgeting. Preparation, measurement, and analysis of capital budgeting projects using Excel is also covered. (Prerequisite: CSC 210 and Minimum grade of C in ACC 202)

### ACC 414 Federal Income Tax 4 credits

Study the application of federal income tax law primarily to individuals. Secondly, explore corporate and partnership tax law. Research a variety of tax problems extensively. Both procedural and substantive tax laws are examined. (Prerequisites: CSC 210 and Minimum grade of C in ACC 311)

### ACC 440 Fundamentals of Forensic and Investigative Accounting 4 credits

Investigate the nature of accounting fraud and embezzlement. Research actual cases of fraud and embezzlement, focusing on internal control failures, common traits of individuals who commit fraud, as well as red flags that indicate increased risk of fraud. Integrate business valuation techniques, internal controls, fraud investigation techniques, and transforming data into evidence. (Prerequisites: Minimum grade of C in ACC 311)

### ACC 480 Management Accounting 4 credits

Management Accounting explores advanced topics in Financial Reporting, Planning, Performance, and Control, with an emphasis in Financial Decision Making. (Prerequisites: ACC 312, ACC 411, ACC 412)

### ACC 490 Accounting Strategy Capstone 4 credits

The Accounting Strategy Capstone Course brings together topics discussed throughout the curriculum with an integrated application to real world problems in order to formulate strategies and implementation planning for businesses. (Prerequisites: BUS 345, ACC 414, ACC 480)

### ACC 498 Accounting Internship 1-16 credits

## Art (ART)

### ART 101 Approaching Art 2 credits

This course lays the foundation for approaching visual art by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to appreciating art. These four units will include the importance perceptual skills, the nature of the creative process, the place of art in its cultural context, and the role and processes of abstraction. The course will involve looking at art, reading, writing and speaking about art using acquired vocabulary and knowledge.

### ART 102 2D Design 2,3 credits

This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.

### ART 103 3D Design 3 credits

This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition, basic three-dimensional media are introduced and explored during the different units of the course of study.

**ART 104 Introduction to Art History 3 credits**

A captivating exploration of the history of art in the West and throughout the world, this course encourages students to develop an appreciation for a diverse range of works of art. Students will explore the creation of art, see it as critical thinking, and problem solving that has relevance to their lives. Students will also see art as a rich array of materials and aesthetic elements combined with the inner workings of the human spirit, passion, emotion, and creativity.

**ART 105 Color Theory 3 credits**

Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.

**ART 111 Drawing I 3 credits**

This introductory studio course is designed to familiarize beginning students with fundamental techniques and concepts of drawing. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of drawing will be presented learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 101 or consent of instructor)

**ART 142 Introduction to Digital Photography 2-3 credits**

This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software.

**ART 202 Digital Imagery 3 credits**

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.

**ART 211 Illustration 3 credits**

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

**ART 221 Painting I 3 credits**

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.

**ART 241 Photography I 3 credits**

This 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.

**ART 251 Sculpture I 3 credits**

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: ART 101, ART 103 or consent of instructor)

**ART 261 Ceramics I 3 credits**

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.

**ART 271 Survey of Western Art I 3 credits**

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 14th C. will be addressed. Non-art majors can enjoy this course.

**ART 272 Survey of Western Art II 3 credits**

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.

**ART 282 Graphic Design I 3 credits**

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.

**ART 284 Graphic Imagery 4 credits**

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.

**ART 300 Community Arts 4 credits**

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 genre 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 3 credits**

This course is designed to expand students facility 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.

**ART 311 Figure Drawing 3 credits**

This course is designed to familiarize beginning students with anatomy and 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. (Prerequisites: ART 111)

**ART 321 Painting II 3 credits**

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: ART 221)

**ART 331 Relief Printmaking 3 credits**

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 3 credits**

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 3 credits**

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 3 credits**

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: ART 241)

**ART 342 Digital Photography 2 credits**

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 3 credits**

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: ART 251)

**ART 361 Ceramics II 3 credits**

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)

**ART 370 Mexican Art and Culture 2,4 credits**

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.

**ART 374 Art of Mexico 4 credits**

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 religion and political histories are investigated in their relationship to the art.

**ART 375 Art of Asia 4 credits**

This course is intended to provide a survey of the history of Asian art. It is arranged in three parts starting with India and Southeast Asia, then moving to China and finishing with Korea and Japan. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion, trade and political histories are investigated in their relationship to the art.

**ART 376 World Art 4 credits**

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.

**ART 382 Graphic Design II 3 credits**

This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas. (Prerequisite: ART 282)

**ART 383 Web Design I 3 credits**

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.

**ART 384 Typography 1 4 credits**

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.

**ART 387 Art in Secondary Education 2 credits**

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 411 Advanced Drawing 4 credits**

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 111)

**ART 421 Advanced Painting 4 credits**

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)

**ART 431 Mixed Media Printmaking 3 credits**

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: ART 102, ART 111, and one of the following: ART 141, ART 202, ART 231, ART 232, ART 233, or permission)

**ART 435 Advanced Printmaking 4 credits**

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 credits**

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 241)

**ART 451 Advanced Sculpture 4 credits**

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 credits**

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: ART 361)

**ART 472 19th and 20th Century Art and Design 4 credits**

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 world-wide cultural influences. In addition, special attention is given to the history of design.

**ART 473 History of Photography 3 credits**

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 every-day life.

**ART 481 Topics in Art: \_\_\_\_\_ 1-4 credits**

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.

**ART 482 Graphic Design III 4 credits**

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. (Prerequisite: ART 484)

**ART 483 Web Design II 3 credits**

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 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 credits**

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 class requires students to develop concepts, present and explain their ideas, and bring their solutions to life. (Prerequisite: Art 384)

**ART 485 Graphic Design Senior Projects 1 4 credits**

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. (Prerequisite: Art 482)

**ART 486 Graphic Design Senior Projects 2 4 credits**

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. (Prerequisite: Art 485)

**ART 487 Art Education Capstone 2 credits**

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: ED 447 or consent of instructor)

**ART 488 Independent Study 1-4 credits****ART 489 Mentored Study 1-4 credits**

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.

**ART 491 Theories in Contemporary Art 3 credits**

This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined. (Prerequisites: ART 272 and ART 472)

**ART 498 Arts Internship 1-16 credits**

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.) (Prerequisite: ART 301)

**ART 499 Art Senior Seminar 1,2 credits**

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. (Prerequisites: ART 311 and ART 441)

## Biology (BIO)

**BIO 100 Biology Today 3 credits**

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 BIO 120 and BIO 130.)

**BIO 102 Biology in a Box 4 credits**

This augmented 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. The course incorporates hands-on experiments and activities to aid in learning core concepts in biology. All required materials can be purchased as a single lab kit that comes straight to your home - in a box! Learn about biology from the tiniest cellular viewpoint all the way up to the larger scale, whole world ecological viewpoint.

**BIO 117 Human Anatomy & Physiology for Sonography 4 credits**

This course is an overview of the structure and function of the human body. The course introduces concepts of cells and tissues in the context of bone, muscle, and the nervous system. Other major topics include the endocrine, cardiovascular, respiratory, digestive, reproductive and urinary systems, with an emphasis on the spatial relationships between structures and their relevance to sonography. Three lectures and one two hour lab period per week.

**BIO 120 General Biology I 4 credits**

This course emphasizes inquiry and investigation while introducing students to the unifying theories of modern biological science. Topics considered include foundational mechanisms of matter, energy, cells, genetics, and reproduction. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

**BIO 130 General Biology II 4 credits**

This course evaluates the current hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity. The major lineages of life are surveyed and compared at the organismal level by considering evolutionary relationships between structure and function. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

**BIO 210 Genetics 4 credits**

This course focuses on the principles of heredity and the molecular concepts regarding the genome. Major topics include Mendelian genetics, sex linkage, extranuclear inheritance, chromosomal aberrations, structure and function of DNA, regulation of gene expression, mutation, and modern DNA technologies. Problem solving and quantitative reasoning are emphasized. (Prerequisite: Minimum grade of C- in BIO 120)

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

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. (Prerequisites: Minimum grade of C- in BIO 120)

**BIO 300 Microbiology 4 credits**

Did you know that our world is covered in microorganisms? This course explores the diversity of the microbial world, providing overviews on bacteria, Archaea, viruses, fungi, and protozoans. A major emphasis is placed on how microorganisms cause disease, how the human body attempts to prevent disease, and how we can treat infectious disease. Other topics include microbial growth, metabolism, genetics, and environmental and food microbiology. The lab consists of a series of classic microbiology experiments that teach students how to visualize, culture, quantify, and identify microorganisms. A short self-directed research project allows students to design and implement their own experiment. (Prerequisite: Minimum grade of C- in BIO 120)

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

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, and nervous systems. Three lectures and one three hour lab period per week. (Prerequisite: Minimum grade of C- in BIO 120)

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

This course is part two of a study of the structure and function of the human body. Major topics include the endocrine, cardiovascular, respiratory, digestive, reproductive and urinary systems. Three lectures and one three hour lab period per week. (Prerequisite: Minimum grade of C- in BIO 120 or instructor consent)

**BIO 330 Cell Biology 4 credits**

This course is a study of the structure and function of eukaryotic cells from a molecular viewpoint. Major topics include molecular cell structure, metabolism, membrane transport, cell signaling, cell division and cancer, stem cells and tissue differentiation. Students read and discuss the ethical implications of biomedical research in the context of *The Immortal Life of Henrietta Lacks*. The lab focuses on cell culture technique and requires students to design and implement a self-directed mini research project. (Prerequisite: Minimum grade of C- in BIO 120)

**BIO 335 Molecular Biology 4 credits**

This course focuses on the principles of modern molecular biology. Major topics to be covered include organization and maintenance of eukaryotic and prokaryotic genes and genomes, the process and regulation of transcription and translation, splicing and processing of RNA, epigenetics, and cellular pathways that maintain homeostasis. Lab included. (Prerequisite: Minimum grade of C- in BIO 120 and BIO 210)

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

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: Minimum grade of C- in BIO 120 and CHE 115).

**BIO 350 Medical Terminology 2 credits**

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. This course is entirely online.

**BIO 415 Biology of Aging 3 credits**

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: Minimum grade of C- in BIO 120 (preferred) OR BIO 100)

**BIO 430 Immunology 4 credits**

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: BIO 120)

**BIO 440 Human Gross Anatomy 4 credits**

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 1 credit**

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: Minimum grade of C- in BIO 120)

**BIO 456 Research in Biology 1-4 credits**

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. (Prerequisite: Minimum grade of C- in BIO 120)

**BIO 488 Independent Study 1-4 credits**

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.

**BIO 497 Biology Teaching Assistant 1-4 credits**

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.

**BIO 498 Biology Internship 1-16 credits**

This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.

## Business (BUS)

**BUS 310 Organizational Behavior 4 credits**

Organizations are complex entities and understanding them is important for students in business programs. This course investigates the impact of individuals, groups, the structures, and the environments of organizations.

**BUS 340 Business Analytics I 4 credits**

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.

**BUS 345 Business Analytics 4 credits**

In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. These tools include probability analysis and hypothesis testing. 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.

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

This course provides an introduction to the study of marketing, e-commerce, and social media in business and other organizations.

**BUS 360 Accounting and Budgeting 4 credits**

This course explains the financial implications of business management and includes both the principles of accounting and the principles of finance.

**BUS 380 Organizational Behavior 4 credits**

Learn how to manage for success by examining the effects of human behavior on teams and organizations. Examine foundational theories and applications for motivation, leadership, team building, and change management that shape organizational culture.

**BUS 388 Business Analytics, Tools & Techniques 4 credits**

Learn to analyze data and make predictions using tools like probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis. Structured and unstructured data will be examined through data mining, web mining, text mining and sentiment analysis.

**BUS 410 Operations, Technology and Quality Management 4 credits**

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.

**BUS 415 Social Intelligence and Leadership 4 credits**

Learn how excellent leaders use social intelligence to increase their effectiveness. Explore social intelligence theory and abilities and the interconnected role they play in diverse personal, cultural, political, and business contexts. Gain an understanding of how social intelligence competencies offer practical ways to enhance leadership capacity. (Prerequisite: Minimum grade of C- in BUS 380)

**BUS 420 Business Finance 4 credits**

Explore financial management topics that include capital markets; the cash budget, pro forma statements, analysis of financial statements, forecasting, and ROI for the growth of the business. (Prerequisites: Minimum grade of C- in ACC 384 or ACC 201)

**BUS 425 Business Intelligence 4 credits**

Learn to analyze an organization's raw data to help make organizational decisions. Gain skills with mathematical and statistical tools and concepts to extract actionable and novel knowledge from business data to achieve strategic goals. Explore uses of probability analysis and hypothesis testing, data mining, text mining, business intelligence architecture, data reporting systems, and data visualization tools. (Prerequisite: Minimum grade of C- in BUS 380 and BUS 388)

**BUS 430 Business Law and Ethics 4 credits**

This course examines the legal aspects of business, the ethics of business, and the connection between the two.

**BUS 440 Business Analytics II 4 credits**

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.

**BUS 445 International Management 4 credits**

This course focuses on the practice of managing business operations in more than one country. Topics include the language, culture, economic and political environment, and business practices of countries in which multinational firms actively trade and invest.

**BUS 450 Business Analytics II 4 credits**

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.

**BUS 490 Business Strategies 4 credits**

Examine business strategy theories and practical principles to advance innovation and organizational growth. Learn to ethically apply core business and entrepreneurial skills through research, business plan analysis, and field work to solve real world challenges. (Prerequisites: Minimum grade of C- in MKM 386, BUS 415, and BUS 425 or BUS 420, and ACC 384 or ACC 201)

**BUS 492 Business Capstone 4 credits**

This course is the culminating experience in business and business-related undergraduate programs and is designed to guide students through a process of synthesis.

**BUS 495 Business Capstone 4 credits**

Synthesize and apply program concepts to create and present a multifaceted research project which serves as the professional capstone project for the program. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisite: Minimum grade of C- in BUS 490)

**BUS 497 Study Abroad 1-4 credits**

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.

**BUS 498 Business Internship 1-12 credits****BUS 499 Internship 1-16 credits****BUS 597 Study Abroad 0-4 credits**

This international travel course supports students' program learning with first-hand experience.

## Business Administration (MBA)

**MBA 500 Organizational Leadership and Development 3 credits**

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 credits**

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. Topics will include tariffs and comparative advantage.

**MBA 510 Managerial Research Methods and Design 3 credits**

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 credits**

This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters 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 credits**

This course will develop marketing strategy and execution of diverse communication tactics critical to all enterprises. Students will examine competitive value propositions for business growth across various markets. Course work will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate how to use and apply multiple marketing tactics.

**MBA 525 Strategic Human Resource Management 3 credits**

This course looks at human resources 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 the 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 those issues strategically.

**MBA 530 Managerial Finance and Accounting 3 credits**

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 credits**

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 Applied Ethics for Health Care Leaders 3 credits**

As formal and informal healthcare leaders, students will clarify and affirm their vocation/calling and moral compass including examining potential vulnerabilities that may challenge one's integrity. Students will explore ethical theories and principles from the healthcare leader perspective in the context of current healthcare issues including economic constraints and resource allocation, access-to-care, autonomy and decision-making especially at end-of-life, moral distress, and other issues faced by healthcare professionals. Students will analyze contextual factors contributing to ethical dilemmas including professional values, patient/family rights and preferences including cultural differences, social and health inequities, political factors including hierarchy and ethical climate, and policy, legal, and regulatory requirements. Students will synthesize course concepts through the application of ethical decision-making models within the Christian context to various bioethical, clinical, business, and professional ethical dilemmas.

**MBA 545 Quality Practices 3 credits**

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 555 Health Care Informatics 3 credits**

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 credits**

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.

**MBA 561 Customer Analysis 3 credits**

This course explores the behavior of consumers and the factors that influence their behavior. Analysis of customer decision-making and how marketing strategy can be used to influence those decisions is examined through various theories, models and techniques that attempt to explain the behavior of the consumer. The framework is a buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. The course will also explore consumer insights and shopper marketing to build revenue and grow the business. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of formats including lecture-discussions, case studies designed to illustrate the salient issues as well as readings and texts.

**MBA 565 Analytics for Business Intelligence 3 credits**

This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. It considers recent developments in the use of internal and external data needed for marketing decisions. This course is intended to explore data mining techniques with the goals: 1) To provide the key methods of classification, prediction, reduction, and exploration that are at the heart of data mining; 2) To provide business decision-making context for these methods; 3) Using real business cases, to illustrate the application and interpretation of these methods.

**MBA 570 Marketing Decision Models 3 credits**

This course focuses on the benefits of using analytic and modeling-based approaches to marketing decision-making. It offers an applied approach to develop student's ability to work on marketing data, and weigh alternate business decision options based on benefits and costs as well as construct models to aid managerial decisions determining business strategy. This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. Coursework is developed in strategic marketing, new product development, branding, marketing segmentation, sales and trade promotion analysis, pricing, and design of marketing mix, sales force allocation, direct, and internet marketing.



**MBA 575 Marketing Strategy Monetized 3 credits**

This course focuses on the role of business strategy to create profitable customers by delivering superior value. Strategy becomes monetized during the implementation process which is critical to executing on successful consumer capitalism. This course will develop metrics and systems to utilize in the marketing activities to measure customer value and business return on investment. An outcome of this course is the ability to communicate the value of marketing strategies to executive management regarding ROI. In this course, a hybrid format of lecture-discussions and applied work issues will be incorporated to illustrate the marketing strategy outcomes.

**MBA 580 Bridging the IT-Business Gap in a Global Setting 3 credits**

Compare technical to non-technical staff in studying ways to build collaborative effectiveness in managing functions and projects. Minimize the barriers to successful intercultural communication by investigating various tools for teamwork in local and global settings. Utilize project case studies and collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

**MBA 585 Project and Lifecycle Management 3 credits**

Introduce the entire project lifecycle by practicing collaborative development of various project monitoring and reporting tools in a case-study setting: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) communication plan, 5) project schedule, 6) risk register, and 7) quality management plan. Transfer learning objectives to the student's own Management Application Portfolio (MAP) by practicing knowledge retention and by applying concepts from the Project Management Body of Knowledge (PMBOK).

**MBA 590 Information Systems Analysis and Communication 3 credits**

Create a systemic understanding of business requirements by interviewing key stakeholders and diagramming to communicate process workflow. Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. Create a first draft of the initial phases for the student's own Management Application Portfolio (MAP).

**MBA 592 Topics Course: Vocation and Value 1 credit**

The student takes a deep dive into vocation through practical exploration of career, as opposed to job, opportunities and aspirations. The student benefits from the 'just-in-time' job growth to cultivating their deepest career aspirations. Through reflection and guidance, the student learns to understand their value and skills while effectively telling their vocational story and articulating their servant leadership.

**MBA 594 Topics Course: Mastery of Future Industry 1 credit**

The student's context for 21st century commerce will become broader, richer, and deeper as they see change, not in singular events but as an interrelated tapestry of complex systems. Beyond simple research they will learn to master an industry of their choice by anticipating unfolding change and discovering rich professional opportunities.

**MBA 595 Business Information Systems Security, Risk, and Quality 3 credits**

Analyze how information systems are designed to interact with people and carry out business strategy. Design plans to analyze and secure enterprise-wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. Create first drafts of middle and final phases for the student's Management Application Portfolio (MAP).

**MBA 596 Topics Course: Reflection and Bridge to Your Future 1 credit**

The student examines and reflects on their program learning and professional development. Course tools will measure and illuminate the student's progress in gaining a better understanding of their professional worth and value. The Managerial Application and Portfolio (MAP) articulates that value. The MAP is the bridge that examines and applies an ethical framework to a formalized process that will guide the student's professional and personal life journey.

**MBA 605 Operations and Technology Management 3 credits**

This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

**MBA 610 Tools for Managerial Decision Analysis 3 credits**

This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making from intuition to predictive analytics. In support of effective execution, students will explore innovative, critical, emotional and futuristic thinking. Students will develop their own tools to become effective decision-makers.

**MBA 620 Strategic Leadership 3 credits**

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 credits**

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 688 Independent Study 1-3 credits****MBA 700 Strategic Leadership and Managerial Application Portfolio 4 credits**

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 1,3 credits**

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 course work, career experiences and synthesizing activities to build a customized professional portfolio.

**MBA 706 Information Technology Management Capstone 3 credits**

Integrate and synthesize knowledge, competencies, and skills learned throughout the program. Develop a customized professional portfolio that includes an industry analysis and reflects a synthesis of MBA course work and career experiences.

## Chemistry (CHE)

**CHE 105 Chemistry for Health Sciences 4 credits**

This one-term laboratory course, designed for nursing and health science majors, builds on general chemistry concepts to provide an overview of organic and biochemistry with an emphasis on applications to the chemistry of the human body. Topics include solutions and body fluids, acid-base chemistry, relation between structure and reactivity for biochemical molecules, metabolic pathways, and applications of nuclear chemistry. (Prerequisites or co-requisite: MAT 165 or an equivalent course.)

**CHE 115 General Chemistry I 4 credits**

Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, atomic theory, periodicity and electronic structure of atoms, molecular/ionic structure/bonding, stoichiometry, reactions in aqueous solution, thermochemistry, and gases. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)

**CHE 116 General Chemistry II 4 credits**

Continuation of General Chemistry I. Major topics include phases and phase changes, properties of solutions, rates and mechanisms of chemical reactions, chemical equilibrium, acids and bases, aqueous equilibria, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry. (Prerequisite: Minimum grade of C- in CHE 115)

**CHE 141 Household Chemistry 3 credits**

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)

**CHE 221 Organic Chemistry I 4 credits**

This course is the first semester of the comprehensive course in organic chemistry. Topics covered include structure and bonding, nomenclature, constitutions and configurations, stereochemistry, instrument methods [e.g. NMR, IR, MS, GC], reaction kinetics and thermodynamics, mechanisms, and the syntheses and reactions of various functional groups of organic chemistry. (Prerequisite: CHE 116)

**CHE 222 Organic Chemistry II 4 credits**

This course is the second semester of a comprehensive course in organic chemistry. The course includes the reaction mechanisms and multi-step synthetic routes for organic functional groups that include oxygen, nitrogen, and aromatic systems. Additional topics include amino acids and proteins, carbohydrates, lipids and synthetic polymers. (Prerequisite: CHE 221)

**CHE 326 Analytical Chemistry I 4 credits**

This course builds on fundamental components of the general chemistry sequence. Careful consideration of uncertainty in measurements, error propagation, and accurate use of instruments are emphasized through consideration of chemical concepts including solubility, equilibria, and acid-base reactions. (Prerequisite: CHE 116)

**CHE 328 Biochemistry I 4 credits**

This course is an introduction to the structure, function, synthesis, and breakdown of biomolecules. Biological processes including enzyme catalysis, bioenergetics, and metabolism are studied at the molecular level. The lab involves students in the production of protein through recombinant DNA technology. (Prerequisite: CHE221)

**CHE 329 Biochemistry II 4 credits**

This course is a continuation of CHE 328. Topics covered include detailed analysis of enzyme mechanisms, catabolic and anabolic metabolism, metabolic regulation, transcription, translation, and protein synthesis. Processes important to modern DNA technology and biotechnology will also be discussed. The lab of focuses on manipulation of DNA, proteins, and microorganisms. (Prerequisite: CHE328)

**CHE 330 Dietary Biochemistry 4 credits**

Examination of the digestion and utilization of macromolecules from a biochemical viewpoint. Metabolic pathway activation/regulation via diet. Factors influencing macromolecule content of common foodstuffs. (Prerequisite: CHE 328)

**CHE 335 Medicinal Chemistry 3 credits**

This course will provide an overview of the drug discovery and development process from a chemistry perspective. Methods for the discovery, design, and optimization of new drug candidates will be studied. In addition, the clinical, regulatory, manufacturing, and legal requirements for introducing a new drug to the market will be reviewed and discussed. (Prerequisite: CHE 116)

**CHE 341 Thermodynamics 4 credits**

This course is an introduction to chemical thermodynamics. The mathematics of chemical energy exchange will be studied in detail and used to build an understanding of why gases behave as they do, why chemical reactions never go to completion (equilibria), and the intricacies of phase transitions. Concepts will be related back to biological and everyday examples such as protein folding, enzyme substrate binding, internal combustion engines, and refrigeration. (Prerequisite: CHE 116, MAT 135)

**CHE 421 Introduction to Polymer Chemistry 4 credits**

This course covers organic mechanisms of polymer synthesis including condensation, radical, ionic, emulsion, ring-opening, and metal-catalyzed polymerizations. Additional topics discussed include polymer chain conformations, solution thermodynamics, molecular weight characterization of polymers, and physical properties of polymers. Laboratories will involve polymer characterization and synthesis. (Prerequisite: CHE 221)

**CHE 450 Special Topics in Chemistry 1 credit**

The topic for this course will be chosen from a wide range of current research and development in chemistry. Students will read background material, participate in discussions, and complete labs and/or writing assignments as instructed.

**CHE 456 Research in Chemistry 1-6 credits**

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.

**CHE 488 Independent Study 1-4 credits****CHE 497 Chemistry Teaching Assistant 1-4 credits**

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 1-12 credits**

The internship is designed to provide students with a work/educational experience that may help determine future educational and occupational goals.

## Child Development (CHD)

**CHD 310 Growth/Development Child 4 credits**

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.

**CHD 320 Role Early Childhood Educator 4 credits**

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 NAEYC's code of ethics and its implications for the profession.

**CHD 330 Best Practices in EC 4 credits**

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.

**CHD 400 Introduction to Early Childhood Education 3 credits**

This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

**CHD 402 Writing for Educators 3 credits**

In this course students enhance their professional skills related to writing.

**CHD 410 Growth and Development of Children 3 credits**

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.

**CHD 411 Child Social and Emotional Growth 3 credits**

This course studies the social, psychological and emotional growth of children from prenatal to elementary ages. Issues of attachment, perspective-taking and friendship are discussed. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 422 Human Diversity and Relations 3 credits**

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. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 430 Infants and Toddlers 3 credits**

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. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 435 Developmentally Appropriate Practices in Early Childhood Education 3 credits**

This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed. (Prerequisites: CHD 400 and CHD 410)

**CHD 440 Children's Play and Learning 3 credits**

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. (Prerequisite: CHD 435)

**CHD 445 Language Development and Emergent Literacy 3 credits**

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. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 450 Children's Literature 3 credits**

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. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 451 Dual Language Learners 3 credits**

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. (Prerequisite: CHD 445)

**CHD 461 Ethics in Early Childhood 3 credits**

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. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 482 Young Child with Special Needs 3 credits**

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. (Prerequisites: CHD 400, CHD 402, and CHD 410)

**CHD 490 Portfolio and Synthesis 3 credits**

This course encourages learners to reflect on all they have done in the program through the creation of a portfolio. (Prerequisite: Successful completion of all other courses in the program.)

# Christian Ministry (CHM)

## **CHM 268 Introduction to Christian Ministry 2 credits**

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 269 Engaging God's Mission for the 21st Century 2 credits**

Through an exploration of scriptural, theological, historical and social foundations of Christian mission, students work to develop a personal philosophy of mission and outreach based on Lutheran theology. The course traces the mission of God through the Old and New Testaments and shows God's intent for the Church to proclaim the Gospel throughout the world.

## **CHM 270 Using Social Media in Ministry 2 credits**

Emerging social media and digital technologies are changing the way organizations—including the local church—reach constituents and communities. How do Christian leaders develop strategies to leverage social media effectively as a tool for communication and outreach? In this course, students will explore available social media tools; develop a strategy for utilizing social media in a healthy way, both personally and organizationally; and learn to evaluate social media effectiveness through case study and real-world implementation of course learnings.

## **CHM 271 Best Practices for Mission and Ministry 2 credits**

Effective ministry requires the thoughtful application of Christian theology in mission and ministry. By rotating topics of theology and practice, students learn to apply Christian theology and best practices in a variety of contemporary mission and ministry settings. Topics may include: Congregational Practices in Mission and Outreach, Community and Neighborhood Outreach, Group Theory and Team Building for Ministry, Leading Change and Transformation in Ministry, and Ministry among Immigrants. The course may be repeated for credit if topics are different.

## **CHM 273 Outdoor Ministry 2 credits**

This course focuses on the theology, history, and practice of outdoor ministry as a tool for Christian Education. Through an off-campus retreat, students will experience outdoor ministry first-hand, pairing this practice with course readings, this practice with course readings, discussions, and projects to develop a holistic philosophy of outdoor ministry.

## **CHM 274 Sports Ministry 2 credits**

Students will examine the inter-relationships between religion and sports with specific attention to opportunities for Christian witness and outreach through robust sports ministry programs. Students will study and design effective approaches for sports ministry with an emphasis on Christian mentoring to athletes. (Prerequisites: THL 100, THL 200, or THL 206).

## **CHM 321 Foundations for Teaching and Learning 3 credits**

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 325 Strategic Ministry 3 credits**

Christian ministry in diverse and fluid cultures calls for strategic and intentional leadership. 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. Through case study analysis and projects, students apply organizational change theory to congregations and ministry organizations.

## **CHM 331 Mission in Context 2 credits**

Students study the practice of Christian mission and ministry within different cultural contexts, paying 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 381 Practicum in Christian Ministries 1 1 credit**

A course for Christian Ministry students to begin on-site involvement and learning with a church work professional in ministry setting. A primary function of pre-internship field work in preparing students for the fourth-year internship experience.

## **CHM 382 Practicum in Christian Ministries 2 1 credit**

A course for Christian Ministry students to continue on-site involvement and learning with a church work professional in a ministry setting. A primary function of pre-internship field work is preparing students for the fourth-year internship work.

## **CHM 422 Leadership Development for the Church 3 credits**

Effective ministry requires teams of servant leaders. Leaders in the church serve in ways that equip and empower others to serve within their local congregations, communities and beyond. Reflective practice helps leaders shape educational experiences that equip learners to lead, serve, and volunteer within diverse and rich cultural settings. Through applied projects and research, students design volunteer ministry programs and leadership training experiences.

## **CHM 426 Youth Ministry 2 credits**

Youth ministry addresses a vital issue as the Church serves students in congregations and communities during a formative time of life. Grounded in baptismal theology, this course helps students develop skills to lead a relational and Christ-centered ministry for and with youth in a congregation by addressing the theological, cultural, educational, and administrative foundations of youth ministry.

## **CHM 427 Family Ministry 2 credits**

Family ministry represents a partnership between the home, congregation, and community. This course is designed to help students understand this partnership through exploration of biblical and theological principles; intergenerational ministry opportunities; how family structure influences ministry; models of family ministry; and how to equip families as spiritual caregivers.

## **CHM 431 Children's Ministry 2 credits**

Children are a vital and vibrant part of the Church. How congregations care for their youngest members will affect them today and in the years to come. Current and emerging theories and Christian approaches of children's ministry serve as the foundation for developing engaging children's ministry practices, experiences and programs.

## **CHM 432 Confirmation Ministry 2 credits**

Exploring junior and adult confirmation in the Lutheran church, students study effective approaches to confirmation programming. Topics include confirmation history, purpose, possible structures, curriculum options, and more.

**CHM 436 Adult Ministry 2 credits**

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.

**CHM 440 Speaking the Gospel 3 credits**

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.

**CHM 481 Practicum in Christian Ministries 3 1 credit**

A course for students to develop skills learned during the Christian Ministry Internship through field experience in a Christian ministry setting. A primary function of post-internship practicum is filling gaps in the student's education and experience as identified by the student and his/her program director prior to Synodical placement. (Prerequisite: CHM 499)

**CHM 482 Practicum in Christian Ministries 4 1 credit**

A course for students to continue developing skills learned during the Christian Ministry Internship through field experience in a Christian ministry setting. A primary function of post-internship practicum is filling gaps in the student's education and experience as identified by the student and his/her program director prior to Synodical placement. (Prerequisite: CHM 499).

**CHM 488 Independent Study 1-4 credits****CHM 490 Theory to Action: Capstone in Christian Ministry 2 credits**

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. Students prepare and present a capstone Christian Ministry project.

**CHM 498 Commissioned Ministry Internship I 6 credits**

The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM 498 in the fall and CHM 499 in the spring to complete the 12-month internship.

**CHM 499 Commissioned Ministry Internship II 6 credits**

The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM 498 in the fall and CHM 499 in the spring to complete the 12-month internship.

## Communication Studies (COM)

**COM 103 Interpersonal Communication 4 credits**

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. (COM 103 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

**COM 105 Listening as a Communication Tool 2 credits**

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 109 Introduction to Communication 3 credits**

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 205 Small Group Communication 4 credits**

Students study and practice communication in small discussion and task groups. Topics include leadership and facilitation of groups as well as group dynamics. Group activities include problem solving discussions and task completion. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in face-to-face and virtual groups. (Prerequisite: COM 103 or COM 212)

**COM 212 Public Speaking 4 credits**

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 text analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM 212 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

**COM 222 Social/Mass Media Communication 4 credits**

Students study and critically appraise the history and development of the various traditional mass and contemporary social media with an emphasis on the impact of these communication developments on individuals and society. The content of the course also includes a strong focus on the dominant social media platforms and their role in marketing and public relations. Students will be able to edit video and utilize basic metrics applied to online communication tools. (Prerequisite: COM 103 or COM 212)

**COM 309 Intercultural Communication 4 credits**

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: COM 103 or COM 212)

**COM 320 Media and Public Relations 4 credits**

Students are introduced to both media relations and public relations as fields of study and as a practice. Students will learn and apply principles of media and public relations, including effective and ethical stakeholder management. Topics addressed include communicating with various media, creating strategic public relations plans, audience analysis, how to communicate risk, and managing crisis situations. Special attention is given to the role of social media.

**COM 322 History of Film and Television 3 credits**

Students study film and television as it has developed throughout the 19th, 20th, and 21st centuries. Screenings of classic films and television are complimented by class analysis and discussion of how the moving image has changed over time. This is not a production course, as students will focus instead on understanding film theory and aesthetics.

**COM 325 Social Media Relations & Analytics 4 credits**

Students develop an understanding of the theory and strategic management of social media especially in the public relations context. By analyzing history, tactics and current trends, students learn how the public relations process and the goal of relationship building with various stakeholders is impacted by various social media applications. Students also become acquainted with social media tactics in various professional settings. (Required prerequisite: COM 103 or COM 212) (Suggested prerequisite: COM 222)

**COM 327 Topics in Communication 2 credits**

This course offers students an opportunity to study communication from a variety of contextual perspectives. Topics will vary from term to term. May be repeated.

**COM 403 Family Communication 4 credits**

Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, health communication, communicating with aging family members and those with disabilities, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: COM 103 or COM 212)

**COM 409 Advanced Intercultural Communication Seminar 4 credits**

Advanced Intercultural Communication Seminar advances student knowledge and understanding of the various components of intercultural communication competence. The focus is on deeper exploration of intercultural dimensions, communication styles across cultures, intercultural conflict styles, and bridging cultural differences. Students gain experience in several fundamental approaches to and methods of managing intercultural differences and facilitating intercultural competence development including the communication styles approach and the Cultural Detective method. Students take intercultural assessments and an intercultural conflict styles inventory, to understand how their own intercultural experiences have influenced them. Students in COM 409 participate in discussion boards, analyses, research, and activities to promote further growth in intercultural knowledge and skills. (Prerequisite: COM309)

**COM 441 Communication Research Methods 4 credits**

Basic quantitative and qualitative approaches and methods are applied to communication studies. The course includes question construction, survey research and design, experimental design, quantitative content analysis and comparisons, and qualitative analysis of participant observation, interviewing and focus group methodology. Critical studies and approaches in the field of communication will be discussed. This course is a prerequisite for COM 442 because it implements the research proposal. (Prerequisites: COM 103 or COM 212)

**COM 442 Communication Theory 4 credits**

Students study and apply theories to human communication including interpersonal and public communication, small groups, mediated communication, persuasion, gender studies, as well as work, friend, 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. COM 442 implements the research proposal developed in COM 441. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 103, COM 212, and COM 441)

**COM 443 Persuasive Communication 4 credits**

Students study and apply persuasive communication theories to the study and analysis of communication events including speeches, posters, films, campaigns, television programs, advertising, social media and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through various forms of human and electronic communication. The major project is an application of theory and research. Research projects may be submitted to professional organizations or an online journal for review. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 103 or COM 212)

**COM 444 Communication Research Methods 3 credits**

Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

**COM 478 Organizational Communication 4 credits**

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 skills in and applications of organizational communication, including communication audits. 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 case studies and self-assessments. Exploration of crisis communication strategies and their effectiveness in organizational image restoration are examined. (Prerequisites: COM 103 and COM 212)

**COM 488 Independent Study 1-5 credits**

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)

**COM 490 Senior Seminar 2 credits**

Students finalize their capstone research project in this culminating experience in the discipline. Students will be expected to prepare their research projects for dissemination to professional organizations for review, presentation, or publication. (Prerequisite: Minimum grade of C- in COM 441 and COM 442, Permission of instructor, Senior Standing)

**COM 498 Internship 1-12 credits**

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: COM 103, COM 212, COM 222, COM 325, ENG 120 and permission of communication faculty advisor)

**COM 500 Strategic Leadership and Management 3 credits**

Examine strategic leadership and management topics, addressing the communication theories, dynamics, research, principles, and practices prevalent in all aspects of organizational life. Utilize leadership and management theories to address challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Group relationships are fostered, creating a collaborative learning environment conducive for personal and professional growth that emphasizes effective communication, problem solving, and healthy decision-making.

**COM 510 Persuasive Communication 3 credits**

This course covers the principles and practices of persuasion, advocacy, and marketing. Learners explore theories of motivation, attitude, and behavior that guide how an ethical communicator strives to gain compliance; properly advocate for people, values, and ideals; and change attitudes and behavior. Students learn about how research informs marketing and persuasion tactics, and apply key concepts and conceptual frameworks in marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. Students work with a communications plan that addresses a real issue that draws upon the things you have learned in this course. Students also have an opportunity to develop presentation skills through in-class presentations.

**COM 515 Corporate Social Responsibility and Ethical Leadership 3 credits**

Connects morality, ethics, and values with leadership and influence. Explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals, incorporating these elements into the personal and professional decision-making process. Think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of leadership in the creation of an ethical corporate culture. Assess ethical risk to organizations in the public sphere and develop insights into personal philosophies.

**COM 520 Media Strategies 3 credits**

Develop a structured approach to understanding and managing internal and external communications. Explore media relations, the research and creation of strategic public relations media plans, audience analysis, media characteristics, media and marketing decisions, and how to manage various communication technology functions and budgets. Special attention given to the role of navigating current and future media landscapes.

**COM 525 Digital Communication 3 credits**

Explore how digital communication technologies affect interpersonal and organizational communication. Address how to use various digital avenues to reach diverse publics. Integrate digital communication tools into strategic communication plans. Devise an effective digital communications campaign.

**COM 530 Interactive Media Mgmt 3 credits**

This course explores how emerging interactive communication technologies affect interpersonal and organizational communication. Students are introduced to different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business on global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.

**COM 540 Communication Inquiry & Measurement 3 credits**

Learn various research methodologies that are relevant and effective in organizational settings. Become an effective organizational change agent. Gather, analyze, and synthesize complex credible information using action research methodologies. Students select a capstone project that will demonstrate, using action research methodology, organizational change management. Utilize change management theory to affect organizational change.

**COM 545 Project Management and Analytics 3 credits**

Increase leadership effectiveness using resources and tools to manage major projects, analytic performance evaluations, and information from cross-platform projects. Students will utilize project management tools to plan for the successful completion of their capstone project.

**COM 550 Communication Strategies for Conflict Management 3 credits**

This course provides an overview of the nature and functions of perspectives, viewpoints, and values on conflict, as well as the difficult elements and role of communication in human conflict. Students 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 strategies, and processes associated with conflict management styles with civility. This course addresses how language, perception, gender communication, generational differences, and context influence the conflict process.

**COM 560 Intercultural Communication 3 credits**

Explore the major concepts, research, theories, and models that constitute intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics 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, intra-cultural issues, stereotypes, intercultural transitions, and adaptation.

**COM 570 Leadership Communication 3 credits**

Analyze how leadership depends on healthy communication skills that nurture a healthy organizational culture. Critical management techniques also rely on understanding those leadership skills essential to work with people in a dynamic interactive culture. Focus on successful leadership and management strategies as part of human interaction, conflict, decision making, problem solving, persuasion, mentoring, collaboration, team building, change management, and facilitation. Explore how to effectively communicate with top executives in an organizational setting.

**COM 575 Content Strategy 3 credits**

Create a content strategy that develops meaningful, cohesive, engaging, and sustainable communication content to attract and retain target audiences. Develop a strategic perspective on how content is aligned with customer needs and organizational goals. Analyze stages in the content life cycle. Measure content effectiveness using analytics and feedback. Study storytelling, multi-channel, cross-channels, and omni-channel techniques.

**COM 585 Strategic Customer Experience 3 credits**

Explore the benefits of a customer centric organization through analyzing different strategic models. Craft a customer experience (CX) strategy to aid organizations in competitive markets. Evaluate how brand, technology, internal and external stakeholders, and processes should be successfully communicated. Understand the dimensions of customer value and effectively map the customer journey.

**COM 590 Crisis Communication 3 credits**

Address the basic types and elements of crises, and the importance of providing effective leadership and management in those conflict laden times. Intersections with other fields will also be addressed, including public relations, conflict management, and risk management. Analyze the role strategic communication, media relations, power, and organizational culture play during a crisis. Develop tools for dealing with the media in less-than-optimal situations, learn how to develop plans for different critical audiences (both internal and external), analyze effective persuasive methods, and discover ways to utilize effective public relations strategies for communicating the organizational message during a crisis.

**COM 595 Reflection and Capstone 3 credits**

Review and reflect upon the program's courses and capstone project to leverage learning for future success as a strategic leader. Complete and present the program's capstone project.

**COM 610 Corporate Responsibility & Ethical Communication 3 credits**

This course explores foundations in personal values and mission statements, decision trees in ethical decision-making, and ethical theories and moral philosophies that relate ethics to organizational, mediated, mass media, and interpersonal communication contexts. The course examines the communication components and hindrances to good ethical decision-making. Students learn how to think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of communication in the creation of an ethical corporate culture. Through case studies, readings, and other activities, students 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.

**COM 695 Capstone 3 credits**

The final course provides an opportunity for students to review and reflect upon the courses and experiences in the program. Additional activities add self-confidence in strategic communication management and leadership skills. Students present the completed Action Research Project they have worked on with the project coordinator, and polish their ARP report in an error-free and thorough submission. Students also continue reading and reflection on their course work and experiences as life skill builders. Students receive feedback from their Action Research Project coordinator and share learning with other students in the final presentation.

## Computer Science (CSC)

**CSC 115 Introduction to Computer Science 4 credits**

This course introduces students to problem solving using the Python programming language. Students will learn computer hardware concepts, number systems, and Boolean algebra. The course will cover Python programming constructs such as conditional statement, iteration, function, class and object. Students are expected to take a problem description and write a program in Python that provides a solution to the problem. This course assumes the student has no prior programming experience.

**CSC 121 Basics of Technology in Business 2 credits**

The purpose of this course is to respond to the technological demands of business today. Students will be equipped with the required knowledge and skills to fulfill basic business needs. A foundation in fundamental tools and emerging technologies will be explored through both practice and theory with a focus on how they can be leveraged for business advantage. A solid base in business information systems will provide students the confidence to generate and manage information for thoughtful and informed decisions. Business efficiency and productivity topics will include emerging and contemporary technologies for data management, business intelligence, and professional communication.

**CSC 135 Client-Side Web Development 4 credits**

In this course, students will start by learning basic HTML and CSS for building static Web pages, and later use JavaScript to build an interactive Website. Students will also learn about responsive Web development, user experience concepts, and accessibility topics. A prototyping tool will be used for wire framing, designing and prototyping.

**CSC 175 Math for Computer Science 4 credits**

This course covers mathematical concepts that are widely used in the field of Computer Science, including discrete math, logic, and proofs. (Prerequisite: Minimum grade of C- in MAT 103, or Level 3 on the Math Placement Exam)

**CSC 210 Microsoft Excel Core 4 credits**

Through 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 challenged to manipulate specific data for informative reporting that is visually, accurately and dynamically representative of the learning objective. To accomplish this task advanced formulas, search strategies, and data analysis tools will be incorporated into learning projects including mastery of Pivot Tables and Pivot Charts. Further studies will include strategies for managing large data sets, linking and importing external data, mitigating security issues, and working toward automation. 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.

**CSC 222 Introductory Programming with Java 4 credits**

This course teaches student problem solving with structured programming techniques using Java. The topics covered includes variables, primitive data types, conditional statements, loops, static methods, file processing, string, arrays, and some concepts of object oriented programming. This course requires that students have some programming background. (Prerequisite: Minimum grade of C- in CSC 115)



**CSC 230 Database Design 4 credits**

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, and data warehousing. 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. de-normalization), and the emergence of unstructured data systems.

**CSC 235 Server-Side Development 4 credits**

This course provides an overview of programming and database techniques used in server-side programming. Topics include handling web form data, SQL, database design, security considerations, stored procedures and JSON. (Prerequisite: minimum grade of C- in CSC 135 and CSC 230)

**CSC 240 Database Development for Business 4 credits**

Analyze database use within a variety of business contexts. Gather requirements for a real-life database that addresses current business strategies and develop a prototypical model that meets stakeholder reporting needs and enhances organizational efficiency. Learn the basics of database design including the relational model and an introduction to SQL queries. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data.

**CSC 310 Computer Architecture and Operating Systems 4 credits**

This course is designed as an introduction to the functional components of computer systems, including their hardware implementation and management at different levels, and their interaction, characteristics, and performance. The course also covers practical implications for computer programming. (Prerequisite: Minimum grade of C- in CSC 115 or equivalent)

**CSC 315 Mobile App Development 4 credits**

This course teaches students how to build Android mobile applications from the bottom up using Android Studio and Java. Students will learn Android architecture, how to design user interface, and how to handle user interface events. Other topics include saving and restoring the state of an app and integrating Google Map. The course consists of several small projects giving students the ability to create an Android app incrementally. At the end of the course, students will use knowledge they have learned in the course to build a medium size Android app and to learn the process of preparing and publishing their app to Google Play Store. (Prerequisite: Minimum grade of C- in CSC 222)

**CSC 322 Object Oriented Programming in Java 4 credits**

This course teaches student problem solving with object oriented programming techniques using Java. The topics include exception handling, generics, object oriented programming, design patterns, and data structures. This course assumes that students already have a good programming background. (Prerequisite: Minimum grade of C- in CSC 222)

**CSC 330 Language Design and Implementation 4 credits**

The course provides a comparative survey of programming language paradigms. It includes an overview of the properties, applications, syntax, and semantics of selected object-oriented, functional, comparative, and declarative programming languages. (Prerequisite: Minimum grade of C- in CSC 322)

**CSC 420 Data Structures and Algorithms 4 credits**

This course covers both theory and application of data structures such as lists, stacks, queues, sets, maps, binary search trees, and graphs. The algorithm portion covers time complexing of algorithms using big-O notation, various sorting algorithms, concepts of dynamic programming, and divide-and-conquer algorithms. By the end of the course, students should know to apply the appropriate data structures for a given problem for optimal performance. Students will be able to determine the efficiency of basic algorithms. Students must have a good object-oriented programming background. (Prerequisite: Minimum grade of C- in CSC 322 and MAT 220)

**CSC 422 Software Engineering 4 credits**

This course introduces students to concepts and tools in software engineering. The topics include software life-cycle models, the phases of software development, design patterns, software architecture and Agile software development. Students will learn various software engineering tools such as integrated development environment, version control systems, and project management software. This course assumes students have a good background in object-oriented programming in at least one programming language. (Prerequisite: Minimum grade of C- in CSC 322)

**CSC 435 Advanced Web Application Development 4 credits**

This course teaches students Web application development using common tools and frameworks in the current industry. The course covers various front-end libraries and frameworks such as React and Angular and several back-end frameworks and tools such as Python Flask, Code Igniter Node, and Java Spring Boot. Students will learn both relational databases and NoSQL databases. Students will build various Web applications using various frameworks throughout the term. Students are assumed to have good knowledge of JavaScript, have a good understanding of backend development and of databases. (Prerequisite: Minimum grade of C- in CSC 235)

**CSC 450 Computer Science Capstone 4 credits**

This course is a capstone course for the Bachelor of Science in Computer Science. The course provides students realistic hands-on software development experience. Students will work in teams to build a medium-size software. Students will use agile software development and tools necessary to support teamwork. This course assumes the student has a good programming background in at least one programming language and is willing to learn new tools and technologies. (Prerequisite: Minimum grade of C- in CSC 315 or CSC 435)

**CSC 488 Independent Study 1-4 credits****CSC 498 Computer Science Internship 1-16 credits**

## Counseling (CONX)

### **CONX 501 Ethical, Legal and Professional Issues in Counseling 3 credits**

Mental illness is on the rise all across the United States, and the need for effective, ethical counseling is becoming more and more vital. However, the ethical, legal, and professional issues surrounding counseling can sometimes be overwhelming to sift through and incorporate into your already complex practice of treating patients. Whether you work in a school or clinical setting, this course will give you a comprehensive look at (a) industry-accepted ethical codes within the fields of counseling, psychology, and social work; (b) potential professional issues that will require you to make ethical decisions in practice; and (c) the legal responsibilities and potential ramifications that may impact you if you fail to conduct your practice in an ethical manner. You'll consider ethical dilemmas and design acceptable responses to such dilemmas so that you aren't caught off guard in the moment. In addition, you'll learn to maintain proper boundaries, gain informed consent, and recognize when to make referrals for your clients. With the knowledge and skills you gain in this course, you will be able to work with diverse client populations while being confident that your practice is professional, ethical, and legal. This course is offered through Advancement Courses.

### **CONX 502 RAMPing for Counselors 3 credits**

The American School Counseling Association (ASCA) developed its national model to unify the school counseling profession and to support counselors' ability to advocate for the academic, career, and social-emotional development of all students. The ASCA allows counselors to create a curriculum that is tailored to the specific needs of their schools so they can maximize their impact on their unique community. However, to ensure compliance with the ASCA, your school has to undergo a rigorous application process called RAMP (Recognized ASCA Model Program). Whether you are just beginning the RAMP process or have already implemented it at your school, this course will provide both a rationale for the process and step-by-step instructions for developing each part of your application. You'll use data to inform the design of your program and demonstrate your value as a counselor by conclusively showing how students are different as a result of your efforts. In addition, you'll learn how to advocate for modifications to your school's counseling program to help it align with ASCA guidelines, and gather the data, materials, and resources you need to successfully complete the RAMP application. Using the resources and techniques from this course, you'll be able to navigate the RAMP process successfully and ensure your school counseling program supports your students' unique needs. This course is offered through Advancement Courses.

## Criminal Justice (CJU)

### **CJU 402 Returning Student Seminar for Criminal Justice 4 credits**

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.

### **CJU 405 Minnesota State Criminal Law and Traffic Codes 4 credits**

This course will provide the opportunity for developing a basic working knowledge and strengthening individual understanding of the Minnesota Criminal Code by covering procedural law, crimes against persons and property, juvenile offenses, and rights of peace officers. Students will also examine Minnesota Traffic Laws to include driving rules, licensing, specialty vehicles, equipment requirements along with alcohol and controlled substance violations. Additionally, the exploration and discussion will cover key elements of crime, levels of offense, applicable case law, common defenses, and sentencing guidelines. (The course is required for students who intend to take the POST Exam for Minnesota Law Enforcement Officers).

### **CJU 422 Information Literacy in Criminal Justice 4 credits**

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.

### **CJU 431 Inside the Criminal Mind 4 credits**

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.

### **CJU 435 Philosophy of Values and Ethics 4 credits**

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.

### **CJU 437 Systems Thinking in Criminal Justice 4 credits**

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.

### **CJU 442 Foundations of the Criminal Justice System 4 credits**

This course will offer a robust overview and more profound understanding of criminology designed to provide an extensive emphasis on personal development, by examining career roles, responsibilities, policies/procedures, and administration of various public and private agencies and organizations, involving multiple federal, state, county, local, tribal, and international components, that constitute modern-day Criminal Justice System. Students will explore critical issues affecting multi-cultural populations, administration of justice and develop deeper awareness involving domestic violence intervention, interpersonal communication, and trauma-informed approaches. Students will also explore the evolution of technology approaches, proactive intervention efforts, and community-based treatment programs as well as implications of vicarious/secondary trauma experienced and explore a variety of strategies for practitioner survival mindset.

**CJU 446 Research Methods in Criminology and Criminal Justice 4 credits**

This course will provide a forum for students to gain an understanding of how academic writers use the writing process to shape initial ideas and effectively communicate in the Criminal Justice System as a whole and develop an understanding and link between criminological theory, qualitative and quantitative research methods, and literature review research analysis and comparison. Students will utilize this course to further their individual reflection while developing and practicing the necessary skills to be successful in accessing criminal justice-related research and statistics that will assist them in balancing this academic program and realizing how these skill sets transition into their Criminal Justice environment.

**CJU 451 Diversity in Criminal Justice 4 credits**

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.

**CJU 452 Constitutional Law 4 credits**

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.

**CJU 453 Troubled Youth in the Criminal Justice Corrections System 4 credits**

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.

**CJU 455 Contemporary Issues in Criminal Justice 4 credits**

Current criminal justice related events occurring nationally and locally will provide the scenarios for students to apply the knowledge acquired during this degree program in a thoughtful and scholarly manner. Students will draw upon their understanding of systems thinking, constitutional law, religion, modern trends, ethics, and individual and community behavior.

**CJU 456 Building an Integrated Criminal Justice System 4 credits**

This course is designed to understand the roles of various federal, state, county, local, tribal, and international components of the Criminal Justice System and how these systems work collaboratively. Students will further explore career insights, trajectory, and professional networks and internship opportunities. Students will identify and apply concepts and principles from a system perspective lens through current challenges within the systems and further explore these interlocking systems as change agents, exercising creative problem-solving processes. Through this course exploration, students will develop skill sets to bridge communication and strengthen collaboration between systems. Students will promote a deeper awareness of vicarious/secondary trauma experienced and explore a variety of approaches for practitioner survival mindset.

**CJU 461 Constitutional and Criminal Law and Justice 4 credits**

This course is designed to explore and develop the understanding and working knowledge of broad and specific variations of federal, state, county, local, tribal, and international components that influence constitutional, criminal, and criminal justice process civil law and how it affects the Criminal Justice System in the modern day. Students will review foundational history, basic concepts, and key participants in the courtroom/trial to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice. Moreover, students will learn and apply practical research strategies to find relevant case law. This course will use an assortment of case studies, individual research, and in-depth group discussions.

**CJU 472 Cultural Considerations in Criminal Justice Systems 4 credits**

The course is designed to conceptualize the balance between community and Criminal Justice Systems, within the framework of cross-culture and diverse populations albeit related to critical social problems and Criminal Justice System responses to manage and influence them. This course prepares students to explore various vocational fields such as law enforcement, security, courts, corrections, probation/parole, social services, community reintegration, and treatment services by building skill sets to professionally and effectively manage challenging and diverse situations, employing deeper understanding and appreciation for culture uniqueness by acknowledging individual awareness, system-oriented bias, and refining effective communication skill sets.

**CJU 475 Ethical and Legal Dilemmas in the Criminal Justice System 4 credits**

The course is designed to expose students to ethical and moral decisions within the Criminal Justice System, by examining the power in discretionary decisions influenced by individual attitudes, values, and beliefs. Further exploration involving concepts such as public service, authority, and power, discretion, law, individual liberty and punishment, bias and cynicism will be used to evaluate alternatives within the multi-systemic Criminal Justice System when solving dilemmas. This course prepares students to acquire skills in moral sensibility and to resolve these individual issues in discretionary decision making as it applies to professional codes of ethics and within the boundaries of the law.

**CJU 478 Contemporary Issues in the Criminal Justice System 4 credits**

The course is designed to afford students deeper focus on current and relevant topics and patterns in today's Criminal Justice System while drawing upon constitutional and criminal law, spirituality, values, and ethics further building innovative problem-solving skill sets to address emerging public safety issues. Further exploration involving concepts such as individual and community behavior, multi-cultural aspects, use of force, suicide by cop, mental illness, body cameras, and the interworking of the multi-systemic Criminal Justice System. Additionally, students will further explore the evolution of the multi-systemic Criminal Justice System brought on by the war on terrorism, rapid technological changes, police accountability, accusations of racial profiling, and the redesign of community policing in the 21st century.

**CJU 483 Exploring the Criminal Mind and Identifying Suspect Behavior 4 credits**

The course explores the theories and research that define logical components and causes to the criminal mind, including mental health, brain structure and function, and environmental factors associated with identifying suspect behavior and exploring preventative and intervention strategies, and treatment modalities. Students will identify general theoretical frameworks to include Choice Theories, Psychological Theories, Sociological Theories, Life Course Theories, Criminology Theories as well as further examine how past and present understanding of the criminal's behaviors has determined the contemporary responses in our society as well as the final treatment of offenders within the Criminal Justice System.

**CJU 487 Delinquent and Criminal Behaviors Across the Life Course 4 credits**

This course focuses on issues related to juvenile delinquency and justice, biological and psychological development including the impact adverse childhood experiences, risk/protective factors, criminal exposure, and criminal behavioral perspectives toward adult and elderly criminal behavior response through the lifespan. This course will also examine delinquent and criminal behaviors comparing foundational history, policies, and practices of the juvenile justice and adult criminal systems from prevention, arrest to post-incarceration, and rehabilitation, within the context of federal, state, county, local, tribal, and international components. As well as further analyze elements involving adversity, cultural aspects, victimization, environmental, data statistics and patterns, legal requirements, and community and societal reactions and perceptions of law violations and correctional practices.

**CJU 490 Criminal Justice Portfolio 4 credits**

This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-portfolio will cap the learning experience. Students will participate in group activities to provide closure to the program.

**CJU 491 Forensic Exploration in the Criminal Justice System 4 credits**

This course is designed as a systematic and comprehensive exploratory approach to the evolution of forensic science relative to crime scene management and various technology considerations in Criminal Justice Systems. Students will delve into practical application in a forensic investigation by utilizing foundational theoretical frameworks. Students will research and examine various technologies used in forensic investigation explore risks and vulnerabilities, and examine specialty cases, case law, and require record evaluations involving the evidentiary collection, preservation, analysis, as well as the admission of legal evidence in court. (The course maybe substituted for students who do not intend to take the POST Exam for Minnesota Law Enforcement Officers).

**CJU 495 Criminal Justice Experiential Learning eFolio 4 credits**

Experiential Learning eFolio is an integral component to enhance a student's total academic experience through a 'field apprentice' in a Criminal Justice System setting, receiving academic credit for their work. Designed as a capstone eFolio model used throughout their academic criminal justice program journey, students will institute a plan of observation, study, and participation in a Criminal Justice System setting linking theoretical, conceptual, and practical experiences to examine, challenge, question, and broaden their educational experience. This course will further expose students an opportunity to formalize their career goals.

**CJU 498 Criminal Justice Internship 1-16 credits****CJU 500 Administration of Criminal Justice 4 credits**

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 and political constraints.

**CJU 502 Correctional Design in a Changing World 4 credits**

This course examines the philosophies, roles, and designs in evolving correctional practices being employed through the 21st century. This will entail exploring the challenge of instilling a cultural shift within the vocation from that of containment and surveillance to one of change agent. Students will be exposed to the most current research and trends while exploring the evolution of Correctional thinking from the now infamous 1974 proclamation that 'Nothing Works' to the era of Evidence Based Practices. This will involve not only a thorough look at why individuals enter into and persist in a life of criminality and delinquency, but also why those individuals desist from the lifestyle. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

**CJU 505 Reflective Adult Learner & Leadership 4 credits**

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.

**CJU 520 Research Methods in Criminal Justice 4 credits**

This course is designed to familiarize students with the scope, function of information, and the research process within professional multi-systemic criminal justice leadership. Students will be provided with fundamental concepts and methods in the research literature, building skillsets in consuming literature by critically evaluating and reporting the body of research and statistics on issues related to multi-systemic criminal justice leadership. Critical problem-solving serves as a primary function in further shaping ideas, developing strategies, and effectively communicating solutions and change within the discipline. 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.

**CJU 543 Contemporary Issues in Criminal Justice Leadership 4 credits**

This course is designed to help students identify their own beliefs about the people they work with or who work for them, as well as to focus on the importance of understanding self/others as an integral part of any organizational change. We will examine the needs of people, responses of managers, the importance of how to discipline, alternatives to discipline, and how to work with troubled employees. Furthermore, 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.

**CJU 545 Legal and Legislative Issues 4 credits**

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.

**CJU 570 Applied Ethics in Criminal Justice Leadership 4 credits**

This course will review and analyze popular models and real-life examples of ethical decision making criminal justice professionals often encounter and how outcomes can impact entire organizations. Students will be exposed to research, trends, and case studies, providing 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, policy development and implementation, as well as value-centered leadership will be explored. A variety of practical application based assignments will demonstrate the integration of a personal and vocation ethic.

**CJU 590 Criminal Justice Leadership: Essential Skills 4 credits**

In this course, students will develop leadership vision and adaptive solutions, as well as build confidence as active change agents in the multi-systemic criminal justice system. The course will focus on the complex dynamics of criminal justice, including organizational, cultural, socioeconomic, and political influences. Students will explore such policies as financial forecasting, risk decisions under conditions of uncertainty, and vulnerability in managing exposure risks that further impact leadership decision-making. Students will engage in practical, scenario-based learning and develop the best-practice creative problem-solving tactics, techniques, and enhancing the skills needed to be effective leaders in criminal justice.

**CJU 596 Criminal Justice Capstone 4 credits**

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. At the completion of their Capstone course students will be required to complete a comprehensive Capstone project.

## Curriculum Instruction (CI)

**CI 510 Advanced Foundations of Language and Literacy Development 3 credits**

This course explores the empirical and theoretical underpinnings of literacy development as a basis for developing effective K-12 reading programs.

**CI 525 Innovation in Learning and Teaching 3 credits**

Learners explore the science of learning, the curriculum for K-12 educational environments, and theories and innovation for teaching in diverse classrooms.

**CI 553 Instructional Strategies 3 credits**

Theory and strategies of designing technology-rich environments to support active learning in schools.

**CI 560 Curriculum and Instruction in Literacy 3 credits**

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

**CI 561 Foundations of Literacy 3 credits**

A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

**CI 562 Literacy Strategies for Grades K-6 3 credits**

An investigation of literature and effective literacy strategies for the elementary classroom.

**CI 563 Literacy Strategies for Grades 7-12 3 credits**

A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

**CI 564 Assessment, Evaluation, and Supervision in Literacy Programs 3 credits**

Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

**CI 570 Writing Across the Content Areas 3 credits**

This course focuses on understanding the writing process in order to effectively teach and develop K-12 writers. Instructional methods for incorporating writing across the curriculum, including strategies for writing instruction with English learners and diverse populations are emphasized to support student literacy learning.

**CI 575 Teaching Literacy for Diverse Learners 3 credits**

This course focuses on the culturally and linguistically responsive teaching of English learners that will promote efficacy and proficiency in speaking, listening, reading, and writing in Standard English.

**CI 585 Educational Assessment 3 credits**

Curriculum, instruction, and assessment work together to support student learning. In this course, learners develop the knowledge and skills to practice effective assessment of student learning and program quality in educational settings.

**CI 587 Reading across the Content Areas 3 credits**

This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum.

## Diagnostic Medical Sonography (DMS)

**DMS 100 Introduction to Ultrasound 1 credit**

This course is an introduction to ultrasound basics. It will include a fundamental study of cross-sectional anatomy as it relates to ultrasound imaging, as well as basic scanning principles and ultrasound machine technology. An introduction to ultrasound terminology will also be presented. This course will assist students in beginning to build strong conceptual and scanning skills. (Co-requisites: BIO117, PHY112, MAT165, and ENG120).

**DMS 105 Ultrasound Physics 4 credits**

This course establishes the foundation for the understanding of physics of sonography and its impact on interpreting data as well as ultrasound physics principles, hemodynamics, bioeffects, and quality assurance. (Prerequisites: BIO117, PHY112, MAT165, ENG120, and DMS100; Co-requisites: DMS120, DMS135, and BIO350).

**DMS 110 Abdominal I 3 credits**

This course is an introduction to abdominal ultrasound with an emphasis on the role of the diagnostic medical sonographer in practice. The student will have comprehensive discussions of cross-sectional anatomy, liver, and pathology. The student gains experience through participation in scanning labs. 80% is needed in this course to pass the lecture portion of this course. (Prerequisites: DMS120, DMS105, DMS135, and BIO350; Co-requisites: DMS140 and DMS155).

**DMS 120 Gynecology I 2 credits**

This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Pelvic anatomy, physiology, clinical indications for pelvic imaging, and imaging techniques will be covered in detail. The student gains experience through participation in scanning labs. (Prerequisites: BIO117, PHY112, MAT165, ENG120, and DMS100; Co-requisites: DMS105, DMS135, and BIO350).

**DMS 130 Abdominal II 4 credits**

This course will provide the intermediate student with an understanding of the gallbladder, urinary system, pancreas, and spleen. This is a continuation of the skills and knowledge acquired in Abdominal I (DMS110). The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS160 and DMS175).

**DMS 135 Introduction to Vascular 2 credits**

This course is an introduction to the application of vascular ultrasonography. This course provides the basics of the vascular physical principles and instrumentation for pulse-wave and color Doppler. The student gains experience through participation in scanning labs. (Prerequisites: BIO117, PHY112, MAT165, ENG120, and DMS100; Co-requisites: DMS120, DMS105, and BIO350).

**DMS 140 Ob/Gyn II 3 credits**

This course builds on the knowledge and skills taught in Gynecology I (DMS120). The student will have discussions on first and second trimester, as well as the normal fetal growth and development and fetal anomalies as it applies to the diagnostic medical sonographer. The student gains experience through participation in scanning labs. (Prerequisites: DMS120, DMS105, DMS135, and BIO350; Co-requisites: DMS110 and DMS155).

**DMS 150 Small Parts 2 credits**

This course is a continuation of Abdominal II (DMS130), and provides the advanced student with comprehensive discussions on small parts anatomy, which includes the thyroid, breast, prostate, and scrotum. The student gains experience through participation in scanning labs. (Prerequisites: DMS130, DMS160, and DMS175; Co-requisites: DMS180).

**DMS 155 Vascular I 3 credits**

This course builds on the knowledge and skills learned in Introduction to Vascular (DMS135). This course provides an in-depth study of the vascular structures in the human body, physical principles and instrumentation for color Doppler. Emphasis is placed on understanding anatomy, vascular physics, hemodynamics, and vascular disease. The student gains experience through participation in scanning labs. (Prerequisites: DMS120, DMS105, DMS135, and BIO350; Co-requisites: DMS110 and DMS140).

**DMS 160 Ob/Gyn III 2 credits**

This course is a continuation of Gynecology I (DMS120) and Ob/Gyn II (DMS140), and provides the advanced student with comprehensive discussions in the third trimester, fetal anomalies, and biophysical profiles. The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS130 and DMS175).

**DMS 175 Vascular II 3 credits**

This course builds on the knowledge and skills taught in Introduction to Vascular (DMS135) and Vascular I (DMS155). This course provides the intermediate student with a more extensive understanding of vascular anatomy, carotid, and abdominal examinations. The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS130 and DMS160).

**DMS 180 Special Procedures and Patient Care 1 credit**

A study of interventional procedures is emphasized. Students will review ultrasound films and compose differential diagnoses. Students will research a disease and also enhance skills by using terminology related to sonography. The course introduces the student to basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine and emergency patient care is discussed, as well as universal precautions. (Prerequisites: DMS130, DMS160, and DMS175; Co-requisites: DMS150).

**DMS 200 Medical Law and Ethics 3 credits**

This course is designed to define the sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system. (Prerequisites: Acceptance to the Diagnostic Medical Sonography Program, DMS 100).

**DMS 250 Comprehensive Review, Diagnostic Medical Sonography 3 credits**

This course which integrates the range of skills and knowledge the student has gained in Vascular, Abdomen, and Ob/Gyn sonography. Course content will focus on Abdomen and Ob/Gyn with a comprehensive review of Lecture material learned in previous quarters. Students will complete an abdominal and pelvic proficiency. Final preparation for entry into clinical setting. (Prerequisites: DMS150 and DMS180).

**DMS 280 Clinical Training I 3 credits**

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by CSP. (Prerequisite: DMS250).

**DMS 290 Clinical Training II 6 credits**

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic or hospital approved by CSP. (Prerequisite: DMS280).

## Differentiated Instruction (DI)

**DI 509 Application of Differentiated Instruction in Gifted Education 3 credits**

This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

**DI 515 Family Systems for Educators 3 credits**

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.

**DI 532 Collaboration in Inclusive Settings 3 credits**

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 home-school communication.

**DI 534 Teaching Students with Mental Health Needs 3 credits**

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.

**DI 536 Inclusion: Effective Practices for All Students 3 credits**

Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

**DI 538 Differentiating Instruction Across Content 3 credits**

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 3 credits**

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.

## Dissertation (DIS)

**DIS 7001 Dissertation I 2 credits**

The first of five dissertation courses. Students further develop the dissertation and complete their comprehensive examination.

**DIS 7002 Dissertation II 3 credits**

The second of five dissertation courses. Students complete their dissertation proposal.

**DIS 7003 Dissertation III 3 credits**

The third of five dissertation courses. Students begin to collect and analyze the data for their dissertation.

**DIS 7004 Dissertation IV 3 credits**

The fourth of five dissertation courses. Students complete the collection and analysis of the data for their dissertation.

**DIS 7005 Dissertation V 3 credits**

The fifth of five dissertation courses. Students complete and defend their dissertation.

**DIS 7011 Dissertation Continuation I 1 credit**

Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

**DIS 7012 Dissertation Continuation II 1 credit**

Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

**DIS 7013 Dissertation Continuation III 1 credit**

Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

**DIS 7014 Dissertation Continuation IV 1 credit**

Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

## Early Childhood (ECC)

**ECC 180 MN EC Educators Conf 1 credit**

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](http://www.csp.edu/earlychildhood) or call 651-641-8857.

## Early Childhood Education (ECE)

**ECE 321 Preschool Education 2 credits**

The focus of the course is on developmentally appropriate practices across all curricular areas and developmental domains for three to five-year-olds.

**ECE 322 Kindergarten Endorsement Methods 2 credits**

Students learn how to design developmentally appropriate learning environments, activities, and strategies for intentional teaching in all curricula areas.

**ECE 323 Kindergarten Education 2 credits**

The focus of the course includes the development of appropriate learning environments, schedules, routines, learning experiences, and teaching strategies, incorporating all curricular areas and developmental domains.

**ECE 324 Language Development and Emergent Literacy 3 credits**

This course prepares educators and allied professionals to guide young children through the process of language acquisition and emergent literacy. (Prerequisite: PSY 210)

**ECE 325 Education of Infants and Toddlers 3 credits**

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. (Prerequisite: PSY 210)

**ECE 326 Building Primary Classrooms 3 credits**

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.

**ECE 425 Young Children with Special Needs 2 credits**

This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique special needs of individual children in the early childhood setting. (Prerequisite: PSY 210)

**ECE 426 Organization and Administration of Early Childhood Education 1 credit**

This course focuses on 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: PSY 210)

**ECE 427 Authentic Assessment and Guidance in ECE 3 credits**

Students will examine the various methods authentic assessment strategies as a way to assess children's knowledge and skills. Additionally, classroom management strategies will be explored.

**ECE 520 Effective Research Writing 3 credits**

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 & Research in Early Ed 3 credits**

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 3 credits**

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 curricula.

**ECE 526 Curriculum and Instruction in Early Childhood Education 3 credits**

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 3 credits**

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 3 credits**

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 3 credits**

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, Advocacy, and Leadership in ECE 3 credits**

A focus on effective programming methods, advocacy, and leadership in Early Childhood Education.

**ECE 577 eFolio and Completion 3 credits**

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.

## Echocardiography (ECH)

**ECH 100 Clinical Practicum I 1 credit**

This course is provided as an opportunity for the student to perform portions of the echo exam, positions, transducer placement and terminology in the clinical setting alongside a clinical instructor. The student will apply the skills learned in Foundations of Echo scan lab in the clinical setting. This opportunity will provide the student clinical environment observation, clinical application of echocardiography and interaction with sonographers, nurses and physicians within the echo lab. (Prerequisites: BIO115, PHY112, MAT165, ENG120, and DMS100; Co-requisites: ECH110, ECH115, and BIO350).

**ECH 105 Ultrasound Physics 4 credits**

This course establishes the foundation for the understanding of physics of sonography and its impact on interpreting data as well as ultrasound physics principles, hemodynamics, bioeffects, and quality assurance. (Prerequisites: ECH110, ECH115, ECH100, and BIO350; Co-requisites: ECH155 and ECH150).

**ECH 110 Foundations of Echocardiography 4 credits**

This course will cover the history of echocardiography and where/ how it plays a role in the hospital and clinic setting. They will learn about the echo machines and their different make/models. This course will provide an understanding of the machine instrumentation, the different make/ models and the different knobs along with their functionality. Recognition of cardiac anatomy on an echocardiogram and identifying proper 2-D, M-Mode and Doppler techniques and assessment of systolic and diastolic function. This course will cover; maintaining infection control and utilizing standard precautions. Demonstrating age related competencies (ie; adults, pediatric and obstetric patients). Demonstrating appropriate techniques in intensive care environments (ancillary equipment, central venous lines, ET tubes, respiratory ventilators, etc.). Identifying life threatening situations and implementing emergency care as permitted; Emergency conditions and procedures, first aid and resuscitation techniques). Proper patient positions and transferring. Professionalism and communication skills within a health care setting. An introduction to basic cardiac medications. Overview of Allina's Commitment to Care. The student gains experience through participation in scanning labs. (Prerequisites: BIO115, PHY112, MAT165, ENG120, and DMS100; Co-requisites: ECH115, ECH100, and BIO350).

**ECH 115 Cardiovascular Anatomy & Physiology 3 credits**

This course will provide an understanding of the embryologic and fetal cardiac development, cardiac chambers, valve anatomy and dynamics, coronary artery anatomy and the relationship of the chambers and the great vessels. They will learn the hemodynamics of the cardiovascular system, ventricular function, pre load and after load conditions and understanding how the conduction system affects the chambers and their function. Students will be able to demonstrate knowledge of normal and abnormal cardiac anatomy and physiology. (Prerequisites: BIO115, PHY112, MAT165, ENG120, and DMS100; Co-requisites: ECH110, ECH100, and BIO350).



**ECH 150 Clinical Practicum II 2 credits**

The intent of this course is to provide the student with an opportunity to perform portions of an echo exam (progression from previous semesters scanning portion), review position, transducer placement, and terminology in the clinical setting. Two-dimensional (2-D) and Doppler skills learned in Foundations of Echocardiography and Adult Echo will be applied in the clinical setting. This opportunity will provide the student clinical environment observation, clinical application of echocardiography and interaction with sonographers, nurses and physicians within the echo lab. At the end of the semester the student will be able to scan a complete 2D echo within 60minutes. (Prerequisites: ECH110, ECH115, ECH100, and BIO350; Co-requisites: ECH155 and ECH105).

**ECH 155 Adult Echocardiography I 5 credits**

This course is provided to learn the basics of cardiomyopathies, coronary artery disease, systemic disease that affect the cardiovascular system, pericardial diseases, pulmonary hypertension, cardiac mass/ tumors and diseases of the great vessels. Students will learn 2D, M-Mode and Doppler techniques to interrogate the valvar diseases that coincide with those pathologies as well as organic valvar disease. This course will also cover the congenital abnormalities/corrections that may be seen in an adult echo lab (VSD/ASD/repairs). The student gains experience through participation in scanning labs. (Prerequisites: ECH110, ECH115, ECH100, and BIO350; Co-requisites: ECH150 and ECH105).

**ECH 200 Medical Law and Ethics 3 credits**

This course is designed to define the sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system. (Prerequisites: Acceptance to the Diagnostic Medical Sonography Program and DMS 100).

**ECH 225 Clinical Practicum III 3 credits**

This course will primarily focus on development of students clinical skills for 2-Dimensional and Doppler echocardiography. Clinical Practicum III is devoted to clinical training, allowing students an opportunity to apply didactic classroom instruction and develop their clinical skills. Students will begin to integrate the clinical and echo findings and identify final impressions related to the echo exam. Observational rotations will include intraoperative TEE, Outreach echocardiography, Stress Echocardiography, TEE and contrast echocardiography. 3D and strain rate echocardiography and the role of the sonographer for each procedure will also be included in this course. (Prerequisites: ECH155, ECH150, ECH105; Co-requisites: ECH255).

**ECH 250 Special Procedures 4 credits**

This course will introduce other imaging modalities such as; Nuclear, CT and MRI and what information they can provide about the heart. It will focus on special procedures that involve echocardiography and the sonographers role. These procedures include; transesophageal echocardiogram, intraoperative procedures, pericardiocentesis, cardiac catheterization procedures, LVAD device interrogation and structural heart imaging. This course will also include an overview of 3D and Strain; their meaning and the sonographers role for each. (Prerequisites: ECH255, ECH225; Co-requisites: ECH275, ECH250).

**ECH 255 Adult Echocardiography II 4 credits**

This course will focus on case reviews and the integration of all 2-D and Doppler data. Students will be able to demonstrate application of echocardiographic data and recognize discrepancies in data, ability to identify key findings, ability to create a preliminary report, and effectively communicate the echo findings to the reviewer. (Prerequisites: ECH155, ECH150, ECH105; Co-requisites: ECH225).

**ECH 275 Stress and Contrast Echocardiography 3 credits**

This course will provide the student with the necessary knowledge regarding common lab values, ECG, and basic cardiac pharmacology along with a thorough understanding of the different types of stress tests performed in an echocardiographic laboratory and the technical aspects of the digitizing equipment. The role of the sonographer for each procedure will be identified. Students will develop an in-depth understanding of exercise echocardiography and the use of Dobutamine and contrast during a stress echo. At this time, students will be introduced to contrast use in special procedures class. Students will also be introduced to starting peripheral IV's. This will be combined with learning about Bubble Studies and contrast echocardiograms. (Prerequisites: ECH255, ECH225; Co-requisites: ECH275, ECH250).

**ECH 280 Clinical Practicum IV 3 credits**

Clinical Practicum IV will continue to develop the student's clinical skills and enhance their echocardiographic hemodynamic assessment. The focus of the term will be the ability to integrate 2-D and apply echo data in an accurate patient report. Clinical Practicum IV will introduce students to transesophageal echocardiography, congenital echocardiography and to the field of stress echocardiography. (Prerequisites: ECH255, ECH225; Co-requisites: ECH275, ECH250).

**ECH 290 Clinical Practicum V 5 credits**

During Clinical Practicum V, the students will apply previous didactic and clinical training to complete a quality echocardiographic examination. Students will be responsible for integrating echo data, preparing preliminary echo findings and delivering the report. (Prerequisites: ECH275, ECH250; Co-requisites: None).

## Economics (ECO)

**ECO 101 America in the Global Economy: Macroeconomics 4 credits**

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.

**ECO 102 Microeconomics 2 credits**

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 first 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.

**ECO 401 Global Economics 4 credits**

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. (Prerequisite: FIN 301 and Minimum grade of C in ECO 101)

**ECO 498 Internship: 1-16 credits**

## Education (ED)

**ED 201 Foundations of and Introduction to Education 3 credits**

This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Admission to the Teacher Education program is completed in this course.

**ED 202 Critical Dispositions for Teachers 1 credit**

This course is intended for transfer students who have previously taken an introduction to teaching course. It serves as an introduction to Concordia University's teacher education program including the rationale and procedures for admission to the program and steps necessary for completion. Admission to the Teacher Education program is completed in this course.

**ED 290 Language and Society 4 credits**

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.

**ED 330 Human Diversity and Relations 2 credits**

Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

**ED 334 Methods in Teaching Elementary Physical Education (Grades K-5) 4 credits**

In this course students learn the principles of effective instruction in physical education for K-5. (Prerequisite: ED 344)

**ED 335 Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12) 4 credits**

In this course students learn the principles of effective instruction in physical education for grades 6-12. (Prerequisite: ED 344)

**ED 336 Educational Psychology 3 credits**

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.

**ED 342 Teaching Literacy 4 credits**

A study of the content, philosophy, materials, research, and strategies related to literacy in the K-6 classroom. (Prerequisite: ED 344)

**ED 344 The Effective Teacher 3 credits**

The planning, instructional strategies, and assessment that have wide application to effective teaching are examined.

**ED 348 Second Language Acquisition 4 credits**

This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

**ED 351 Teaching Grades 9-12 Mathematics 4 credits**

This course emphasizes the content and methods for teaching secondary mathematics. The course includes curriculum design, effective instructional strategies, methods of using technology to enhance student learning, procedures for assessment of student learning, and a high school field experience. (Pre-requisites: MAT 110, MAT 135, and ED 344)

**ED 352 Teaching Grades 9-12 Social Studies 2 credits**

In this course students learn instructional strategies for effectively teaching social studies in grades nine through 12. (Prerequisite: ED 344 Effective Teacher)

**ED 353 Teaching Grades 9-12 Science 2 credits**

In this course students learn instructional strategies for teaching science in grades nine through 12. (Prerequisite: ED 344)

**ED 355 Teaching Grades 9-12 Communication Arts / Literature 2 credits**

In this course students learn instructional strategies for teaching literature, speech, communication, and composition in grades nine through 12. (Prerequisite: ED 344)

**ED 356 Teaching Elementary Science and Environmental Education 2 credits**

In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science. (Prerequisite: ED 344)

**ED 357 Teaching Elementary Social Studies 2 credits**

This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

**ED 360 Content & Mthd for K-6 Mathema 4 credits**

This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: ED 344)

**ED 371 Teaching Practicum 1-4 credits**

This course provides an early field experience for students prior to student teaching.

**ED 375 Teaching Practicum: Kindergarten Endorsement Methods Field Experience 1 credit**

This field experience supplements the Kindergarten Endorsement Methods course. The field experience is completed with a cooperating teacher at the Kindergarten level and often in diverse and urban classrooms. The course is taken upon completion of ECE 322.

**ED 382 Foundations for Instructional Strategies for English Learners 3 credits**

This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

**ED 389 Instructional Strategies for English Learners 4 credits**

This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff. (Prerequisite: ED 344 and ED 382)

**ED 390 S.E.A.T. Seminar 1 credit**

This course provides opportunities for the student in the S.E.A.T. program to share cultural experiences, develop skills to navigate the teacher education program, and to ensure successful induction into the profession.

**ED 410 Health Methods and Strategies 3 credits**

This course is designed to give students the basic principles of effective instruction in health education at the middle and secondary school levels. (Prerequisites: ED 344)

**ED 418 Adult Education and Development 4 credits**

An overview of adult learning including theories of development, psychological perspectives, program development, and teaching strategies. (Prerequisite: upper level standing)

**ED 439 The Inclusive Classroom 2 credits**

Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms.

**ED 447 Teaching Elementary Art 1 credit**

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: ART 101 Approaching Art and admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum..

**ED 448 Teaching Methods for Elementary/Middle School Movement Education 1 credit**

In this course students learn the basic principles of effective instruction in movement education at the elementary and middle levels. (Prerequisite: ED 344)

**ED 454 Teaching the Faith 2 credits**

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.)

**ED 464 Student Teaching Parent & Family Education and Capstone Seminar 4 credits**

Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents.

**ED 470 Health Education for Teachers 2 credits**

This course investigates personal and community health issues facing today's school-aged children and adolescents.

**ED 471 Student Teaching 1-16 credits**

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.

**ED 472 Student Teaching 1-16 credits****ED 475 Teaching 5-8 Mathematics 1 credit**

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.)

**ED 476 Teaching Grades 5-8 Social Studies 1 credit**

In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching social studies in grades five through eight. (Prerequisite: ED 344)

**ED 477 Teaching Grades 5-8 Communication Arts and Literature 1 credit**

In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching literature and the communication arts skills of reading, writing, speaking, listening, media literacy in grades five through eight. (Prerequisite: ED 344)

**ED 478 Teaching 5-8 Science 1 credit**

This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

**ED 481 Introduction to Developmental Adapted Physical Education 2 credits**

Learners study disorders that limit student participation in physical education and the adapted developmental approach to addressing the needs of these students in physical education.

**ED 485 Assessment of ESL Students 2 credits**

This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

**ED 487 Reading Across the Content Areas 3 credits**

This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum. (Prerequisite: ED 344)

**ED 488 Independent Study 1-16 credits****ED 498 Internship 1-16 credits****ED 502 Educational Issues 3 credits**

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.

**ED 503 Effective Communication for Educators 3 credits**

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.

**ED 506 Community Learning Laboratory 3 credits**

Students are presented with rich opportunities to engage with kindergarten through grade 12 administrators, teachers, and students in a variety of settings. Topics include research supported findings in the following: learning and human development, teaching strategies, and personal qualities.

**ED 507 Diversity in Education 3 credits**

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

**ED 508 Legal and Ethical Issues in Education 3 credits**

A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.

**ED 510 Capstone: CFLE 3 credits**

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.

**ED 511 Capstone: Non-CFLE 3 credits**

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. This is the capstone course for students who have selected the Non-CFLE track.

**ED 512 Ethical Issues for Professional Educators 3 credits**

A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

**ED 513 Issues and Ethics in Education 3 credits**

This course examines the complex issues facing diverse K-12 school systems, and the educator's role in addressing the issues while implementing ethical, culturally responsive, equitable, and inclusive practices that support all learners.

**ED 514 Psychology of Learning and Teaching in Schools 3 credits**

An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

**ED 516 Family Systems for Educators 3 credits**

This course engages students in exploring the 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.

**ED 517 Research and Academic Writing 3 credits**

A survey of research skills and academic writing.

**ED 520 Research and Academic Writing 3 credits**

A survey of research skills and academic writing.

**ED 521 Educational Research and Applications 3 credits**

A survey of qualitative and quantitative research methods and their applications to educational research.

**ED 522 Educational Foundations and Ethical Issues 3 credits**

Learners focus on the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice are constructed. Emphasis is placed on ethical issues related to the field of education.

**ED 530 Human Diversity & Relations 2 credits**

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.

**ED 535 Introduction to Teaching Children 3 credits**

Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

**ED 537 Inclusion in Diverse Classrooms 3 credits**

Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

**ED 539 Legal and Legislative Issues 3 credits**

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 543 Introduction to Field Experience: Instructional Strategies 3 credits**

This course prepares learners in developing an understanding of the instructional strategies and leadership skills necessary for teaching and leading in multiple school settings.

**ED 544 Field Experience I 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 545 Field Experience II 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 546 Field Experience III 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 547 Emergent Language Acquisition and Development 3 credits**

The process of emergent language acquisition and development is studied. Literacy strategies are explored, modeled, and experienced. Methods for working with English language learners are addressed.

**ED 548 Content and Methods of K-6 Literacy I 3 credits**

A study of the content, philosophy, materials, research, and strategies related to emergent literacy in the K-6 classroom.

**ED 549 Effective Teaching 3 credits**

This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom management, and others.

**ED 550 Content and Methods for Teaching K-6 Mathematics 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of mathematics in the K-6 classroom.

**ED 551 Content and Methods for Teaching K-6 Science 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of science in the K-6 classroom.

**ED 552 Content and Methods for Teaching K-6 Health and Movement 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of health and movement in the K-6 classroom.

**ED 553 Content and Methods for Teaching K-6 Social Studies 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of social studies in the K-6 classroom.

**ED 554 Curriculum & Instruction 3 credits**

A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.

**ED 555 Content and Methods for Teaching K-6 Art and Music 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of art and music in the K-6 classroom.

**ED 556 Supervision and Improvement of Instruction 3 credits**

Theory and practice of supervision of educational programs and personnel with a focus on improvement.

**ED 558 Content and Methods of K-6 Literacy II 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

**ED 560 Clinical Experience and Professional Foundations K-6 1-6 credits**

This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom.

**ED 582 Ethics for Educators 3 credits**

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 credits**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

**ED 591 Completing Thesis-Option Capstone 1 credit**

A review and critical analysis of current educational research with application of active research by the student on a specific question that relates to the program essential question resulting in a thesis-option capstone for publication.

**ED 7000 Introduction to Advanced Graduate Education 3 credits**

This course will be an introduction to advanced graduate programs that include an Educational specialist (Ed.S.) degree and an Educational Doctorate (Ed.D.) degree. Units of study will emphasize research, writing, presentations, and fiscal policy. Legal concerns, etc. In addition, discussions and assignments related to current issues in education will be a major component of this seminar.

**ED 7001 Principal Leadership in 21st Century Schools 3 credits**

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 HR for Principals 3 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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.

**ED 7008 Ethics and Interpersonal Effectiveness for Principals 3 credits**

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 Elementary Level Internship 2 credits**

In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the elementary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

**ED 7010 Middle Level Internship 2 credits**

In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the middle level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

**ED 7011 Secondary Level Internship 2 credits**

In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the secondary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

**ED 7012 Principal Internship 4 1.5 credits**

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 7013 Teaching Internship 4,8 credits****ED 7031 Superintendent Leadership in 21st Century School Districts 3 credits**

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 7032 HR Issues for Superintendents 3 credits**

This course examines the human resources available to superintendents and related fiscal issues. It examines the functions and practices in school systems that superintendents deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

**ED 7033 Legal Issues for Superintendents 3 credits**

This course examines the reality of legal issues that the superintendent must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to faculty, 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 7034 School District and Community Relations for Superintendents 3 credits**

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 credits**

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 credits**

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 7037 Superintendents and the Facilitation of Change 3 credits**

This course focuses on theories and strategies for leading change in the educational setting at the district office level. Emphasis is placed on systemic change within the district. It will consider aspects of change in well managed school districts that focus on diverse learner needs, legal accountability, and safe learning environments that promote a culture of excellence.

**ED 7038 Ethics and Interpersonal Effectiveness for Superintendents 3 credits**

This course is designed to have potential superintendents 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 district 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 7039 Superintendent Internship 2-6 credits**

In this course, candidates for a Minnesota District Superintendent License apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

**ED 7040 Leadership and Scholarship I 3 credits**

This is the first in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to analyze scholarly literature to advance their academic writing.

**ED 7041 Leadership and Scholarship II 3 credits**

This is the second in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership.

**ED 7042 Human Resource Management in Today's 21st Century Organizations 3 credits**

This course is designed so students will develop an understanding of the significance of human resources available to leaders and related fiscal issues they will examine the current application, research and theoretical perspectives on human resources management practices in an educational setting. Particular attention will be given to the scholarly evaluation of theoretical and practical issues addressed by educational leaders. This course will provide an overview of strategies HR and the leaders' role in acquiring, developing, rewarding and managing the performance of talent in a highly complex academic environment. Moreover, this course will address important topics on staff relations and legal issues as they related to managing staff.

**ED 7043 Leadership Exemplars 3 credits**

This course is design for students to study in-depth the attributes for leaders who have affected change and examine their methodologies to effect change. Students will examine such areas as what characteristics those leaders demonstrated, their problem solving strategies and how they created a culture of change. This course will examine how leadership can impact an organization's culture, structure, productivity, decision making, and resource allocation. It will examine not only the difference between management and leadership but also more effective in today's educational organizations. The course will examine the impact of capital, planning, staffing finances and visioning. It will examine the many challenges educational leaders face in a constant changing environment.

**ED 7044 Leading Change in Today's Organizations 3 credits**

This course will examine the dynamics that influence the leadership of Real time/Relevant organizations, including such variable as changing demographics, workforce, economics, and technology. It will examine how leaders must not only be cognizant of these dynamics but must also develop strategies to address them.

**ED 7045 Advanced Leadership Ethics 3 credits**

This course is designed to understand the moral and ethical imperative that faces leaders. It examines the virtues constructs of a leader, and how to resolve conflicts between personal ethics and organizational ethics. Moreover to apply and address complex ethical issues.

**ED 7046 Leadership and Scholarship III 3 credits**

This is the third in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership. A literature review is required.

**ED 7047 Influences and Assessment of Public Policy 3 credits**

This course equips students with the ability to analyze interactions and influences among various policies and organizations. Students learn to analyze power structures and ethics, with a particular emphasis on assessing policy through an equity lens.

**ED 7048 Organizational Theory 3 credits**

This course provides students with the theoretical perspectives and issues of organizational decision-making, communication, and identity. Students engage with the various leadership strategies and approaches of organizational theory and do so by exploring case studies.

**ED 7049 Introduction to Concordia Educational Leadership Approach 2 credits**

This course is designed to provide students with the framework and key areas of emphasis within the Concordia doctoral program in order for them to understand the commitment, the mindsets and skillsets essential for equity-focused, ethically-driven, reflective servant leadership. This course is also designed to provide the students with the skills to: a) develop a research plan, b) develop a line of research, c) understand the use of research methodology, d) conduct a scholarly literature review, e) conduct a comprehensive literature review, f) begin to develop a research topic, g) begin to develop a framework of a dissertation proposal, and f) and begin to develop an IRB for approval.

**ED 7050 Leadership and Civil Discourse in the Pubic Arena 2 credits**

This course is designed to provide students with the insights, skills, and tools necessary to effectively lead with an equity lens (in an often uncivil society) and effect positive change in policy and practice. This course is also designed to provide students with the knowledge base of the requirements to be considered a doctorate candidate and the expectations that come with that candidacy. In addition, students will have the opportunity to work individually with their dissertation chair to continue their progress towards completion of their dissertation. (Prerequisite: Minimum 27 earned EdD credits, including ED 7049)

**ED 7051 Overview of Research Methodology 3 credits**

This course is designed to provide the student with an overview of the methods of research methods. Students will be an introduced to how to conduct research, what research is, and how to conduct analysis. Students will use this class as an opportunity to refine and expand on their research topic and dissertation proposal.

**ED 7052 Quantitative Research Methods 3 credits**

This course is designed to offer an overview of quantitative research methods. Areas to be addressed in this course are sampling, measurements and instrumentation, research design, and conducting an analysis. The course addresses developing research questions and hypotheses, selecting research methods, and supporting conclusions for research. Compute assisted data analysis will be applied. Such specific content will be: a) understanding the deviations and correlations, b) relations among variables, c) reliability and validity, d) statistical inferences, e) regression analysis., f) use of most recent edition of SPSS, and g) factor analysis. A requirement of this course will be for students to develop a research design using the quantitative methodology.

**ED 7053 Qualitative Research Methods 3 credits**

This course is designed to offer investigations into traditional and exploratory processes of qualitative research, and will provide the critical analysis tools necessary for doing such research. Doctorate candidates will develop skills in the examination and critique of traditional qualitative methodology such as; a) sampling, b) instrumentation, c) determine authenticity, d) data collection, e) data analysis, and f) research format. Students will explore and study such genres as, but not limited to case study, and narrative inquiry. A requirement of this course will be for students to develop a research design using the qualitative methodology.

**ED 7054 Written Comps 0 credits**

This course is designed for the student to demonstrate their writing skills and ability to articulate a comprehensive thought that captures the theoretical constructs presented in the course content.

**ED 7055 Doctorate Field Experience/Research 3 credits**

This course is to offer for doctorate students to engage in a Doctorate Field Experience/Research in an organization of their choosing that will enhance their research agenda. They will develop an understanding of how organizations function.

**ED 7056 Elective Research Methods 3 credits**

This course is designed so students will select a research methodology that is in alignment with their proposed research. They will study in depth this design and will begin to develop and prepare for their dissertation proposal

**ED 7057 Adult Learning Theories and Foundations 3 credits**

This course is designed for students to explore the methods and techniques grounded in adult educational theory, to help adult's learning in a variety of settings. This course will provide an instruction and introduction to critical reflections as a core capacity for teachers of adult learners.

**ED 7058 Strategies for Adult Learning 3 credits**

This course is designed for students to examine and understand the methods, strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as an educational leaders in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

**ED 7060 eFolio Review of Competencies 0 credits**

Written Comprehensive Exam that must be passed prior to registration for ED 7061.

**ED 7061 Written Dissertation Proposal 3 credits**

This course is designed for the student to develop their presentation of the dissertation proposal to a doctorate committee. This includes the significance of the proposed study, literature review supporting the study, the proposed research design, and time line for completion. Once this is completed and approved the student will move into the status of a doctoral candidate.

**ED 7062 Dissertation 0-9 credits**

This course is the start of the dissertation development. Most of this will be time spent with the advisor and writing the first three chapters of the dissertation. The candidate will conduct their research. The sequence of expected outcomes are as follows: 1) the candidate will finalize the first three chapters, and begin, or finish collection of data, to conduct an analysis of the data collected. Start to draw inferences from the data, and 2) work with their advisor in developing their dissertation and prepare for its defense.

**ED 7063 Leadership and Scholarship IV 3 credits**

This is the fourth in a four-course series. Students examine instructional theory and research to enrich their skills to lead and learning in a variety of organizations. Students demonstrate their leadership competencies for advancing a mission-driven community.

**ED 7065 Quantitative Research Methods 3 credits**

This course equips students to analyze and evaluate quantitative research. They are introduced to a variety of quantitative research designs with a particular emphasis on descriptive statistics and learn about sampling, measurements, and instrumentation.

**ED 7067 Organizational Resource Management 3 credits**

This course equips students to align organizational resources of talent, funds, space, and time with the organization's mission. Students explore leadership approaches to maximize an organization's available resources and advances the importance of caring for the employees, including the leader.

**ED 7068 Solutions Based Leadership 3 credits**

This course enhances students' abilities to integrate problem solving into a management structure to improve decisions and advance initiatives. Students develop skills to face problems and identify solutions for leaders, teams, and organizations.

**ED 7069 Strategic Advancement 3 credits**

This course advances students' ability to champion an organization's strategic priorities through direction, planning, and decision-making. Students demonstrate their ability to design and implement a strategic plan that involves input, output, and outcomes.

**ED 7070 Ethical Leadership 3 credits**

This course is rooted in the mission of Concordia University and focuses on the importance of leadership defined by ethical beliefs and values of self, society, and one's organization. Situational case studies are used to develop moral decision-making skills. Key components of the first chapter of the dissertation are developed.

**ED 7071 Director of Special Education Leadership in 21st Century School Districts 3 credits**

This course is designed for individuals who desire to pursue a director of special education and 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 7072 HR Issues for Directors of Special Education 3 credits**

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 7073 Legal Issues for Directors of Special Education 3 credits**

This course examines the reality of legal issues that Directors of Special Education 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. A case study focus will drive the class discussions.

**ED 7074 Program Policies and Inclusionary Leadership 3 credits**

This course is designed for students to acquire the knowledge necessary to lead change in educational institutions. Student achievement will be measured by demonstrating competencies in the following areas. 1.) Philosophical underpinnings, educational foundations, and educational principles that influence an institution's ability to change; 2.) Mission's and visions of institutions such as high schools, technical colleges, and higher education institutions and how they influence the institution; 3.) Influences that global society, technology, and demographics have on educational institutions; 4.) The need for innovations to be established within these institutions.

**ED 7075 Data Use and Analysis for Directors of Special Education 3 credits**

This course will provide the learner an opportunity to use data to inform decision making at an administrative level. Learners will engage in data collection, root cause analysis, research methodologies, ethical practices, and communication of results to an appropriate audience. Students will collect and analyze real data from a school or district. Based on their research and analysis, the student will prepare a school improvement plan and/or initiative that could be presented to school leadership and/or community (i.e. superintendent, school board).

**ED 7076 Critical Analysis of Educational Policy 3 credits**

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 economic inputs that affect policy formation and implementation.



**ED 7077 Special Education Financial Policy and Funding 3 credits**

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 administrators. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.

**ED 7078 Ethics and Interpersonal Effectiveness for Directors of Special Education 3 credits**

This course is designed to have potential directors of special education 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 7079 Director of Special Education Internship 6 credits**

This course is an internship that requires the candidate 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 candidate will 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 candidate to become a licensed director of special education in the state of Minnesota. Internships will include 40 hours in an administrative unit not currently employed. Internships will include experiences in single, cooperative and educational districts.

**ED 7080 Residency I: Leadership and Problems of Practice 3 credits**

This course engages students in a five-day on-campus residency experience to advance their personal equity journey as a leader and to shape their leadership passion into a "problem of practice" for their dissertation. The residency requires learning assignments prior to and following the on-campus time.

**ED 7081 Residency II: Dissertation Preparation 3 credits**

This course engages students in a five-day on-campus residency experience to advance their scholarly learning through the dissertation. Students complete an outline of their dissertation plan with a focus on methodology and refine their leadership skills focused on equity and servant leadership. The residency requires learning assignments prior to and following the on-campus time.

**ED 7082 Research Development 3 credits**

This course assists students in refining their research topics, synthesizing relevant research, and writing a draft of Chapter 2 of their dissertation. Students also draft research questions and examine possible research methods.

**ED 7083 Qualitative Research Methods 3 credits**

This course introduces traditional and exploratory processes of qualitative research, and provides students with the critical analysis tools necessary for doing such research. Students develop skills such as sampling, determining authenticity, data collection, and data analysis.

**ED 7084 Research Design 3 credits**

This course focuses on research designs and assists students in selecting one in alignment with their proposed research questions. Students advance their understanding of research ethics and data analysis, and draft their dissertation proposal.

**ED 7088 Independent Study 1-3 credits****ED 7090 Leadership and Scholarship Coaching I 1 credit**

This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

**ED 7091 Leadership and Scholarship Coaching II 1 credit**

This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

**ED 7093 Leadership Project 1 credit**

This course is only required for students seeking an Educational Specialist degree in Organizational Leadership and not a Doctorate in Education degree. The course is completed after ED 7070 and both residencies, ED 7080 and ED 7081. The course guides students in the development and completion of an applied capstone project aligned to their leadership mission.

## Education Leadership (EDL)

**EDL 507 Human Resources and Diversity 3 credits**

A study of leadership and management for human resources and diversity in the work place in the changing environment of contemporary schools.

**EDL 550 Leadership and Human Resources Management in Education 3 credits**

A study of school leadership and human resource management on the impact of successful learning of all students in educational settings.

**EDL 552 Management of Human and Financial Resources 3 credits**

A focus on educational leadership theory and practice related to the management of human and financial resources.

**EDL 553 Educational Policy and Administration 3 credits**

A study of the educational leader's role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

**EDL 556 Supervision and Improvement of Instruction 3 credits**

A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

**EDL 557 Financial Resources 3 credits**

A study of leadership and management of the fiscal resources of contemporary schools.

## Educational Technology (ET)

**ET 500 Principles of Digital Teaching and Learning 3 credits**

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 credits**

An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

**ET 510 Virtual Classroom 3 credits**

The study of various social media modes to engage the learner and enhance instruction.

**ET 515 Professional Development and Leadership in Educational Technology 3 credits**

A focus on leadership and professional development in planning and integrating educational technology.

**ET 520 Field Experience: Course Development 3 credits**

Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting.

## English (ENG)

**ENG 100 Introduction to College Writing 4 credits**

This course is designed for students who need writing instruction and practice before enrolling in ENG 120 College Writing. Focusing on correct and clear sentence construction, organized and developed paragraphs, and significant grammar problems, ENG 100 mixes short writing assignments, class discussion, and individual conferences. Students may be required to take ENG 100 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 ENG 100.

**ENG 112 Fundamentals of Writing, ESOL 4 credits**

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.

**ENG 120 College Writing 4 credits**

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. (Prerequisite: Minimum grade of C- in ENG 100 or Test Placement)

**ENG 155 Introduction to Literature 4 credits**

Introduction to Literature seeks to excite students about literature; to feed students passion about literature; and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.

**ENG 220 Applied Grammar 2 credits**

To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.

**ENG 221 Journalism 4 credits**

This course is an introduction to periodical journalism. It focuses on the contemporary practices, issues, and ethics of the profession. Students will practice extensive in-the field reporting and journalistic writing. (Prerequisite: Minimum grade of C- in ENG 120)

**ENG 222 Journalism Practicum 1 credit**

Journalism II provides an opportunity for 'hands-on' experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to The Sword (the Concordia student newspaper) on a regular basis. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.

**ENG 227 Column Writing 2 credits**

This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns.

**ENG 228 Review Writing 2 credits**

This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews.

**ENG 317 Topics in Literature and History 4 credits**

This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature. Prerequisites: ENG 120, ENG 155

**ENG 320 Writing in the Workplace 2 credits**

Students in this course will examine the conventions of writing in the workplace. The particular topics of the course will vary depending on the semester. Some of the topics covered might include grant writing, copywriting, writing for the web, public relations writing, or technical writing. (Prerequisite: Minimum grade of C- in ENG 120)

**ENG 324 Teaching Writing 1:1 2 credits**

Often, the best way to learn something is to teach it to someone else. Students in this course will do just that: improve their own writing, editing, and tutoring skills while helping others express their ideas in writing, develop their own writing voice, and edit their own work. Students will apply what they learn from readings, discussions, and writing assignments by tutoring in the Writing Center each week. (Prerequisite: ENG 120)

**ENG 325 Creative Writing I 4 credits**

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.

**ENG 326 Topics in Writing 2 credits**

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 credits**

By introducing the student to a wide variety of both traditional and recent literature for young 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: ENG 120, ENG 155)

**ENG 338 History and Principles of the English Language 2 credits**

This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered in the course will be 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 credits**

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: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 366 British Literature II: Romantics, Victorians, Moderns, Post-Moderns 4 credits**

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: ENG 120, ENG 155)

**ENG 369 Shakespeare 4 credits**

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 imaginative world. (Prerequisites: ENG 120, ENG 155)

**ENG 375 World Literature I: Western Classical Literature 4 credits**

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. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 376 World Literature II: Geographic or Thematic 4 credits**

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: ENG 120, ENG 155)

**ENG 385 American Literature I: Beginnings to 1860 4 credits**

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: ENG 120, ENG 155)

**ENG 386 American Literature II: 1860-Present 4 credits**

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: ENG 120, ENG 155)

**ENG 420 Persuasive Writing on Contemporary Issues 4 credits**

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: ENG 120, ENG 155)

**ENG 425 Creative Writing II 4 credits**

This is an advanced course that requires students to probe more deeply into the elements of short fiction, poetry and creative non-fiction. In addition to producing original creative work, students will read a variety of literary texts and selected works on the craft of creative writing. This class will be run as a workshop. (Prerequisites: Minimum grade of C- in ENG 325)

**ENG 440 Literary Theory 4 credits**

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: Minimum grade of C- in ENG 120 and ENG 155, and an upper level English course)

**ENG 487 Topics in Literature 2,4 credits**

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: ENG 155 or permission of the instructor)

**ENG 488 Independent Study 1-4 credits**

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 credits**

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: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 498 Internship 1-12 credits**

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: ENG 120, ENG 155)

**ENG 499 Framing the Literary Tradition 1 credit**

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)

**ENG 500 Advanced Workshop I 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 505 Studies in the Craft of Creative Writing 3 credits**

Students will learn to approach writing as a craft, studying the elements of creative writing, such as point of view, character, setting, tone, imagery, etc.

**ENG 510 Advanced Workshop 2 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 515 Studies in the Contemporary Novel 3 credits**

In this course students will investigate some of the themes, forms and techniques of contemporary published novelists with the goal of identifying trends in the genre. Specific authors and sub-topics may vary from semester to semester.

**ENG 520 Advanced Workshop 3 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 525 Studies in the Scope and Ethics of Contemporary Creative Nonfiction 3 credits**

This course will investigate various examples of published creative nonfiction, such as the memoir, travel writing, personal essays and narrative journalism. Specific authors and genres may vary from semester to semester. Students will also explore the ethical issues inherent in writing creative nonfiction.

**ENG 530 Advanced Workshop 4 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 535 Studies in Contemporary Poetry 3 credits**

This course examines the landscape of contemporary poetry, with a focus on the variety of themes, techniques and generic conventions explored by poets writing in English. The specific writers studied may vary from semester to semester.

**ENG 540 Advanced Workshop 5 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 545 The Culture of Writing, Editing, and Publishing 3 credits**

Students will explore the culture of writing, editing and publishing.

**ENG 550 Researching and Writing about Literature 3 credits**

Students will research and write a 25 page extended critical essay on a literary topic approved by their instructor.

**ENG 555 Thesis 3 credits**

Students will write a book-length manuscript in their chosen genre (fiction, creative nonfiction, or poetry).

## English as a Second Language (ESL)

**ESL 520 Language and Society 3 credits**

This course focuses on the concepts and skills needed to develop cultural understanding of and communication with speakers of other languages. The impact of cultural, linguistic, ethnics, regional, and gender differences in the classroom is examined and strategies to involve the families and communities of English language learners are explored.

**ESL 531 Second Language Acquisition 3 credits**

This course addresses major topics of second language acquisition, including the processes of first and second language acquisition; the similarities and differences among child, adolescent, and adult language acquisition; the developmental progression of students with limited English proficiency; and program models and strategies for second language instruction.

**ESL 540 Foundations for Instructional Strategies for English Learners 3 credits**

This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

**ESL 541 Instructional Strategies for English Language Learners 3 credits**

This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

**ESL 550 Assessment of English Learners 3 credits**

This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

## English as a Second Language (ESLX)

**ESLX 500 College Readiness for English Language Learners 2 credits**

Traditional language instruction can sometimes overlook what English language learners (ELLs) really need to succeed in the classroom and in post-secondary education. For example, writing instruction might focus too much on memorizing grammar rules and not on actually practicing writing. Or reading and listening instruction might involve rote, inauthentic practice lessons rather than how to interact with real lectures and learning materials. This course focuses on equipping teachers with instructional techniques that help your ELL students learn the academic language that they need to succeed in high school and college. In this course, you will develop strategies to enhance ELL students' ability to read critically, discuss effectively, and cohesively present ideas in writing. You'll be equipped with tools to aid students in achieving a balance of language skills, which allows them to perform on par with their native English-speaking peers. In addition, you'll explore several examples of research-based lessons and assessments that you can implement in your classroom to provide your students with a framework upon which to build their language skills. Using the tools and techniques from this course, you will be equipped to give your ELL students the practical skills they need to speak, listen to, read, and write academic content alongside their native-speaker peers. This course is offered through Advancement Courses.

**ESLX 501 Game-Based Strategies for Language Instruction 3 credits**

Every teacher dreams of creating lessons that fully engage their students and help them retain key knowledge and skills. Gamification and game-based learning tap into students' natural brain processes to create student-centered, fun, and interactive content that will keep students engaged and wanting more. These techniques can be particularly impactful in challenging disciplines such as language instruction. In this course, you will investigate the effectiveness of gamification and game-based learning compared to traditional language instruction. You'll review a variety of examples of games and how each of them helps to deepen students' engagement and understanding. In addition, you'll learn how to incorporate game-based strategies into language instruction and how to scaffold and differentiate activities to meet the needs of all learners. Finally, you'll create a set of games that you can immediately implement in language lessons with your students. Using the resources and techniques from this course, you'll be equipped to knowledgeably integrate game-based strategies into your language instruction to instill vital skills in your students in a fun and exciting way. This course is offered through Advancement Courses.

**ESLX 502 Instructional Strategies for Diverse Student Populations 3 credits**

Today's classroom is more diverse than ever before. This diversity enriches the lives of everyone involved, but it can also bring challenges if you and your students do not approach it with the appropriate mindset. In this course, you will learn how to build cultural competence and awareness in both yourself and your students. You'll discover strategies for building community and differentiating instruction to create a learning environment in which all students can reach their potential. For example, you'll have the opportunity to examine the demographics of your own state and school district, and to cultivate techniques for getting to know different cultures' norms and expectations. You'll learn to create a positive learning environment by reaching and supporting all learners and by helping students build relationships with one another regardless of cultural differences. Using the techniques from this course, you will be able to create a rich, culturally sensitive environment where all students can grow and learn from each other. This course is offered through Advancement Courses.

**ESLX 503 Integrating Native and Heritage Speakers in the Language Classroom 3 credits**

Linguistic diversity is an ever-increasing reality in the 21st-century classroom. Considering the large influx of immigrant students and the growth of ESL education programs, teachers in all grades and subject areas must be prepared to create culturally diverse classrooms that support and encourage students from a variety of linguistic backgrounds. In this course, you will explore the latest terminology and instructional techniques used to support ESL students and native and heritage speakers in all types of classrooms. You'll develop strategies for making your classroom more linguistically inclusive and create a toolkit that will help you support these students regardless of their experience with English. In addition, you'll take a deep-dive look into how you can incorporate tools and approaches such as the language experience approach (LEA), project-based learning (PBL), the cognitive apprenticeship approach, reflective journaling, and concept development and attainment. Using the techniques from this course, you'll be equipped to create scaffolded, differentiated lessons that will meet the needs of all language learners and foster a more inclusive classroom and school where these students feel nurtured, supported, and encouraged to succeed. This course is offered through Advancement Courses.

**ESLX 504 Own Your Words: Effective Vocabulary Instruction 3 credits**

Regardless of what subject you teach, the meaning and usage of key vocabulary terms are essential building blocks for instructional content. But how can you teach vocabulary to students beyond providing a list of words and their definitions? In this course, you will learn how to select appropriate vocabulary terms for instruction and create meaningful learning activities and games based on them. In addition, you'll learn to address the needs of English language learners (ELLs) and plan differentiated vocabulary instruction for students of all levels and learning styles. You'll come out of this course with a vocabulary program that combines direct instruction with a classroom environment that uses rich discussion techniques to enable students to interact with words in a meaningful way. When we "own" our words, we are effective speakers, listeners, readers, and writers. Vocabulary acquisition promotes not only academic success, but also students' abilities to build peer relationships and effectively convey their thoughts and feelings no matter what topic they encounter. This course is offered through Advancement Courses.

**ESLX 505 Strategies for Teaching Multicultural Students 3 credits**

Study after study has shown that an achievement gap exists for students from diverse cultural backgrounds. But why does this gap show up consistently, and what can you do to help bridge it in your classroom? In this course, you will gain the tools necessary to begin closing the achievement gap for multicultural students. You'll examine why this gap exists from a political, cultural, socioeconomic, linguistic, and psychological perspective, and what you can do to engage multicultural students and their families in their education. You'll learn to identify when students are struggling and adjust your teaching style to meet them where they are. In addition, you'll develop methods for talking to colleagues who have negative or inaccurate beliefs about diverse students so they can better support their students as well. By the end of this course, you will have an increased awareness and sensitivity to the culture and experience of diverse students, and be able to implement robust strategies for supporting and fostering their personal and academic success. This course is offered through Advancement Courses.

**ESLX 506 Teaching Reading to English Language Learners 3 credits**

The job of teaching reading to a classroom full of students with varying English language skills can be overwhelming. This course is designed to support English as a Second Language (ESL) teachers as well as general education and subject area teachers who have ESL students to whom they teach reading. This course outlines the classroom conditions necessary for successful reading instruction of English language learners (ELLs) and describes best practices employed by highly effective teachers. By the end of the course the teacher will have the skills necessary to teach students at all levels of language reading comprehension and how to distinguish between social and academic language. Further, the teacher will be able to confidently reach out to the families of their ELLs, build trust, and encourage involvement in their child's academic career. This course is offered through Advancement Courses.

**ESLX 507 Teaching Speaking and Listening Skills to English Language Learners 3 credits**

English language learners (ELLs) are the fastest growing segment of the U.S. population, with one in five public school students coming from a home where English is not the primary language. These statistics are projected to increase as the United States becomes more diverse. Teaching language acquisition skills is no longer the sole job of English as a Second Language (ESL) teachers. Educators at every level and in every subject need to be prepared to meet the needs of this growing population of students. This hands-on course offers a teacher resources designed to maximize learning for ELLs. This is a course both for ESL teachers and for general education or subject area teachers that would like to gain effective, research-based best practices for fostering the personal and academic success of ELLs. The teacher will learn practical strategies to encourage active involvement of his or her ESL students, techniques for helping with listening and speaking skills. Finally, teachers will learn tips for instruction and assessments for ELLs and forging a positive, culturally inclusive classroom environment. This course is offered through Advancement Courses.

**ESLX 508 Teaching Writing to English Language Learners 3 credits**

Speaking, listening, reading, and writing. These are the four disciplines of learning a language, and the four challenges that your English language learners (ELLs) are working through every day. Speaking, listening, and reading often come up as natural parts of existing lesson plans. But addressing the unique writing needs of ELLs can be a bit more challenging, and requires planning and intentionality. In this course, you will review the classroom conditions necessary for successful writing instruction of English language learners (ELLs). You'll cultivate lesson ideas for teaching students at all levels of language acquisition how to make connections, ask questions, visualize, infer, determine importance, synthesize, monitor meaning and comprehension, and revise their writing. In addition, you'll choose effective mentor texts, create assessments that accurately assess ELLs' writing progress, and learn best practices for providing appropriate feedback and error correction. Using the strategies from this course, you'll be able to reach students of all levels of language proficiency to motivate and inspire them to learn and grow. This course is offered through Advancement Courses.

## English Language Arts (ELAX)

**ELAX 500 Activating Creativity through Literacy in ELA (6-12) 3 credits**

Creativity is often undervalued in schools because it isn't a requirement of K-12 education. However, as we standardize the definition of creativity through initiatives such as the Partnership for 21st Century Learning, we can propel creative thinking forward as a skill that helps students meet Common Core English Language Arts (ELA) standards and prepares them for college and careers. Creative literacy is the ability to participate in creative processes and use creative thinking to see beyond what exists. Students who are creative can synthesize information to form new ideas, ask complex questions to build on concepts, view problems through multiple lenses, and present innovative solutions to challenges. In this course, you will gain the tools, techniques, and resources you need to build creative literacy into your ELA curriculum. You will also learn strategies to help students become independent, self-directed learners who can use creative thinking to explore, discover, problem solve, and innovate while developing literacy skills that will help them succeed beyond the classroom. By the end of the course, you will be able to design literacy units, projects, and assessments that foster student creativity in your middle or high school classroom, and offer feedback on creative works in ways that support students' continued growth. This course is offered through Advancement Course.

**ELAX 501 Activating Creativity through Literacy in ELA (K-5) 3 credits**

Creativity is often undervalued in schools because it isn't a requirement of K-12 education. However, as we standardize the definition of creativity through initiatives such as the Partnership for 21st Century Learning, we can propel creative thinking forward as a skill that helps students meet Common Core English Language Arts (ELA) standards and prepares them for college and careers. At the elementary level, students can cultivate creativity through reading, writing, drawing, play, and imagination. Students who are creative can synthesize information to form new ideas, ask complex questions to build on concepts, view problems through multiple lenses, and present innovative solutions to challenges. In this course, you will gain the tools, techniques, and resources you need to build creative literacy into your ELA curriculum. You will also learn strategies to help students become independent, self-directed learners who can use creative thinking to explore, discover, problem solve, and innovate while developing literacy skills that will help them succeed beyond the classroom. By the end of the course, you will be able to design literacy units, projects, and assessments that foster student creativity in your K-5 classroom, and offer feedback on creative works in ways that support students' continued growth. This course is offered through Advancement Course.

**ELAX 502 Active Reading vs Passive Reading: Teaching Students to Become Better Readers 3 credits**

Reading involves so much more than passing one's eyes over rows of printed words, whether the words are on paper or in digital form. Reading with an active and engaged brain is the crux of learning through reading. This course will explore the elements of the brain used in reading, according to the latest brain research. Strategies to engage students' brains in active processing during letter/word decoding, fluency development, vocabulary acquisition and elaboration, and comprehension of text at different levels of meaning will be shared. The similarities and differences between reading in print and electronic formats will be investigated, especially in relationship to active reading. Methods to inspire passive readers and struggling readers will be examined, with the end goal to build active reading strategies in every student. This course is offered through Advancement Course.

**ELAX 503 Close Reading 3 credits**

Close reading skills are essential for students' success not just in language arts, but in all content areas. As students navigate both print and digital texts, these skills enable them to be critical consumers of information. A key requirement of the Common Core State Standards, close reading teaches students to examine different aspects of a text over multiple readings. In this course, you will explore the definition, practice, and importance of close reading in the classroom. You'll develop strategies for modeling close reading to your students, reading fiction and nonfiction, and tackling complex and rigorous texts. In addition, you'll learn how to apply close reading techniques to visual and digital texts as students take in more and more information online. Using the tools and techniques from this course, you will be able to teach your students to be lifelong, critical readers who can confidently interpret any type of text they encounter. This course is offered through Advancement Courses.

**ELAX 504 Comprehension Strategies for Effective Reader 3 credits**

Reading is not a passive activity and should be full of thinking, questions, reflections and synthesizing whether reading print or digital texts.

The need for students to become effective readers goes beyond the expectations of Common Core Standards and state testing. Effective readers are also strong problem solvers, talented writers and deep thinkers. Teaching comprehension strategies is one way to empower your students to become effective readers. This course will explore several comprehension strategies and their application in the classroom. You will also learn techniques for implementing the strategies during all phases of reading; before, during and after. Finally, you will investigate the power of think a-louds and read a-louds and gain insight into how to successfully utilize them in your classroom. This course is offered through Advancement Courses.

**ELAX 505 Enabling Self-Regulated Learning Through Journalin 3 credits**

Self-regulated learning (SRL) theory and research empowers us to equip our students with 21st-century learning skills. With SRL, we can train students to be cognizant of and, most importantly, be in control of their thinking processes, behavior, and motivations for and feelings about learning. These are skills that all students can acquire and that will serve them well for the rest of their lives. In this course, you will examine self-regulation by interacting with the ideas of 20th-century American educator and progressive thinker John Dewey, whose theories about cognition and teaching practice continue to influence current-day pedagogy. You'll explore the phases of SRL and how you can use journaling to capture, organize, and reflect on the thinking both you and your students already do. In addition, you'll cultivate techniques to help students take responsibility for their own learning and to create a classroom environment where students feel comfortable learning from their mistakes. Using the strategies from this course, you will be able to instill in your students the skills and motivation they need to plan, monitor, and reflect upon their own learning. This course is offered through Advancement Courses.

**ELAX 506 Everyone Has a Story to Tell: Narrative in the Classroom 3 credits**

Stories are how we connect as a culture. By infusing personal stories, or narrative, into the curriculum, a teacher can inspire students to be creative and expressive, while supporting their connection to those around them and their literacy skills. This course is designed to engage fifth- to 12th-grade teachers of all disciplines in teaching personal narrative in the classroom. You will learn what narrative writing is and how it supports students' reading, writing, and comprehension as well as critical-thinking, problem-solving, and analytical skills. You will cultivate techniques for teaching the components of effective narrative essays and how to build richly crafted personal narratives. In addition, you will learn about the writing process, group work, peer review, formative and summative assessment, and lesson planning. Using the tools from this course, both you and your students will learn the power, joy, and versatility of narrative in the classroom. After all, everyone has a story to tell. This course is offered through Advancement Courses.

**ELAX 507 Helping Kids Write 3 credits**

Writing is a complex activity. Many students think of it as a skill or a talent (one that they may or may not possess), but writing is much more than that. Writing is a means of investigation and expression for learning in all grades and disciplines. Therefore, it is essential for every student to know how to write effectively. In recent years, ideas about why and how to teach writing have evolved dramatically. In this course, you will examine effective approaches and best practices for helping students learn to write. You'll learn how to reframe writing as a process that everyone can master, and provide the tools for guiding students through this process, including identifying structure, purpose, and audience. In addition, you will develop standards-based lessons that also engage students' creativity and expression. Writing can enrich learning and provide meaningful learning experiences. Using the tools from this course, you'll be able to build the fluency of your students' writing and effectively assess writing to direct instruction. This course is offered through Advancement Courses.

**ELAX 508 Implementing Creative Projects in Literacy 3 credits**

Our students will be entering a world and job market that is full of unforeseen challenges that require brand-new solutions. We can't teach them the answers to unknown problems; we can only teach them how to think creatively, so they can strategically approach and effectively address these challenges as they arise. Creativity is so important that it is embedded in many of the local, state, and national standards we use in our schools, including the Common Core State Standards. In this course, you will explore the connection between literacy and creativity to better understand how students in elementary English language arts classrooms can effectively articulate their ideas, collaborate, and communicate with one another. You will learn the positive outcomes associated with creativity, including improved communication, cooperation, self-esteem, and critical-thinking skills. To help improve your students' creativity, you will study best practices for developing and implementing creative literacy projects that integrate the arts, tips for offering constructive feedback, and strategies that allow students to work independently. With the knowledge you gain from this course, you will be equipped to teach creatively in your language arts classroom and prepare students for dynamic and creative lives and careers. This course is offered through Advancement Courses.

**ELAX 509 Integrating Common Core Literacy Standards Across Subjects, Grades 6-12 3 credits**

Literacy is an essential skill no matter what subject students are learning or what career field they're going into. But when you already have a great deal of important content to teach students about your subject area, adding Common Core literacy standards can feel daunting. However, when done well, integrating literacy into your lessons can improve both students' reading skills and their subject area proficiencies. In this course, you will review the Common Core State Standards (CCSS) for literacy and how they impact non-English Language Arts subjects such as math, science, and social studies. You'll cultivate practical resources and best practices that will help you integrate literacy into your classroom to achieve these new standards. For example, you'll see how you can revise existing lessons and prompts to integrate meaningful literacy activities that reflect CCSS, and develop assessments that determine and monitor students' fluency in literacy. Using the techniques from this course, you'll be able to seamlessly and effectively blend Common Core literacy standards into your subject area to set your students up for educational and career success. This course is offered through Advancement Courses.

**ELAX 510 Literature to Teach Life Lessons 3 credits**

A person's emotional intelligence is shaped by his or her childhood experience. If nurtured and strengthened, social-emotional development benefits a student's health, relationships, and academic achievement. On the other hand, if a student's emotional intelligence is not developed, it can lead to severe personal deficits and possible societal costs. In this course, you will learn how to assess your students' social-emotional intelligence and use classroom strategies to support their development. You will discover the power of using literature to teach valuable life lessons, and how to create an affective, literature-rich curriculum that promotes social-emotional intelligence. Promoting social-emotional development in the entire school as well as at home amplifies the impact of your efforts in the classroom, so you will also cultivate several techniques to initiate these changes. With the strategies from this course, you will be prepared to use stories to enrich your students' lives and learning and give them social and emotional skills that will benefit them in the classroom and beyond. This course is offered through Advancement Courses.

**ELAX 511 Makerspaces in the School Library 3 credits**

So much of our culture is about consumption. We spend hours consuming social media posts and streaming content, and our students also spend many hours of their school days consuming information to reproduce on a test. That's why makerspaces are so important: They provide a time and space for students to create rather than consume, and they give students opportunities to develop innovative skills that will serve them in academia and beyond. In this course, you will learn how to plan, create, manage, and facilitate your own unique, meaningful, and relevant makerspace. You'll develop strategies to design both physical and digital tools for your makerspace; incorporate assessment and digital badging; and choose effective, budget-friendly makerspace products. Through a survey of academic literature and real-life examples, you will examine best practices for establishing makerspaces and gather several ideas for makerspace challenges and prompts to inspire students to create. Using the resources and techniques from this course, you'll be able to nurture your students' creativity and foster a culture of making and creating in your library. This course is offered through Advancement Courses.

**ELAX 513 Preparing Students for College: Teaching Writing Across Content Areas 3 credits**

Although students often think of writing as an activity they encounter only in English Language Arts class, we know that students need to be able to write about any subject area to succeed in college and their future careers. In this course, you will examine the methods and materials that are best-suited for teaching writing in diverse content areas to prepare students for college-level writing. You will review theories and best practices of teaching writing across content areas, including the foundational concepts and history of Writing Across the Curriculum. You'll create writing assignments that bring together students' writing skills and their knowledge of your subject area. In addition, you'll cultivate strategies for offering helpful, supportive feedback on students' writing. Using the techniques from this course, you will be able to implement engaging writing assignments in your classroom, regardless of what subject area you teach, to help prepare your students to communicate successfully in college and beyond. This course is offered through Advancement Courses.

**ELAX 514 Read Out! Building Students' Literacy and Love of Reading Through Read Alouds 3 credits**

You've probably heard all about the benefits of reading aloud to your students. But what if you've never made time for read alouds before, or if you have, how do you know if they're having the impact you hope? In this course, you will learn how build your read-aloud times from the ground up. You'll develop strategies for choosing the right texts, structuring your time, and engaging diverse learners. Whether you're looking to motivate reluctant readers or challenge skilled readers (or a little bit of both), you'll be able to create a plan for enhancing comprehension skills, building vocabulary, and developing students' love of reading. Regardless of what subject you teach, you can use the tools from this course to create a robust read-aloud classroom environment and inspire greater engagement in reading. This course is offered through Advancement Courses.

**ELAX 515 Reimagining Literature: Using Graphic Novels in the Classroom 3 credits**

Often, teachers don't consider including graphic novels in their curriculum because they believe they lack the academic rigor and relevance found in traditional literature. However, this literary form has tremendous educational potential in secondary English language arts (ELA) classrooms. In this course, you'll learn how graphic novels can provide you with opportunities to develop your students' media literacy, teach essential nonfiction and fiction standards, engage your students in high-level analysis and discussions, and foster your students' creativity and enthusiasm for reading. You'll acquire tools that will help you successfully integrate graphic novels into your ELA curriculum and study specific techniques for reaching English language learners. In addition, you'll examine how to use the form's unique access points to expand your students' proficiency with language, close reading strategies, critical thinking and analysis, and literacy skills. By the end of the course, you'll recognize the scholastic value of graphic novels and be ready to incorporate them into your ELA instruction. This course is offered through Advancement Courses.

**ELAX 516 Sustained Silent Reading 3 credits**

Reading is an essential part of all school subjects and one of the most vital life skills with which you can equip children. But with so many distractions competing for students' attention, how do you ensure that they gain the skills they need to become strong, independent readers? A silent sustained reading program (SSR) refers to setting aside a quiet, uninterrupted period of time, either daily or weekly, in which students choose something to read that is of high interest to them. The well-documented positive outcomes of SSR include: increased reading comprehension and critical thinking skills, enhanced vocabulary and spelling abilities, and, perhaps most significantly, the instilling of a lifelong love of reading. In this course, you will learn techniques for how to schedule consistent SSR time, help students select texts, and ensure that the program is building their comprehension skills. Whether you're new or experienced with SSR, you will leave this course knowing how to implement a successful SSR program to motivate, excite, and benefit readers of all levels. This course is offered through Advancement Courses.



**ELAX 517 Teaching Media Literacy in a Post-Truth World 3 credits**

There's no denying the role media plays in our lives. From advances in mobile technology to the expansion of social media and more, we're bombarded with news and people's reactions to it around the clock. Although topics in media can be contentious, they also open doors to powerful social and educational experiences. If you can teach today's students to engage in media with a fair and open mindset, you will set them up for success not only in their educational pursuits but also in their social lives. This course has a few key goals. First, you will explore how to evaluate and respond to media. You'll examine what about media conversations makes you comfortable or uncomfortable and how your responses to media can impact your position. Next, you will learn how to evaluate media, both for credibility and bias. There's a wealth of information available online, so what steps can you take to ensure that it's credible? That is, how do we identify legitimate news? Finally, you'll explore strategies for bringing these media conversations into the classroom. From the design of the learning environment to expectation setting and more, it's critical to create an environment in which all students, regardless of their opinions or background, have an opportunity to fairly express their thoughts. This course is offered through Advancement Courses.

**ELAX 518 Teaching Research Writing in the Digital Age 3 credits**

Arguably the Internet's greatest strength and greatest weakness are one in the same: Anyone can post anything for anyone to see. Your middle and high school students have access to an unprecedented amount of information, but it's up to you to teach them how to vet sources for academic credibility and present their findings ethically and effectively. In this course, you will learn how to guide students through the entire process of writing a research paper, including how to develop research ideas, gather valid information, analyze relevant data, organize disparate materials, craft a well-reasoned report, and fine-tune a presentation. In addition to reviewing information specific to writing research reports, you will have the opportunity to practice instructional techniques such as modeling, scaffolding, paraphrasing, and discovery. With the principles you learn in this course, you'll be able to equip students to write research reports for businesses and nonprofits so they will be prepared to thrive in the workplace. This course is offered through Advancement Courses.

**ELAX 519 The Common Core for English Language Arts: Theory & Practice in the 6-12 Classroom 3 credits**

The Common Core State Standards in English Language Arts (ELA) provide a basis for the content and skills that middle and high school students must know to prepare for college and careers. However, the standards do not capture the art and science of teaching, or the knowledge of students and the community that only a teacher can bring to the classroom. This course will help you bridge that gap. In this course, you will become thoroughly familiar with the Common Core's content and philosophy, including shifts toward informational text, complex text, and evidence-based thinking. You will create actionable strategies for connecting the Common Core standards to classroom practices in reading, writing, language, and speaking and listening. In addition, you'll have the opportunity to cultivate resources and ideas for connecting with teachers and topics in other disciplines. With the techniques and knowledge you gain in this course, you will be able to transform the ELA Common Core standards into practical lessons and activities that will set up your students for future academic and career success. This course is offered through Advancement Courses.

**ELAX 520 The Common Core for English Language Arts: Theory & Practice in the K-5 Classroom 3 credits**

The Common Core State Standards in English Language Arts (ELA) provide a basis for the content and skills that elementary students must know to prepare for high school, college, and careers. However, the standards do not capture the art and science of teaching, or the knowledge of students and the community that only a teacher can bring to the classroom. This course will help you bridge that gap. In this course, you will become thoroughly familiar with the Common Core's content and philosophy, including shifts toward informational text, complex text, and evidence-based thinking. You will create actionable strategies for connecting the Common Core standards to classroom practices in reading, writing, language, and speaking and listening. In addition, you'll have the opportunity to cultivate resources for appropriate reading and instructional materials that you can start using in your classroom immediately. With the techniques and knowledge you gain in this course, you will be able to transform the ELA Common Core standards into practical lessons and activities that will set up your students for future academic and career success. This course is offered through Advancement Courses.

**ELAX 521 The Personal Essay: Knowledge, Power, and the College Application 3 credits**

A personal essay tells an illuminating story about its author, its central character in a narrative about self-discovery. Developing and writing a personal essay engages the writer in purposeful critical thinking and creative writing; the writer analyzes herself as subject of a particular story, deciphering her behaviors and their consequences, in order to reveal character and growth. Therefore, it's not surprising that colleges require a personal essay for admission, as it provides a platform for the student to illustrate herself as a maturing and self-aware citizen of the world. From this course, the teacher will learn best practices for facilitating the multiple steps of personal narrative development, from writing as a strong narrator to editing and revising. Course activities introduce and reinforce strategies for helping students find and explore the right topics, extend their narrative-writing skills, embrace the support of rubrics, and be their own editors. By the end of the course, the teacher will be able to support students, those college-bound or otherwise, as they write rewarding personal narrative essays. This course is offered through Advancement Courses.

**ELAX 522 Why Argue: Teaching the Art of Oral and Written Argument 3 credits**

In this time of social debate and rapid innovation, it's more important than ever to teach students how to take a position and argue effectively for it. In this course, you will learn best practices for engaging students in rich argument development, from class-wide inquiries to small-group data analysis to individual writing tasks. You will create exercises for helping students articulate claims, gather evidence, and construct rebuttals and counterarguments. Over time, students will learn to argue relevant concerns with increasing complexity and express their arguments elegantly and logically. With the techniques from this course, you will be able to equip your students to think critically, make sound judgements, and articulate their arguments in a way that makes the world a better, more well-rounded place. This course is offered through Advancement Courses.

**ELAX 523 Writing About Literature: Teaching Literary Analysis 3 credits**

Guiding students from mere reading comprehension and summarization to full literary analysis can be challenging. Analysis requires students to think beyond the facts of the text and create their own argument or thesis about what the text means, which can be a brand-new critical thought process for some students. In this course, you will learn to engage students in “writing to read”—or using writing to explore responses to literature, query those responses, scrutinize form, and analyze content. You will cultivate techniques for guiding students through the entire analysis process, from using the formal vocabularies of different genres to pre-writing to writing a polished, final draft. Genres covered include fiction, drama, graphic narratives, and poetry. You will explore critical approaches to making sense of literature, and design engaging activities to help students write their way to comprehension and appreciation of literary texts. Using the techniques from this course, you will be equipped to help students master Common Core State Standards in reading and writing, and learn analysis skills they’ll be able to use for life. This course is offered through Advancement Courses.

**ELAX 524 Writing Well or Good Writing? An Educator’s Guide to Teaching Grammar 3 credits**

In the past, grammar instruction meant boring worksheets and tedious activities, which can lead even the most diligent students to cringe at the thought of learning “grammar.” The good news is that teaching grammar doesn’t have to be this way. In this course, you’ll discover fun and engaging ways to improve students’ writing through hands-on grammar instruction. You’ll learn the most common grammar mistakes students make, why they make them, and strategies for fixing them. Simple techniques such as explaining the relevance of a grammar rule can go a long way in helping students internalize the content. By combining direct instruction with activities that reach multiple learning styles, you’ll be able to engage all the students in your class and give them effective feedback to help them move forward. When taught correctly, grammar can be much more than dull worksheets and rote memorization. Using the techniques from this course, you’ll be able to help students focus on the skills they need to become great writers and communicators in your class and beyond. This course is offered through Advancement Courses.

**ELAX 525 Writing Workshop Model in the Classroom 3 credits**

Too many writing exercises focus exclusively on improving the piece—and not the writer. However, writing workshops are an excellent opportunity to help students take ownership of their writing and their learning by giving them the time and direction they need to reflect and grow in their craft. In this course, you will reflect on and evaluate your own writing instruction and determine areas where you might be able to improve. You’ll develop strategies for helping students succeed during every phase of writing, including prewriting, actual writing time, and sharing and feedback. In addition, you’ll learn how to avoid common pitfalls that take away from students’ agency in their writing, such as correcting students’ errors too quickly, telling them what their piece needs (rather than helping them discover it), and taking up too much time with direct instruction. Using techniques from this course, you will be able to conduct a successful writing workshop that helps your students grow as writers and in their love for the craft. This course is offered through Advancement Courses.

**ELAX 526 Harry Potter: A Cross-Curricular Adventure (Grades 6-8) 2 credits**

Harry Potter is here to stay. New generations of kids are falling in love with the books, movies, theme park, Broadway show, and more. Capture the magic by bringing Harry Potter: A Cross-Curricular Adventure to your middle school! In this one-of-a-kind course, you’ll see how you can use Harry Potter to teach not only literature, but also history, geography, chemistry, genetics, social impact, and more. Using an exciting combination of technology, social media, and hands-on learning, you’ll create collaborative, differentiated activities that promote student choice—from analyzing students’ favorite characters to creating a cauldron with bath bombs to touring the real places mentioned in the books. In addition, you’ll explore how you can adapt each lesson for your subject area and how to collaborate with colleagues to create a true cross-curricular experience. With the activities from this course, you’ll be able to use the magic of Harry Potter to show students how literature enriches the world around us.

**ELAX 527 Using Hunger Games to Teach Science Fiction 2 credits**

All literature has the power to change the world, but maybe none more arguably so than science fiction. Based in the future, but most often rooted in subtle realities of our modern-day lives, science fiction paints powerful portraits of potential possibilities for our world. For this reason, it is not only one of the most compelling fiction genres to instruct students in, but it is also one of the most important. This course will cover the impact of genre on fiction, ultimately focusing on the traits and intricacies that define modern science fiction as a major genre. It will examine common science fiction tropes—dystopian settings, a modern-day hero’s journey, and the anti-hero. Then, using Suzanne Collin’s *The Hunger Games* as a model, it will serve as a guide for designing an instructional unit based on science fiction, including reading, writing, listening and speaking, and language skills. Additionally, this course will emphasize the cross-curricular power of utilizing science fiction in the classroom, highlighting strategies, materials, and potential projects that connect literacy and critical thinking. It will also cultivate an understanding of media literacy and an interest in current events. As a special gift, students in this course will receive a copy of the first *Hunger Games* book to follow along with as you evaluate tools for literary instruction. This course will prepare you, however, to instruct on any science fiction novel you may choose!

## Family Studies (FAS)

**FAS 200 Intro to Family Life Ed 3 credits**

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 credits**

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. (Prerequisite: Minimum grade of C in FAS 447)

**FAS 400 Family Systems, Structures and Relationships 4 credits**

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. (Prerequisite: Minimum grade of C in FAS 440)

**FAS 440 Overview of Contemporary Families 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 200)

**FAS 442 Family Decision-Making and Resource Management 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 400)

**FAS 443 Parent Education 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 448)

**FAS 444 Family Law, Public Policy, and Applied Ethics 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 443)

**FAS 446 Methodology in Fam Life Ed 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 453)

**FAS 447 Growth & Dev in Children 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 446)

**FAS 448 Development in Adulthood 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 220)

**FAS 451 Family Comm & Relationships 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 442)

**FAS 453 Intimate Relationships 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 451)

**FAS 480 Parent Coaching 1: From Theory to Practice 3 credits**

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 credits**

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. (Prerequisite: FAS 480)

**FAS 482 Parent Coaching 3: Professional Applications 3 credits**

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. (Prerequisite: FAS 481)

**FAS 483 Parent Coaching 4: Supervised Field Parent Coaching 3 credits**

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. (Prerequisite: FAS 482)

**FAS 488 Independent Study 1-4 credits****FAS 490 Capstone: CFLE 3 credits**

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. (Prerequisite: Minimum grade of C in FAS 444)

**FAS 491 Capstone: Non-CFLE 3 credits**

This final course is designed to help learners reflect on all they have done in the BA program. Through discussion questions and review of past coursework, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience. This is the capstone course for students who have selected the Non-CFLE track.

**FAS 498 Family Science Fieldwork/Internship 1-12 credits**

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.

**FAS 499 Senior Outcomes 0 credits****FAS 504 Systemic Dynamics of Families 3 credits**

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 credits**

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 507 Seminar in Family Science 3 credits**

This seminar is an advanced exploration of the field of family science and family life education. (Pre-requisite: Year 3 of the Family Science 3+2 program)

**FAS 525 Public Policy and Applied Ethics 3 credits**

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 530 Family Communication and Relationships 3 credits**

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 532 Navigating the Oceans of Data and Information in Family Life Education 3 credits**

The course is designed to introduce the scope and function of information and the research process in family studies. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature and information in family studies.

**FAS 534 Reflexive Assessment and Evaluation in Family Life Education 3 credits**

This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in early childhood education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing strategy for a program in early childhood education.

**FAS 540 Family Decision Making 3 credits**

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. Topics include: decision-making, valuing, planning, communication, and organization skills for resource use.

**FAS 551 Seminar in Human Growth 3 credits**

This course includes a study of human growth and development throughout the life cycle. Consideration of physical, emotional, cognitive, social, moral, sexual, spiritual and personality development is included.

**FAS 560 Intimate Relationships 3 credits**

The purpose of this course is to familiarize the student with the emotional and psychological aspects of intimate relationships. Topics include: dating and courtship; love and romance; and sexual behavior, values and decision-making. An emphasis will be on sexuality and intimacy in interpersonal relationships across the lifespan.

**FAS 570 Parent Education 3 credits**

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 576 Methods in Programming 3 credits**

This course provides a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.

## Finance (FIN)

**FIN 211 Personal Finance 2 credits**

This course presents an overview of the financial planning process for individuals. The focus is on the decision-making tools and applications of financial planning. Students will build their own financial plan that will guide their financial decisions in the present and in the future.

**FIN 301 Corporate Finance I 4 credits**

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. (Prerequisites: ACC 201 and MAT 110)

**FIN 311 Corporate Finance II 4 credits**

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: CSC 210 and Minimum grade of a C in ACC 201 and FIN 301)

**FIN 411 Investments and Capital Markets 4 credits**

This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are analyzed. 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: FIN 301)

**FIN 413 Money and Banking 4 credits**

Gain a deeper/broader view of the financial system and financial markets as you explore the evolution of money, money creation, inflation, the economy and the development of the banking system. The course determines the impact of money on Classical, Keynesian and Monetarist theories as well as on financial institutions and financial intermediaries. (Prerequisites: ECO 101, CSC 210, ACC 201, FIN 301).

**FIN 488 Independent Study 1-4 credits****FIN 498 Internship 1-16 credits**

## Geography (GE)

**GE 101 Human Geography 2 credits**

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.

## Graduate Study Abroad (GST)

**GST 597 Graduate Study Abroad 0-4 credits**

This international travel course supports students' program learning with first-hand experience.

## Greek (GRK)

**GRK 211 Biblical Greek I 4 credits**

Students begin their study of the fundamentals of Greek grammar.

**GRK 212 Biblical Greek II 4 credits**

Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK 211)

**GRK 312 Matthew 2 credits**

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.)

**GRK 314 Mark 2 credits**

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 credits**

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: GRK 212 with a grade of C or above.)

**GRK 412 Galatians and Romans 2 credits**

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: GRK 212 with a grade of C or above.)

**GRK 414 Corinthians 2 credits**

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 credits**

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: GRK 212 with a grade of C or above.)

**GRK 488 Greek Independent Study 1-4 credits**

## Health Care (HCR)

**HCR 220 Epidemiological Foundation 4 credits**

This course is designed to provide students with a historical background in epidemiological studies. The course will expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. The course will also cover material related to general research methods, statistics, and trend analysis in an effort to identify evidence-based practices in health care settings.

**HCR 250 Leadership Communication 4 credits**

This course emphasizes leadership communication processes with a focus on leadership skills and strategic planning. Specific topics include decision making, problem solving, conflict and change management, and how to cultivate a supportive work environment. Presentation and interviewing skills will also be highlighted.

**HCR 300 Strategic Leadership of Resources, People and Teams 4 credits**

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.

**HCR 325 Compliance and Regulatory Requirements 4 credits**

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 340 Health Care Information Systems 4 credits**

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 Healthcare Diversity and Global Issues 4 credits**

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 credits**

Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of healthcare 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 healthcare organization.

**HCR 425 Health Care Economics 4 credits**

This course examines the discipline of health care economics as students study demand management; concepts of efficiency, production, and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. This course also reviews how the economic behaviors of health care consumers and suppliers, particularly in the United States, affect the manner in which scarce resources are allocated.

**HCR 435 Ethics and Decision Making in Health Care Environments 4 credits**

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.

**HCR 440 Legal Environment for Healthcare Managers 4 credits**

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.

## Hebrew (HBR)

**HBR 311 Biblical Hebrew I 4 credits**

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 credits**

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: HBR 311)

## History (HIS)

**HIS 121 World History 4 credits**

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 212 Introduction to History 4 credits**

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.

**HIS 220 Leaders in American Society 4 credits**

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.

**HIS 221 World Culture: Greece and Rome 4 credits**

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.

**HIS 231 USA to 1877 4 credits**

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.

**HIS 233 USA since 1877 4 credits**

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 & 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.

**HIS 267 Introduction to Latin America 4 credits**

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.

**HIS 285 European History Since 1789 4 credits**

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.

**HIS 317 Topics in Literature and History 4 credits**

This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature.

**HIS 320 Minnesota History 2 credits**

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.

**HIS 325 U.S. Business History 4 credits**

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.

**HIS 330 America's Civil War: 1845-1877 4 credits**

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 long-term 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.

**HIS 332 The Cold War: A Global Perspective 4 credits**

This course examines the causes, actions, and results of a conflict between the world's superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.

**HIS 334 US Foreign Policy 4 credits**

This course examines the goals and consequences of American foreign policy and diplomacy 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. The perspectives of other peoples and nations will be emphasized.

**HIS 339 Race and Ethnicity in American History 4 credits**

This course examines those who came or were brought to the United States through the slave trade, economic, social, and political dislocations in different parts of the world and more personal factors. Various modes of assimilation and diversity will be discussed, as will the stories of many of the different peoples who have served to create the citizenry of the United States.

**HIS 340 Slavery and Freedom in the Americas 4 credits**

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.'

**HIS 341 The Civil Rights Movement in the U.S. 4 credits**

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.

**HIS 355 Themes in World History 4 credits**

This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Pre-Req waiver can be signed by professor).

**HIS 367 Women's History 4 credits**

An analysis of the social, political, and economic role of women in America and around the world. This course will cover both the history of women as well as contemporary issues concerning gender and equality. Global issues and themes will be accentuated.

**HIS 372 The Second World War 4 credits**

The Second World War seen from economic, social, military and political points of view; other topics include the causes of the war and the various post-war problems. European or American perspective depending on the instructor. No prerequisites.

**HIS 382 Hitler's Germany 4 credits**

From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period, 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany's role in a larger European context.

**HIS 385 Britain since 1688 4 credits**

Beginning with the Glorious Revolution of 1688, this course explores themes such as the rise of Britain to a world power in the eighteenth century, the impact of the Industrial Revolution and imperialism, the Victorian world view, two world wars and the Thatcher Revolution of the 1980s. Emphasis is placed on understanding Britain's role in a larger European and world context.

**HIS 389 The Holocaust 4 credits**

This course will introduce students to the history of the Holocaust and to individuals who embodied those issues. We will examine the historical development of anti-Semitism, German political and cultural history of the 19th and 20th centuries and the actions taken against Jews that culminated in the attempted implementation of a final solution to the Jewish question. Course will consist of lectures, readings and discussion, with occasional guest speakers and films.

**HIS 390 Vietnam War 4 credits**

This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America's role in the conflict; international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington's initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war's legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.

**HIS 393 Modern China, 1911-present 4 credits**

This course will study the effects of Western colonialism, the Sino-Japanese War, and World War I on China, and trace the development of the modern Chinese state, including the formation of the People's Republic of China and Taiwan. Emphasis will also be placed on China's relations with other countries around the world, as well as its treatment of ethnic minorities within its own borders.

**HIS 395 History and Politics of Modern Asia 4 credits**

In-depth study of selected topics in contemporary Asian history, government, and politics. Primary focus will be on India and China, but other historical and political topics, issues, and countries will be covered.

**HIS 401 Research and Writing in History 4 credits**

This serves as the research and writing capstone course for History majors and minors. 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 (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

**HIS 403 Introduction to Professional Studies 1-2 credits**

History, Political Science, and pre-law students will be introduced to and given opportunities to tour and work in a variety of professional settings: archives, museums, professional record-keeping centers, law offices, etc. Students may use this class to select, an internship site or think more broadly about vocational opportunities in the discipline.

**HIS 487 Readings Seminar: Topics in History 2 credits**

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-seminar topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

**HIS 488 Independent Study 1-4 credits**

Independent study provides a more flexible educational experience for the student as well as college credit for work done outside the conventional classroom setting. These courses are generally designed and supervised by a faculty member. Students are responsible for completing an application form that specifies course goals, objectives, projected outcomes, learning strategies, and evaluation procedures. The student's advisor, course instructor, department chair, and the dean must approve the proposal.

**HIS 498 Internship 1-16 credits**

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.

## Hmong (HMG)

**HMG 101 Introduction to Hmong Studies 2 credits**

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 credits**

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 credits**

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 credits**

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 255 People and Culture of China 4 credits**

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 credits**

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 303 Issues in the Hmong Community 4 credits**

In this course, students will learn, analyze, and discuss about issues affecting the Hmong community.

**HMG 327 Reading and Writing for Hmong 2 credits**

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 Reading and Writing for Hmong-Intermediate 2 credits**

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.

**HMG 488 Independent Study 1-4 credits**

## Honors Program (HON)

**HON 410 Building for Eternity 2 credits**

During their senior year, honors students reconvene to explore again the integration of faith and learning for the sake of others and the world. Through a final project in their chosen discipline, students set a course for on-going learning and service in the context of the Christian gospel.

## Human Resource Management (HRG)

**HRG 500 Human Resources Leadership and Ethics 4 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 Research Methods and Design 4 credits**

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 credits**

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 Legal Environment for Human Resource Leaders 4 credits**

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 credits**

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.

## Human Resource Management (HRM)

**HRM 200 Employment Law 2 credits**

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.

**HRM 310 Managing in Organizations 4 credits**

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.

**HRM 320 Advanced Human Resource Management 4 credits**

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.

**HRM 325 Survey and Research Methods 4 credits**

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.

**HRM 350 Legal Issues in Human Resources 4 credits**

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 credits**

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 and Benefits Systems 4 credits**

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 382 Human Resource Management and Employment Law 4 credits**

Gain insight into the pivotal role human resources plays in helping organizations be successful. Learn the various functions of HR and their relationship to the role of manager. Explore the historical roots of HR in organization life and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits.

**HRM 400 Recruitment, Selection and Onboarding 4 credits**

Study recruitment, forecasting, selection, onboarding, and employee retention. Obtain knowledge on contemporary approaches to internal and external recruiting. Understand job analysis within the context of selection and further be able to identify several selection approaches. Understand the employer's legal responsibilities in the employee selection process. Articulate the positive performance implications related to successful candidate onboarding. (Prerequisites: Minimum Grade of C- in HRM 382)

**HRM 405 Strategic Compensation Systems 4 credits**

Study the fundamentals of employee compensations and employee benefits. Examine all aspects of compensation program design and administration; from initial strategy-setting to addressing internal equity/external competitiveness to pay communication. In addition, examine the basic elements of employee benefits. Design compensation approaches that support organization's strategy and objectives and are competitive in the marketplace. Future challenges and trends will also be covered. (Prerequisites: Minimum Grade of C- in HRM 382)

**HRM 410 Organizational Development and Change 4 credits**

Study the fundamentals, theories, and practice of organization development (OD). Learn diagnosis, design, development, and evaluation of OD initiatives. Explore the differences between Human Resource Development and Organization Development, specifically as they pertain to learning and change, and apply them to real life examples. Examine what drives change, how organizations transition through change, and how organizations manage resistance to change. Explore how technology has expanded learning opportunities, the potential it represents for organizational improvement, and how it impacts OD. (Prerequisites: Minimum Grade of C- in HRM 382)

**HRM 435 Business & Personal Ethics 4 credits**

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 Resources Plan 4 credits**

Learn to solve complex human resources (HR) issues through research, solution identification, and HR plan development and presentation. Select and study an HRM-related issue or opportunity for a real organization. Conduct primary and secondary research. Design a specific solution to the problem and make specific recommendations based on data collection. Write and present an extended report including an implementation plan with costs, barriers, and stakeholders needed to support the plan. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisites: Minimum grade of C- in HRM 400, HRM 405, HRM 410, and HRM 470)

**HRM 470 Strategic Human Resources 4 credits**

Examine how HR professionals work as strategic partners within organizations. Explore the differences between the administrative Human Resource professional from the strategic Human Resource professional. Identify skills and competencies needed to perform at the strategic level. Recognize the strategic challenges related to the business and HR specifically. Learn the importance of partnering with business leaders across the organization to improve organization effectiveness. (Prerequisites: Minimum Grade of C- in HRM 382)

**HRM 498 Internship 1-12 credits**

## Human Services (HSV)

**HSV 490 Portfolio and Synthesis 2 credits**

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.

**HSV 500 Human Services 3 credits**

This course explores the roles and responsibilities that human service professionals perform in delivering services to clients with behavioral health issues in criminal justice and forensic behavioral health settings. This initial course will provide an interdisciplinary view of human services across numerous settings, including social work, case management, child protective services, domestic violence and homeless shelters, substance use and behavioral health treatment centers, first responders, courts, and community supervision. Students will (a) become acquainted with evidence-based non-clinical assessment and intervention techniques, (b) match common community-based resources to client needs, and (c) enhance communication, problem solving, and advocacy skills to employ on behalf of clients.

**HSV 510 Family Violence, PTSD & Trauma 3 credits**

This course will provide an in-depth look at the relationship between family violence, child maltreatment, post-traumatic stress disorder (PTSD), and various forms of trauma and their impacts on global functioning. It will explore risk factors and warning signs associated with family violence and other forms of maltreatment. Students will analyze the direct and indirect impacts of violence and abuse on the victims and other family members. Students will identify victim-offender typologies and explore the impact of substance use and behavioral health in cases involving family violence. Current intervention strategies and available community resources for those affected by family violence and other traumatic events will be included.

**HSV 515 Research Methods in Human Services 3 credits**

This course will provide students with the skills to critically evaluate research on issues in the field of human services. Students will learn how to apply empirical research to their decision-making with clients, including the dynamics of problem solving and the development of creative and efficient solutions. Students will build quantitative and qualitative analysis skills in the application and critique of research methodology (i.e., design, data collection, analysis, and interpretation) in the field of human services.

**HSV 525 Ethical and Legal Considerations in Human Services 3 credits**

This course focuses on the ethical and legal considerations that human service professionals encounter in their daily job duties. Topics include ethical and legal issues such as confidentiality, mandated reporting, consent and release of information, duty to warn, domestic violence, orders for protection, and harassment, especially how such issues come into play for clients with histories of self-harm, family violence, and other forms of violence. Students will learn the use of ethical decision-making frameworks and discuss the dangers faced while working in human service settings and ways to minimize potential liability. Students will explore the potential roles of human service professionals as witnesses in court cases. Students will be equipped to make ethical decisions and properly document practices in the field of human services.

**HSV 535 Psychopathology in Human Services 3 credits**

This course will examine the most common behavioral health conditions observed in human services populations, and their assessment and treatment. Topics include Serious and Persistent Mental Illness (SPMI) conditions, personality disorders, substance-use disorders, and childhood disorders. Students will learn the risk factors and key clinical features associated with each disorder and explore the impact of substance use, traumatic brain injuries, and pre-natal substance exposure on mental health symptoms. Evidence-based intervention and treatment strategies deemed most effective with human services and forensic behavioral health populations will be included.

**HSV 555 Special Populations in Human Services 3 credits**

This course will explore underserved and disadvantaged individuals who are involved in the field of human services. Topics include vulnerable children and adults, individuals impacted by intellectual, learning, neurocognitive, and neuropsychological deficits, and those diagnosed with serious and persistent behavioral health disorders. Special attention will be given to Fetal Alcohol Spectrum Disorders (FASD), Autism Spectrum Disorders (ASD), Traumatic Brain Injuries, Wernicke Korsakoff Syndrome, and trauma. Student will examine the role of institutions such as forensic state hospitals and veteran, dependency, adult and juvenile justice court systems. Students will be equipped to identify and better understand the special populations that are found in criminal justice and forensic behavioral health settings.

**HSV 560 Substance Use and Co-Occurring Disorders 3 credits**

This course provides an overview of substance use disorders and the most commonly abused substances in human service populations. Students will learn how to identify commonly abused substances, recognize patterns and warning signs associated with substance use, and identify evidence-based intervention and treatment approaches. This course will explore the impact that substance use has on brain development, behavior (e.g., violence), and the family system. Assessment criteria and screening practices for clients with comorbid substance use and behavioral health disorders are included. Topics include other complicating factors including chronic medical issues, developmental disabilities, and Traumatic Brain Injury (TBI). Students will be equipped to recognize substance use disorders in human service populations and more effectively assist clients with substance use disorders.

**HSV 565 Sexual Offending 3 credits**

This course introduces the theories and research behind why some clients engage in and justify inappropriate sexual behaviors. Topics include types of sex offenders, risk factors, statistics associated with sex offending, sex offender-specific policies (i.e., registries and civil commitment of SVPs), and sex offender treatment options. Co-morbid conditions and diagnostic criteria that are often associated with sex offending will be highlighted. Students will learn about sex offender-specific risk assessment tools along with their strengths and limitations.

**HSV 566 Risk Assessment in Human Services 3 credits**

This course introduces students to different types of risk assessments (e.g., actuarial and structured professional judgment) used with adolescents and adults in the human services arena. Topics will include in-depth exploration of risk approximation as it relates to self-harm, future violence, familial violence, sexual predation, and trauma exposure. Students will become familiar with the intended use, potential for misuse, and limitations accompanying varied risk assessment tools and methods across different settings. Students will explore the theoretical and research findings that guide the development, selection, and implementation of risk assessment procedures that are relevant to the specific referral question and case. Students will be equipped to select, rate, and utilize information gathered from risk assessment instruments in the field of human services.

**HSV 585 Cultural Awareness and Understanding for the Human Service Professional 3 credits**

This course provides the foundational knowledge and increases the awareness and skills that contribute to culturally competent practice in human services. The course will sharpen the critical thinking skills necessary for cultural competency as it highlights the intersection of cultural diversity, behavioral health, and criminal justice involvement. The course will also build self-awareness of cultural identity and how this can affect the provision of human services. An in-depth look at specific criminal behaviors (e.g., family violence) and how culture impacts these particular behaviors as well as influences involvement with corrections will be explored.

**HSV 590 Forensic Behavioral Health Law for the Human Service Professional 3 credits**

This course will examine the relationship between behavioral health and the legal system and discuss the various roles that human service professionals can play in the forensic behavioral health law arena. Topics include competency, expert witness testimony, courtroom testimony protocols, and the insanity defense. Case studies and scenarios will be used to enhance the student's understanding of the law as it relates to the mentally ill. Issues involving mentally ill offenders and developmentally impaired persons who commit crimes be addressed. The stages of a criminal case and exploration of therapeutic courts (i.e., drug, DUI, and mental health) will be included.

**HSV 595 Research and Capstone 3 credits**

This course is the culminating final project in this program of study. Students will complete a 40-60 page integrative paper on a scholarly topic relevant to the practice of human services in forensic behavioral settings.

## Information Technology Mgt (ITM)

**ITM 305 Introduction to Computer-Based Information Systems 4 credits**

This class will explore organizational strategy and competitive advantage for using Information Systems. In doing so, Ethics, Privacy and Information Security will be examined along with determining how to manage data and knowledge. Exploring telecommunications, networking and e-business will be accomplished along with discovering mobile computing. Finally identifying strategies for customer relationship and supply chain management as well along a look at business analytics and its value proposition.

**ITM 312 Harnessing Personal Innovation 4 credits**

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 325 Business Management for Information Technology 4 credits**

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 342 Project and Lifecycle Management 4 credits**

This class will explore the business strategies that drive projects in companies. An identification demonstration of the triple constraints of scope, time, and cost using the tools and artifacts of the PMI Waterfall Methodology will be complete. Understanding how to manage stakeholders by gaining champions and securing team consensus and buy-in will be pursued. Identifying and demonstrating knowledge of how to manage a Scrum Team using the tools and artifacts of the PMI Agile Methodology will be offered.

**ITM 345 The Evolution of Agile Management 4 credits**

This class will explore the change required to become an Agile Organization. An understanding of how change is expedited rapidly and how products are delivered iteratively to support the inertia of the organization. Determining how organizations have to change to facilitate an Agile environment will be examined. The new modality of how developers and business employees work together will be offered and how to maximize work not done. An understanding of how teams self-organized will be reviewed.

**ITM 351 Bridging the Technology-Business Gap 4 credits**

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.

**ITM 400 Managing Technology Organizations 4 credits**

This class will provide for a determination of who the people are and what business systems are utilized in tech-intensive organizations. There will be an exploration of growth dynamics of technology organizations. Identifying strategies used to manage technology organizations and understanding the processes of innovation plus its application in a technical environment will be explored. Determining how to manage talent focusing on technology leadership and how to manage change in a technology organization will be identified (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 402 Strategic Project Management for IT 4 credits**

Learn to deliver on new ideas and strategies by practicing traditional and agile methodologies and processes that help bring new products and services to the market. Build on differing strategic approaches and project management techniques to manage innovation so that competitive strategy and new ideas can be realized. Gain skills, through an applied research project, in gathering requirements, applying appropriate methodologies, and utilizing various deliverables to crystalize a measurable objective, perform a cost-benefit analysis, connect to business strategy, and identify constraints. (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 410 Foundations of Cyber Security and Network Defense 4 credits**

This class will initially explore Information Security Governance and Compliance. Security operations will be examined along with the foundations of Incident, Threat and Vulnerability Management. Cyber defense will be explored in-depth to include how Malware and Intrusion Detection is conducted, what countermeasures are put in place to foil cyber attacks and bad actors plus how Forensic Investigations are conducted to further determine protections for the network. Finally, how a secure enterprise is maintained based on how all the cyber security services work together. (e.g. HIPPA, SOX, GLBA). (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 420 Applied Systems Analysis and Design 4 credits**

# This class will identify the Systems Analysts role in Information Systems Development Understanding the tools used for Requirements Determination, Use Case Analysis, Process Modeling and Data Modeling is completed. Exploring the method for general technology design, User Interface Design and Program Design will be completed. Examining how new technology is implemented will round off this class.

**ITM 421 Business Strategy and Technology Innovation 4 credits**

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.

**ITM 425 Digital Transformation of Business 4 credits**

This class will explore the five domains of digital transformation: Customers, Competition, Data, Innovation and Value. Identifying how to harness customer networks and how to build platforms not just products will be determined. An identification of how to turn data into assets and the exploration of innovation by rapid experimentation will be pursued. Understanding how to adapt a Value Proposition while learning how to master disruptive business models will be discovered. (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 434 Fundamentals of Artificial Intelligence 4 credits**

This class will explore the fundamental ideas of Artificial Intelligence (AI) to include its history, symbolic AI, along with computational intelligence. It will look at specific methods of AI including logic-based reasoning, structural models, syntactic pattern analysis, pattern recognition and cluster analysis, neural networks and cognitive architecture. Issues in AI will be examined and how theories of intelligence in Philosophy and Psychology are applied. Future prospects for AI will be examined.

**ITM 435 Business Ethics for Information Technology 4 credits**

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.

**ITM 440 Applied Research Project 4 credits**

Learn to integrate business and technological knowledge to address an actual worksite need or problem. Through a capstone project gain experience in problem identification, solution selection, cost-benefit analysis, requirements gathering, options analysis, and success measurement. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisites: Minimum grade of C- in ITM 400, ITM 402, ITM 410, and ITM 425)

**ITM 500 Business Technology Strategy 3 credits**

This course introduces strategic and operational planning for the application of information systems with heavy emphasis on the alignment of information strategy to business strategy. An introduction to the four schools of strategic thought and how they relate to strategic planning and decision-making is identified. A review of the application of strategic models for the purpose of deploying corporate strategy is explored. This course draws upon current work, training or internship experience.

**ITM 505 Ethics in Information Technology 3 credits**

This course explores real-world information technology dilemmas and frameworks to identify ethical problems and reach ethical decisions. Its objective is to use these skills, grounded in ethical theory, to make informed decisions within fast-paced and emerging business environments. This course draws upon current work, training or internship experience.

**ITM 510 Research in Information Technology 3 credits**

# As part of a research project identify the critical role I.T. plays in organizational development. This course will explore how to employ action learning to improve the competitiveness of the organization. Defining IT challenges from an operational and strategic perspective the class will explore adaptive learning technique by offering proven educational theories and practices to foster the required changes in your staff. Research of existing organizational learning theories and the historical problems that occur with companies will be conducted to understand how to research these issues and provide solutions for technology enablement of the business. This course draws upon current work, training or internship experience.

**ITM 515 Strategic Communication 3 credits**

Learn effective communication strategies and skills necessary for success in real-world business settings. Develop authentic communication skills, central to strategic innovation, to ethically advance corporate strategy.

**ITM 520 Financial Analysis for Technology Managers 3 credits**

Learn financial tools leaders use to create value as they make technology decisions for their organizations. Apply these tools to business cases from the technology industry to increase skills in making data informed decisions. This course draws upon current work, training or internship experience.

**ITM 525 Managing Technology Teams 3 credits**

Develop skills to ethically lead and manage technology teams in evolving business environments. Explore how to select, motivate, and support teams to meet operational and strategic goals within a dynamic organizational culture. This course draws upon current work, training or internship experience.

**ITM 530 Leadership Information Technology 3 credits**

Explore leadership essentials, proven effective within the technology sector and beyond, and learn to distinguish when to lead and when to manage. Use these skills, recognizing leaders are found at all organizational levels, to ethically lead change and innovation. This course draws upon current work, training or internship experience.

**ITM 535 Business Intelligence and Data Analytics 3 credits**

Understand and describe the business intelligence (BI) methodology and concepts as well as the various types of analytics. Explore, analyze and visualize the data necessary for managerial decision making. Explore emerging technologies and their impact on analytics, BI, and business decision support. This course draws upon current work, training, or internship experience.

**ITM 540 Information Security 3 credits**

Analyze how information systems are designed to interact with people and carry out ethical business strategy. Design plans to secure enterprise-wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. This course draws upon current work, training or internship experience.

**ITM 545 IT Project Management 3 credits**

This course identifies how to deliver on new ideas and strategies by practicing traditional and agile methodologies and processes that help bring new products and services to the market. It builds on differing strategic approaches and project management techniques to manage innovation so that competitive strategy and new ideas can be realized. An understanding of the DevOps model that facilitates an effective organization and how it relates to delivering new products and how to leverage it will be explored. This course draws upon current work, training or internship experience.

**ITM 550 Technology Management and Innovation 3 credits**

Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. This course draws upon current work, training or internship experience.

**ITM 555 Capstone 3 credits**

This course integrates knowledge learned throughout the program. Demonstrate an understanding of content obtained by completing a research paper addressing an issue in an industry. Ethically incorporate technical and business knowledge skills through identifying key issues by doing a thorough search of academic and practitioner knowledge to support a stated thesis. This course draws upon current work, training or internship experience. This course draws upon current work, training or internship experience.

**ITM 560 Data Science and Data Analytics 3 credits**

This course looks at a managerial approach to understanding business intelligence (BI) systems. Its objective is to help future managers use and understand analytics by providing a solid foundation of BI that is reinforced with hands-on practice. This includes an introduction of business intelligence, data analytics and data science. It explores descriptive, predictive and prescriptive analytics. It identifies big data concepts and tools. It also describes future trends, privacy and managerial considerations in Analytics.

**ITM 562 Business Statistics 3 credits**

This course in data analysis and statistical inference requires no background in statistics. Its objective is to provide individuals the basic statistical tools for analyzing and interpreting data. It will explore how to define and collect data. It will provide guidance in organizing and visualizing variables, defining numerical descriptive measures and understanding statistical probability. It will look at testing techniques such as Hypothesis Testing, Two sample and one-way ANOVA tests, Chi-Square Tests, Simple Linear Regression and Multiple Regression. A review of Descriptive, Predictive and Prescriptive Analytics and how it is supported by statistical inference will be reviewed.

**ITM 564 Programming for Analysts 3 credits**

This course in programming provides for a broad range of students who need to work with data. It uses the open-source R statistical package. It introduces the programming of statistical graphics simulation methods, numerical optimization, and computational linear algebra.

**ITM 566 Business Intelligence and Decision Support Systems 3 credits**

This course provides an introduction to decision support systems (DSS) for business intelligence (BI). It looks at decision-making, data components, model components and the use of user interfaces. It explores designing a DSS using object-oriented technologies and implementing it with a recognition of how to evaluate a deployed system. Executive information and dashboards coupled with group decision support systems will be identified.

**ITM 568 Big Data Analytics 3 credits**

This class will explore various aspects of Big Data Analytics. It will look at the tools, technology, applications, use cases and research directions in the field. Initially it will explore challenges in big data and big data analytics. The Big Data Reference Model will be examined. A look at big data analytic tools such as Hadoop, Spark and Splunk will be completed. Looking at predictive models used in analytics and a framework for minimizing data leakage will be explored. Storing big data will be examined plus a study of big data cluster analysis will be done. Finally, non-linear extraction of big data analytics will be described along with data mining and large-scale data clustering.

## International Programs (ITS)

**ITS 102 Foundations for International Students 1 credit**

This course will focus on building the skills and knowledge international students need to be successful while studying in the US. By the end of the course, students will be better prepared to be successful in their education endeavors at Concordia. This course will require students to gain introductory knowledge of intercultural theory as well as apply course concepts through written assignments, group work, and presentations.

## Italian (ITA)

**ITA 101 Intro. Italian Lang & Culture 3 credits**

Learning the basics of Italian and the culture of Italy.

**ITA 102 Introduction to Italian Language and Culture 3 credits**

Introduction to Italian Language and Culture 102 gives a broad overview of this fascinating and ancient culture and the basics of the Italian language. It is a continuation of ITA 101 and will prepare students to study abroad in Italy and provide them with the basic tools to survive linguistically and to understand some of the basics of the Italian culture.

**ITA 488 Independent Study 1-4 credits**

## Kinesiology (KHS)

**KHS 100 Walking and Running Basics 1 credit**

This course develops the fundamental skills, strategies, and experiences to enjoy the health benefits of walking and running.

**KHS 102 Team Sports Activities 1 credit**

This course develops the fundamental skills, strategies, and experiences in team activities such as soccer, volleyball, and basketball.

**KHS 103 Strength & Conditioning Activities 1 credit**

This course develops the fundamental skills, strategies, and experiences in fitness activities such as weight training and cardiovascular conditioning.

**KHS 106 Basketball Basics 1 credit**

This course develops the fundamental skills, strategies, and experiences to enjoy the sport of basketball.

**KHS 107 Golf 1 credit**

This course develops the fundamental skills, strategies, and experiences to enjoy the sport of golf.

**KHS 108 Racquetball 1 credit**

This course develops the fundamental skills, strategies, and experiences to enjoy the sport of racquetball.

**KHS 110 Health Science 3 credits**

This course will provide students with the opportunity to assess their current lifestyles while examining major public health issues of regional, national, and international concern. Students will critically analyze and reflect on the implications of engaging in health-conscious behaviors for the present and future. Students will be exposed to a broad range of consumer issues and information relating to various aspects of health science. This course addresses the University Outcomes of Physical Values and Information Literacy.

**KHS 114 Pilates 1 credit**

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 116 Fitness Experience 1 credit**

This course offers students the opportunity to experience fitness courses at a local fitness center.

**KHS 117 Group Fitness Yoga 1 credit**

The physical activity course offers students an introduction to the overall fitness benefits of yoga exercises. Students will develop a positive attitude toward exercise and healthful living through participation in group fitness yoga exercises and class discussion. This course involves the fitness components of strength, flexibility, balance, and muscle endurance.

**KHS 126 Cross Country-Intercollegiate Men 1 credit****KHS 127 Cross Country-Intercollegiate Women 1 credit****KHS 128 Football-Intercollegiate 1 credit****KHS 129 Volleyball-Intercollegiate 1 credit****KHS 130 Cheerleading 1 credit****KHS 131 Dance Line 1 credit****KHS 132 Soccer-Intercollegiate Women 1 credit****KHS 133 Golf-Intercollegiate Women 1 credit****KHS 134 Golf-Intercollegiate Men 1 credit****KHS 135 Spirit Squad 1 credit****KHS 136 Basketball-Intercollegiate Men 1 credit****KHS 137 Basketball-Intercollegiate Women 1 credit****KHS 138 Baseball-Intercollegiate 1 credit****KHS 139 Softball-Intercollegiate 1 credit****KHS 140 Indoor Track & Field-Intercollegiate Men 1 credit****KHS 141 Indoor Track & Field-Intercollegiate Women 1 credit****KHS 142 Outdoor Track & Field-Intercollegiate Men 1 credit****KHS 143 Outdoor Track & Field-Intercollegiate Women 1 credit****KHS 144 Lacrosse-Intercollegiate Women 1 credit****KHS 200 Community Safety & First Aid/CPR 1 credit**

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.

**KHS 201 Pilates Certification 6 credits**

Intensive Mat-Plus (IMP) Certification Course: This course is intended to build on our students' general fitness and exercise science industry knowledge with classroom instruction and hands-on training specific to STOTT Pilates Mat work.

**KHS 220 Research Methods 4 credits**

This course is designed to expose students to the principles and concepts necessary for understanding the basic elements of research in kinesiology and allied health. Students will learn about the research process, types of measurement and research, and proper writing style. Emphasis will also be placed on locating and evaluating credible evidence from various sources. Concepts from this course will assist students in applying research methods to topics within their own fields of interest.

**KHS 240 Introduction to Public Health 4 credits**

This course gives students an overview of the broad field of public health, which centers on health promotion and disease prevention. Throughout the course students will be actively engaged in discussions and activities that promote a greater understanding of public health as a system, as well as its interdisciplinary connections to other health care fields.

**KHS 300 Applied Nutrition 4 credits**

The study of the interaction of humans with food. Nutritional concepts, current consumer issues in nutrition, nutritional needs through the life cycle, and international nutritional concerns and issues are studied.

**KHS 310 Drug Education 2 credits**

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.

**KHS 311 Functional Anatomy 4 credits**

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 316 Psychology of Sport Injury and Rehabilitation 4 credits**

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 3 credits**

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.

**KHS 375 Sociology of Sport and Exercise 4 credits**

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 4 credits**

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.

**KHS 391 Law & Sport 4 credits**

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 4 credits**

Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the 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 & Managing Sport Facilities 4 credits**

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 Sport Business 4 credits**

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 credits**

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.

**KHS 420 Program Administration 2 credits**

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.

**KHS 435 Sport Psychology 4 credits**

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. (Suggested prerequisite: PSY 101)

**KHS 436 Motor Development, Control & Motor Learning 4 credits**

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.

**KHS 439 Physical Dimensions of Aging 3 credits**

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.

**KHS 450 Exercise Assessment 4 credits**

This course will focus on exercise testing and prescription with regard to stress testing and fitness evaluations. Indications and applications for clinical exercise testing and contraindications to exercise testing will be addressed, as well as special populations.

**KHS 455 Occupational and Environmental Health 4 credits**

Students will be introduced to physical, chemical, and biological hazards found in the environment and the health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.

**KHS 460 Health Advocacy and Leadership 4 credits**

Through this course, students will explore advocacy for protection and promotion of the public's health at all levels of society. Students will learn the professional skills necessary to function successfully as patient advocates and policy advocates. In addition, student leadership styles will be investigated, including career exploration and preparation.



**KHS 472 Athletic Training, Injury Prevention, and Safety 4 credits**

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 credits**

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 credits**

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.

**KHS 475 Applied Exercise Prescription 4 credits**

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 474 Exercise Physiology)

**KHS 479 Coaching Pedagogy 2 credits**

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.

**KHS 482 Advanced Athletic Training 4 credits**

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. (Preferred prerequisite: KHS 472)

**KHS 488 Kinesiology Independent Study 1-4 credits****KHS 490 Senior Professional Seminar 1 credit**

This seminar course serves as the senior outcomes exam for all KHS majors. The course emphasizes professionalism, teamwork, and leadership, as it provides final preparation for student transition to job or graduate school. (Prerequisite: senior status)

**KHS 497 Seminar in Graduate Kinesiology and Health Sciences 3 credits**

This seminar is an advanced exploration of the disciplines within the kinesiology and health sciences department, and will further serve as preparation for 3+2 undergraduate students to begin their graduate program.

**KHS 498 Internship 1-12 credits**

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.

**KHS 503 Coaching Theory and Practice 3 credits**

This course introduces students to theories, models, and practices of coaching as well as coaching principles and practice and how they contribute to effective coaching. Students will explore the context of coaching within the broader professions of team sports and one-on-one training.

**KHS 510 Human Resource Management 3 credits**

Discusses critical aspects of human resource management as it relates to sport organizations. An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems.

**KHS 513 Strength and Conditioning 3 credits**

This course familiarizes students with the scientific principles of comparative movement analysis. The students are introduced to the underlying physiological and bio-mechanical principles behind foundational training principles and how they can influence training and program design.

**KHS 515 Management and Leadership 3 credits**

Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, and decision making. Students will examine their individual management and leadership styles as they relate to sport management administration. This course will analyze how leadership is not only different from management but also more effective in today's workplace.

**KHS 520 Sport Finance 3 credits**

The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a sport management setting.

**KHS 523 Scouting and Recruiting 3 credits**

This course provides insight as to what it takes to identify, qualify, and recruit prospects for a sport team. Students will examine effective recruiting operations from identifying prospects to recruiting players while maintaining compliance with rules and regulations.

**KHS 525 Facility and Event Management in Sport 3 credits**

This course takes a multi-disciplinary approach to the theories and practices of facility design, construction, and operations. The course will examine a wide variety of both indoor and outdoor sports facilities including stadiums, gymnasiums, golf courses, fitness centers, and athletic fields. Students will also examine event management and programming within the context of stadium and arena management.

**KHS 530 Research Methods 3 credits**

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.

**KHS 533 Sport Media and Technology 3 credits**

This course will examine the relationships between the sport industry, media, and technology. The course will explore various mediums such as radio, television, online forums, blogs, and social media, in terms of their history, function, impact, and ethical implications in the sport industry. Students will also examine the importance of technology in sport and how to integrate this knowledge into sport business.

**KHS 535 Sport Marketing 3 credits**

This course will examine the application of marketing principles in the sport industry. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sponsorships, branding, promotions, and event marketing.

**KHS 540 Legal Aspects of Sport 3 credits**

Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities, and business. The course will examine risk management strategies along with law related to operation and administration of sport-related programs. Students will explore case studies relating to the legal aspects of sports.

**KHS 545 Ethics and Policy in Sport Management 3 credits**

This course explores the topics of ethics and policy for administrators in a sport management setting. Students will critically analyze ethical concepts which influence the development of sport policies. The course will further examine the relevance of ethical considerations in policy development and compliance. Students will use contemporary case studies to examine ethical dilemmas relating to policy enforcement.

**KHS 550 Sport Sales and Fundraising 3 credits**

Sales is an essential revenue producing function for any commercial organization. Sport and recreations have a unique marketing relationship of product and inventory with the consumer and marketplace. The course is designed for the student to learn the theoretical concepts and the application of skills and practices associated with the sports sales process. Through readings and lectures, the course will examine the rationale regarding the benefits and disadvantages of various sales and promotional methodologies. This course will then concentrate on promotional and sales strategies, campaigns, and techniques.

**KHS 553 Data Analytics for Sport 3 credits**

This course explores the theory, development, and application of analytics in sports. Students will learn about analyzing and interpreting sport data through exploratory data analysis and presentation graphics, showing real world implications for athletes, coaches, team managers, and the sports industry. The class will discuss the application of analytics in sports for purposes of in-game strategy, player performance, team management, sports operations, among many other topics.

**KHS 565 Capstone 3 credits**

The capstone course provides the sport professional with the opportunity to synthesize the learning which has taken place throughout the program. It further focuses upon the practical application of knowledge within the industry. The capstone will serve as an assessment of student learning within the Master of Arts in Sport Management and Master of Science in Coaching and Athletic Administration.

**KHS 570 Ethics and Sociology in Sport and Exercise Science 3 credits**

This course explores the ethical and sociological issues in sport and exercise settings. Students will critically analyze problems and issues from an ethical and sociological perspective. Students will further examine contemporary case studies to think reflectively about the topics presented in the course in relation to present life experiences and future plans.

**KHS 575 Statistics in Kinesiology 3 credits**

Students will examine the concepts, methods, and usage of statistical data within the context of kinesiology research.

**KHS 580 Mechanisms of Skilled Neuromuscular Behavior 3 credits**

This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

**KHS 585 Biomechanics in Exercise Science 3 credits**

This course examines qualitative and quantitative elements and physics of human movement. Content areas include the structural mechanics of bone physiology, muscle mechanics, and connective tissue principles. Sport techniques and environmental conditions (e.g., friction, air, and water resistance) are also explored. Biomechanical implications of sport and fitness skill performance will be analyzed for mechanical efficiency and effectiveness.

**KHS 590 Psychology of Sport and Exercise 3 credits**

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 in the exercise science industry. Psychological aspects of exercise-related injury will also be explored within this course.

**KHS 595 Clinical Exercise Assessment 3 credits**

Students will learn how to select physical fitness tests, and conduct physiological assessments on members of diverse populations. Students will further study the procedures involved in screening individuals from diverse populations with varying levels of functional work capacity.

**KHS 600 Exercise Physiology 3 credits**

The physiological responses to exercise performance and the effects of physical activity on the body's functions are examined in theory and application.

**KHS 605 Nutrition and Metabolism 3 credits**

This course focuses on the integration of nutrition with molecular and cellular biochemistry of metabolism. Major topics discussed in this course include the metabolic effects of diet composition, the interactions of macronutrients, and dietary modifications and their associated impact upon performance.

**KHS 610 Research Methods 3 credits**

This course examines the various research methodologies used in exercise science. 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 research are introduced.

**KHS 615 Exercise Prescription 3 credits**

This course focuses upon the design of individualized exercise programs and prescriptions in health and disease. Knowledge of skills necessary for safe and effective application of these prescriptions for members of diverse populations as well as the prevention and maintenance of chronic disease will be emphasized.

**KHS 620 Master's Capstone 3 credits**

The capstone course provides the exercise science professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the exercise science industry. The capstone will serve as an assessment of student learning within the Master of Science in Exercise Science program.

**KHS 730 Baseball-Intercollegiate 1 credit**

**KHS 7000 Current Issues and Trends in Kinesiology 3 credits**

This course prepares students to analyze current problems, issues, and trends impacting kinesiology professions. The emphasis is on selecting and discussing emerging and controversial topics from research and everyday experiences that lead to action. Leadership principles are examined as students develop and identify leadership strategies, tools and applications to successfully implement a personal mission and vision statement.

**KHS 7010 Medical Aspects of Exercise and Disease Prevention 3 credits**

This course utilizes an epidemiological approach to examine the relationship between physical activity and health and/or disease outcomes. Emphasis is on the role of exercise in preventative medicine. Topics include the impact of exercise on various diseases, and the effect of various medical conditions on the ability to participate in vigorous exercise and competitive sports.

**KHS 7020 Exercise and Health Behavior Change 3 credits**

Advanced analysis of theoretical health behavior models and their application to physical activity behavior. Includes practical techniques, tools and interventions (e.g., counseling skills, motivational interviewing) to enhance exercise adherence and motivation across the lifespan.

**KHS 7030 Professional Ethics and Program Management in Kinesiology 3 credits**

This course examines ethical and socio-cultural issues that kinesiology students will face during their training and professional practice emphasizing conceptual frameworks needed to articulate concerns and engage in meaningful dialogue with others. Topics include the application of ethical program management, financial management, legal issues, and evaluation and planning.

**KHS 7100 Cardiovascular Responses to Exercise 3 credits**

This course examines the effects of acute and chronic exercise on the cardiovascular system, with an emphasis on understanding the regulatory mechanism that controls the cardiovascular system at rest and in response to aerobic and resistance exercises.

**KHS 7110 Neuromuscular Aspects of Exercise Physiology 3 credits**

This course provides an in-depth analysis of the structural basis for muscular contraction, regulation of energy metabolism during exercise, and adaptations of the neuromuscular system in response to aerobic and resistance exercise.

**KHS 7120 Advanced Exercise & Sports Nutrition 3 credits**

This course examines the role of nutrient selection, metabolism, and timing play in supporting and improving health and human performance. Topics include nutrient bioenergetics, optimizing nutrient timing, micronutrients and macronutrients, ergogenic aids, thermoregulation, fluid balance, and weight management.

**KHS 7130 Advanced Exercise and Sport Psychology 3 credits**

This course is designed to prepare students to apply practical and theoretical psychological principles to individuals participating in exercise and sport. Emphasis is placed on theory and research on motivation, personality, cognition, self-efficacy, leadership effectiveness, attributions, attitudes, and group dynamics.

**KHS 7200 Advanced Biomechanics in Exercise Science 3 credits**

This course examines qualitative and quantitative elements and physics of human movement. Content areas include the structural mechanics of bone physiology, muscle mechanics, and connective tissue principles. Sport techniques and environmental conditions (e.g., friction, air, and water resistance) are also explored. Biomechanical implications of sport and fitness skill performance will be analyzed for mechanical efficiency and effectiveness.

**KHS 7210 Advanced Exercise Physiology 3 credits**

The physiological responses to exercise performance and the effects of physical activity on the body's functions are examined in theory and application.

**KHS 7220 Advanced Mechanisms of Skilled Neuromuscular Behavior 3 credits**

This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

**KHS 7230 Advanced Exercise Prescription 3 credits**

This course focuses upon the design of individualized exercise programs and prescriptions in health and disease. Knowledge of skills necessary for safe and effective application of these prescriptions for members of diverse populations as well as the prevention and maintenance of chronic disease are emphasized.

**KHS 7240 Advanced Strength & Conditioning 3 credits**

Students examine the essential physiological and biomechanical basis of resistance training principles and how they can influence training and program design. Topics include exercise techniques (resistance training, flexibility exercises, plyometrics, speed and agility), training adaptations, program design, structure and function of body systems, and techniques for evaluating various aspects of fitness.

**KHS 7800 Action Research in Kinesiology 3 credits**

This course provides an overview of action research methods in order to solve a kinesiology problem. Students examine unique and emerging proactive and responsive action research that generates knowledge and results in practical outcomes for participants.

**KHS 7810 Applied Measurement and Evaluation Techniques in Kinesiology 3 credits**

This course examines advanced testing procedures for collecting and analyzing data while applying results to real-life situations in kinesiology. Topics including testing techniques for knowledge, skill, fitness, and attitudes. The emphasis is on evidence-based decision making that can be applied to professions in kinesiology.

**KHS 7820 Research Methods in Kinesiology 3 credits**

This course explores important practical considerations for applying quantitative and qualitative kinesiology research. Emphasis is placed on real-world examples of how research is effectively accessed, interpreted, and used in professional kinesiology settings.

**KHS 7830 Advanced Research Seminar in Kinesiology 3 credits**

This course builds on the previous course, but with an intentional focus on the dissertation topic of interest for each student. In-depth research strategies, data reliability and credibility, and the IRB process are discussed and completed during this course. Students schedule the dissertation proposal during this course.

**KHS 7900 Seminar in Kinesiology 1 1 credit**

This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on selecting the dissertation topic, identifying a dissertation advisor, and drafting an Introduction.

**KHS 7901 Seminar in Kinesiology 2 1 credit**

This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on forming the dissertation committee and drafting the Literature Review.

**KHS 7902 Seminar in Kinesiology 3 1 credit**

This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on drafting the Methodology.

**KHS 7903 Seminar in Kinesiology 4 1 credit**

This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor, placing special focus on drafting a dissertation prospectus.

**KHS 7950 Dissertation 3 credits**

The dissertation is an independent, scholarly work of research completed by the doctoral candidate, under the guidance of a dissertation committee. A dissertation demonstrates a candidate's ability to undertake scholarship in his or her field through intellectual endeavor and the application of research skills. The completion of a dissertation requires a scholarly mindset involving ongoing evaluation, analysis, and synthesis of previous, relevant research as well as one's own work. A dissertation involves exploring an important problem that warrants investigation due to its centrality to issues of practice and application.

## Leadership & Management (MLM)

**MLM 500 Leadership, Management, Influence and Change 4 credits**

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.

**MLM 510 Applied Moral and Ethical Leadership 4 credits**

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.

**MLM 520 Strategic Organizational Research 4 credits**

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.

**MLM 525 Financial Management for Leaders 4 credits**

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.

**MLM 532 Project and Quality Management 4 credits**

This course covers the practical aspects of completing tasks while working with, leading, and influencing teams in a project environment for high quality results. Students will learn how to effectively manage projects using software tools that focus on the various related leadership issues, such as monitoring needs compared with current action, team dynamics, planning, execution, problem-solving, closure, and assessment. Discussion may include appropriate quality measures including Reengineering, Six Sigma, Lean Manufacturing, Office Kaizen, and Process Improvement.

**MLM 542 Strategic Leadership and Process Implementation 4 credits**

This course examines the leader and manager's role in influencing the development and implementation of vision, mission, values, and coherent strategic plans. Students will use classical and creative strategies to develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic capabilities and develop a plan for increasing their strengths in this area. Emphasis will be placed on ways to manage the implementation phase through best-practice processes.

**MLM 545 Legal Issues for Today's Leaders 4 credits**

This course explores how the legal environment can influence a leader's decisions, guiding their actions and helping them avoid legal pitfalls in today's complex organizations. This understanding will help leaders identify greater opportunities to influence change and innovation. Students will also learn to understand and influence the spirit behind various policies, regulations, laws, and guidelines that take leadership beyond simple compliance with governmental regulations.

**MLM 552 Organizational Culture Management 4 credits**

This course explores how leaders manage the soft, relationship skills of organizational life to leverage their experience and practical research as they successfully influence innovative, disciplined, and well-led organizations. Topics explore strategies to a) assess an organization's culture and climate; b) develop a continuous flow talent management mindset incorporating Training & Development methods throughout the organization; c) motivate and positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing, improving, influencing, and (re)allocating talent; d) explore the concepts and theories related to change management and improvement; and e) develop skills to influence, plan, and implement changes for improving organizational life in both corporate and nonprofit settings.

**MLM 555 Leadership and Management Research, Synthesis and Reflection 4 credits**

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.

**MLM 589 Contextual Global Experience 4 credits**

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 552.)

**MLM 599 Independent Study 1-4 credits**

## Management (MAN)

### MAN 101 Introduction to Business 2,4 credits

This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

### MAN 120 Business Fundamentals and Entrepreneurship 2 credits

Learn what it means to be an entrepreneur while exploring foundational concepts in management, marketing, economics, and finance/accounting. Create a full business plan for a small business in class, making daily decisions about the business in a dynamic environment.

### MAN 201 Business Analytics 2 credits

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. (Prerequisite: MAT 110)

### MAN 202 Analytics, Modeling, and Techniques 2 credits

Apply tools and techniques learned through statistical modeling and visualizing data to improve skills in predictive and prescriptive analytics. Structured and unstructured data will be examined through data mining, web mining, text mining and sentiment analysis. (Prerequisites: MAT 110 and MAN 201)

### MAN 204 Legal Environment of Business 2 credits

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.

### MAN 301 Organizational Behavior 4 credits

Students study the basic principles of management while examining the effects of human behavior on teams and organizations. Students learn foundational theories of motivation, leadership, team building, and change management using classroom activities and case studies.

### MAN 302 Operations and Quality Management 2 credits

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. (Prerequisite: CSC 121 or CSC 210).

### MAN 350 Global Management 4 credits

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 370 Leading Nonprofit Organizations 4 credits

Explore how to lead nonprofit organizations using effective leadership and administration practices. Examine the role of nonprofit boards and leaders in meeting community and organizational needs. Learn to strengthen nonprofit organizations through financial accountability, marketing, and strategic planning. (Prerequisite or Corequisite: MAN 301)

### MAN 401 Business Strategy and Ethics 4 credits

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 one of the last two semesters of their program. (Prerequisites: ECO 101, MAT 110, ACC 201, MAN 301, FIN 301, MAN 201)

### MAN 410 Managing Talent, Change and Negotiations 4 credits

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. (Prerequisite: MAN 301)

### MAN 415 Biblical Christianity for Thoughtful People 4 credits

### MAN 420 Managing Volunteers and Fundraising 4 credits

Learn the difference between managing paid employees and managing volunteers, and discover how strategies in volunteer management fits your own management style. Explore innovative approaches to fundraising and then put these ideas into action as you organize a fundraiser for a local nonprofit organization. (Prerequisite: MAN 301)

### MAN 435 Applied Ethics 4 credits

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 credits

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 & Projects 4 credits

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. This course is for seniors only. (Prerequisite: MAN 301, CSC 210 or CSC 121)

### MAN 488 Independent Study 1-4 credits

### MAN 498 Internship 1-12 credits

### MAN 499 Senior Outcomes 0 credits

## Management and Leadership (MAL)

### **MAL 402 Team Leadership 4 credits**

Learn how team functions affect organizational effectiveness. Through hands-on team exercises, practice developing team culture, decision-making, increasing productivity, providing critical feedback, and resolving conflict in groups. Students develop strategies to lead and build productive teams. (Prerequisite: Minimum grade of C- in BUS 380 or HRM 382)

### **MAL 404 Leading Change 4 credits**

Develop the skills needed to support innovation and improvement in organizations. Design an organizational change plan, create a vision, manage the communication, and identify the barriers to effective implementation of the change. Explore the impact of change on the day-to-day work experience of organizational members, and discover how culture, management philosophy, and individual performances are influenced by change. (Prerequisite: Minimum grade of C- in BUS 380 or HRM 382)

### **MAL 406 Project Management 4 credits**

Enhance leadership skills by applying effective project management tools and techniques to initiate, plan, execute, monitor, control, and close a project. Practice project management leadership techniques that will help teams meet organizational goals. Topics include project scope, cost, time, integration, quality, communication, risk human resources, and procurement management. (Prerequisite: Minimum grade of C- in BUS 380 and MAL 402)

### **MAL 408 Conflict Management and Negotiations 4 credits**

Develop strategies to manage organizational conflict effectively and lead collaborative negotiations. Learn how positive dialog and effective communication can change organizational conflict from destructive to constructive. Master the art of win/win collaborative negotiations while preserving relationships using principled dispute resolution strategies. Improve negotiating skills by practicing strategies and tactics to conduct collaborative and competitive negotiations. (Prerequisite: Minimum grade of C- in BUS 380 or in HRM 382)

### **MAL 410 Strategic Planning Capstone 4 credits**

Learn to construct a strategic plan for a business aligning the vision, mission, and strategic objectives, while developing concrete action plans for success. Incorporate performance analysis using strategic decision making tools and write recommendations that reflect critical and ethical thinking. This course brings the skills, tools, and analysis learned throughout the program together into a culminating capstone project. (Prerequisite: Minimum grade of C- in MAL 404 and MAL 406)

## Marketing (MAR)

### **MAR 301 Principles of Marketing 4 credits**

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 312 Consumer Behavior 4 credits**

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 this course.

### **MAR 313 Advertising and Promotions 4 credits**

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: MAR 301)

### **MAR 413 Marketing Research 4 credits**

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. This course is for seniors only. (Prerequisites: MAR 301)

### **MAR 414 Marketing Strategy 4 credits**

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. (Prerequisite: MAR 301 and MAR 413)

### **MAR 470 Digital Marketing 2 credits**

This course will focus on the latest tactics and techniques used by companies in online marketing. Online, digital, social media, and e-commerce, search engine, and mobile marketing are all growing aspects of integrated marketing campaigns. Students will learn the fundamental elements of effective online marketing and will prepare marketing plans that incorporate these new tactics. (Prerequisite or Corequisite: MAR 301 and Junior standing)

### **MAR 471 Global Marketing 2 credits**

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. (Prerequisite: MAR 301)

### **MAR 488 Marketing Independent Study 1-4 credits**

### **MAR 498 Marketing Internship 1-12 credits**

## Marketing Management (MKM)

### **MKM 311 Innovation and Complex Systems 4 credits**

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.

### **MKM 321 Marketing Innovation 4 credits**

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.

### **MKM 330 Integrated Marketing Communications 4 credits**

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.

### **MKM 342 Marketing Research 4 credits**

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 350 Interactive and Mobile Marketing 4 credits**

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 4 credits**

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 386 Marketing Principles 4 credits**

Develop skills for effective integrated marketing and business strategy to create innovate and sustained competitive advantage in the digital economy. Learn to ethically apply these insights for business growth to advance strategy. Students explore international marketing perspectives emphasizing future trends while examining the current market environment and marketing strategy elements.

### **MKM 401 Understanding and Developing a Strategic Approach to Social Media 4 credits**

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 developing a real world social strategy throughout the series of three courses (Strategy, Implementation and Measurement).

### **MKM 402 Implementing Social Media Plans and Processes 4 credits**

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 4 credits**

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 411 Applied Business Ethics 4 credits**

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.

**MKM 431 Applied Accounting & Finance 4 credits**

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.

**MKM 440 Business Plan 3 credits**

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.

**MKM 441 Marketing Strategy 4 credits**

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.

**MKM 450 Innovation and Systems Thinking 4 credits**

Learn the framework and techniques to systematize innovation taking advantage of emerging opportunities. Develop an understanding for how innovation affects the deployment of resources fulfilling customer desires. Examine the underlying dynamics, culture, and change within an organizational context and its interrelated systems. (Prerequisites: Minimum grade of C- in MKM 386)

**MKM 452 Integrated Promotional Strategy 4 credits**

Explore competencies in advertising, PR, sales promotion, and marketing through analyzing their strengths and weaknesses. Gain skills in strategy development and planning while concentrating on incorporating targets, timing, and message strategies with a U.S. and global perspective. Develop authentic communication skills to ethically advance organizational strategy. (Prerequisites: Minimum grade of C- in MKM 386)

**MKM 454 New Media Literacy and Social Media 4 credits**

Learn to analyze, develop, implement, and evaluate communication strategies in the new media landscape where traditional channels and online social media co-exist. Explore digital, mobile, and social media, how to build digital media marketing strategies and track their effectiveness to increase shareholder value. Consideration will also be given to ethical issues associated with online privacy and security. (Prerequisites: Minimum grade of C- in MKM 386)

**MKM 456 Marketing Information and Analysis 4 credits**

Examine management interaction and leadership in the world's largest industry by identifying and addressing growth strategies. Develop key management concepts and techniques to support workplace efficiency and productivity to ethically drive the industry through winning customer experiences. (Prerequisites: Minimum grade of C- in MKM 386)

**MKM 480 Business Plan 4 credits**

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.

**MKM 488 Independent Study 1-4 credits****MKM 490 Business Strategy Plan 4 credits**

Examine the interaction between business and market strategy to create innovative and sustained competitive advantage. Explore the foundation, processes, outcomes, and state of market strategy within the general framework of the firm. Utilize skills to complete a business plan as the program's capstone. (Prerequisites: Minimum grade of C- in MKM 450, MKM 452, MKM 454, and MKM 456)

**MKM 498 Internship 1-12 credits**

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.

## Math (MATX)

**MATX 500 Adding Relevance to Teaching Mathematics 3 credits**

When students engage in mathematics that is relevant to their world, they pose questions, seek answers, and are passionate about math. Relevant and rigorous math satisfies students' natural curiosity while building their understanding of math concepts. When coupled with asking good questions, engaging in three-act math tasks, and incorporating technology, relevant math can also enhance literacy skills, interest in math, and engagement in authentic learning experiences that connect to problem-solving in the real world. In this course, you will learn practical methods for using relevant math concepts, theory, and practice to spur students' excitement for and engagement with math tasks. By examining current research and practice, you will be able to develop lessons that students will both love and remember. For example, you'll develop strategies for integrating inquiry-based learning, authentic problem-solving, math-based investigations, and student-centered approaches to help students tackle complex and rigorous questions. By the end of the course, you will be able to integrate researched-based techniques to guide mathematical inquiry in a manner that motivates and excites students, supports math comprehension, and creates a lifelong interest in math. This course is offered through Advancement Course.



**MATX 501 Building an Effective Elementary Mathematics Curriculum 3 credits**

Elementary-level math sets up the foundation for all higher mathematics and the basic math skills that students will use for their entire adult lives. With so much at stake, how do you ensure students leave your classroom with the knowledge they need to succeed in the future? In this course, you will learn to develop a strong and robust mathematics curriculum for your K–6 students. Whether you want to change what you teach or how you teach it, you will receive step-by-step advice for how to ensure your curriculum effectively communicates and assesses the skills advised by standards such as Common Core and the National Council of Teachers of Mathematics (NCTM). You will cultivate strategies for differentiating instruction, selecting engaging activities, reaching students with diverse learning styles, communicating effectively to both individual students and the entire class, ensuring authentic understanding, and connecting your instruction to district and national standards. With the knowledge and methods you gain in this course, you will be prepared to offer your students a cohesive and cutting-edge math curriculum with compelling activities and effective teaching strategies. This course is offered through Advancement Courses.

**MATX 502 Closing the Gender Gap in STEM 3 credits**

The gender gap in science, technology, engineering, and math (STEM) is real. Females are less likely to do well on the math sections of college entrance exams, less likely to major in STEM fields, and less likely to take most math and science Advanced Placement exams, among many other startling statistics. Divisions between females and males in attitudes toward STEM subjects appear very early in elementary school and are exacerbated by societal beliefs about the interests and aptitudes of children of different genders. In this course, you will explore the nature of the gender gap in math and science and how you can help to close it. You'll learn specific strategies for helping girls become better learners in STEM subjects and mitigate negative beliefs about their abilities in these fields. Through methods such as differentiating lessons, teaching to girls' typical learning styles, and working with girls' strengths, you will cultivate new methods of addressing the gender gap in your classroom by increasing girls' confidence, abilities, and performance in STEM fields. Using the techniques from this course, you will be able to empower your female students to take a deeper interest in STEM subjects and pursue further education and careers in these important fields. This course is offered through Advancement Courses.

**MATX 503 Designing and Implementing Quality STEM Instruction 3 credits**

The importance of STEM (science, technology, engineering, and mathematics) in education and the workforce has been well-established over the last couple of decades. But how can you incorporate STEM activities in your elementary and middle school classroom? Traditionally, science and math are taught separately, technology is its own class or elective, and engineering projects are reserved for specialized classrooms. STEM, however, introduces a major shift in how to teach these disciplines, and mirrors how these fields work in the real world. In this course, you will learn how to successfully plan and implement authentic, integrated STEM instruction that engages students in the processes and practices of scientists, mathematicians, and engineers. Starting with an overview of what STEM is, you will explore the benefits of integrating STEM project-based learning and how to plan effective STEM instruction. You will cultivate ideas for STEM units, projects, and lessons; modifying projects and lessons based on class and individual student needs; and designing integrative STEM instruction. Armed with the practical tools from this course, you will be able to engage your students to think and act like real scientists and engineers. This course is offered through Advancement Courses.

**MATX 504 Fundamentals of Teaching Mathematics 3 credits**

Although math equations never change, there is no end to the tools and techniques you can use to teach them. In this course, you will learn a variety of methods for introducing students to mathematical reasoning, sets and functions, and whole numbers. You'll develop strategies for mathematical instruction on a variety of topics, including number theory, integers, rational numbers, geometry, algebra, statistics, and probability. In addition, you'll create a mathematics-based project that relates to the real world, helping students to see the importance and authenticity of the work they're doing. The strategies you learn in this course will prepare you to teach a variety of mathematical topics in a memorable and engaging way for your students. This course is offered through Advancement Courses.

**MATX 505 Math Manipulatives for Geometry 3 credits**

Whether students realize it or not, geometry is all around them. Whether it's through architecture, interior design, engineering, urban planning, or even fashion design, geometry touches many parts of students' lives and possible future careers, and the spatial reasoning that undergirds this subject is essential for students' academic success. When used correctly, manipulatives are excellent tools to help make geometric concepts more tangible for students without ever having to leave your classroom. In this course, you will learn a number of techniques for using manipulatives to teach geometric concepts to students of all grade levels. You'll explore a wide variety of physical and virtual manipulatives to determine which ones will be most beneficial for your students and your lesson plans. In addition, you'll develop strategies to connect the study of geometry to other disciplines such as language arts, project-based learning, and other creative endeavors. Using the tools and techniques from this course, you will be able to instill vital geometric principles in your students that will not only help them succeed academically, but give them spatial reasoning and problem-solving skills they can use throughout their lives. This course is offered through Advancement Courses.

**MATX 506 Problem Solving in Mathematics 3 credits**

The ability to solve problems creatively and flexibly is becoming increasingly essential in today's world, our careers, and our daily lives. Mathematics is an excellent vehicle for learning these skills, and problem solving is a wonderful way to develop conceptual understanding and procedural fluency in mathematics. In this course, you will examine the research and reasoning behind the movement to emphasize problem solving as a foundation of mathematics education. You will learn how students solve problems and develop strategies for incorporating problem solving in the classroom, both as a goal and as a means for mathematical discovery. You'll also cultivate resources for finding and creating authentic problems for students to solve both individually and collaboratively, and methods for assessing their work in a helpful, meaningful way. With the techniques you learn in this course, you will be able to expand your students' thought processes in a way that helps them in math class and beyond. This course is offered through Advancement Courses.

**MATX 507 Real-World Applications for Algebra 3 credits**

"When will I ever use this?" That's the common complaint from students when they first face the rigors of higher mathematics, starting with algebra. Unfortunately, many teachers' response is to give them an off-the-cuff answer (that they'll forget five minutes later) and then go back to talking about equations. However, you can teach algebra in a way that helps students see its connections to their lives and future careers. By creating authentic assessments that relate to real-life problems, you can increase your students' engagement and motivation in learning the basic principles of algebra. In this course, you will learn to adapt traditional algebra lessons to incorporate modeling and project-based learning. You will examine how students develop problem-solving skills so you can design lessons to aid in that process. Finally, you will create an authentic algebra-based project that you can start using in your class immediately to help your students see the connections between what they're learning and what's beyond the classroom. This course is offered through Advancement Courses.

**MATX 508 Fostering Mathematical Mindsets 3 credits**

Mathematics is not the regurgitation of the facts and algorithms that have traumatized children for generations. Science has proven that we aren't born with or without an elusive math gene that opens doors to successful and rewarding careers. Rather, math is an expression of the patterns that we recognize in our universe, allowing us to make sense of and communicate the wonder of our existence. Building upon Carol Dweck's landmark mindset theory, Stanford University's Jo Boaler has embarked upon a mission to make math accessible to all, and this course gives you the tools to join her mission. You'll examine current research on how our brains process learning in general and math in particular. In addition, you'll develop strategies to encourage students to develop authentic number sense and generate enthusiasm in students while diminishing math anxiety. You'll also learn best practices for providing equitable access to all of your students. With the strategies that you learn in this course, you will be able to create a learning environment that encourages all students to access their natural mathematical abilities and build upon their ability to recognize the math that exists all around them. This course is offered through Advancement Courses.

**MATX 509 Strategies for Developing an Engaging and Effective Secondary Math Curriculum 3 credits**

You've no doubt experienced it: the blank stares, the frustrated expressions, the complaints that students will never use math concepts in "the real world." However, you know that mathematical thinking and principles are essential for students' future; you just need to help them see it. In this course, you will develop a plan for a strong mathematics curriculum that emphasizes a deep and thorough understanding of concepts and skills. You will cultivate strategies and tools to strengthen and deepen math instruction by integrating hands-on activities that highlight critical thinking skills. In addition, you will learn techniques for differentiating and scaffolding your instruction to ensure that you reach students with a variety of learning styles and proficiency levels. After completing the course, you will be prepared to provide your students with an in-depth math curriculum that features real-world activities and best-practice teaching strategies. This course is offered through Advancement Courses.

**MATX 510 Supporting Literacy Skills in the Elementary Math Classroom 3 credits**

Teaching mathematics in the elementary classroom (grades K–5) is markedly different today than it was in the past. New expectations for students and new understandings about how they learn have necessitated changes in instructional practices. Today, we know that math must be developmentally appropriate and accessible for young students, and the process of learning math content must also hone their literacy, problem-solving, and critical thinking skills. In this course, you'll explore strategies for integrating literacy into your math instruction to support the meaningful engagement of your students, including early readers and nonreaders. You'll learn techniques for adjusting your math curriculum and instruction to accommodate different ability levels, focusing on how to develop your students' math and literacy skills as you work with those who struggle with math-related anxiety, learning disabilities, or a lack of challenging content. You'll also acquire tools for promoting collaborative problem-solving among your students. In addition, you'll cultivate resources you can use across your curriculum to make mathematical concepts tangible to your students. Using the resources and techniques from this course, you'll be able to design and implement math instruction that develops your students' math and literacy skills regardless of their learning needs. NOTE: If you have taken the Advancement Courses online course, Math Literacy for Successful Classrooms, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other courses in Math. This course is offered through Advancement Courses.

**MATX 511 Supporting Student Success in STEM Using Blended Learning 3 credits**

The question of whether technology will replace teachers in the classroom is one that often arises in digital learning conversations. While we can agree that computers will not replace our educators, research shows that technology can aid teachers in achieving their instructional goals. In this course, you will learn how to use blended learning—instruction that combines online and onsite (in-classroom) resources and practices—to build a collaborative, engaging, efficient, and effective learning environment that hones students' interest in STEM subjects, and cultivates the skills they need to tackle the challenges of the 21st century. NOTE: If you have taken the Advancement Courses online course, Blended Learning: Teaching in the Digital Age, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other technology courses. This course is offered through Advancement Courses.

**MATX 512 Teaching Math With Children's Literature 3 credits**

Imagine a group of students gathered around their teacher as she reads a beautifully illustrated picture book. She pauses to ask questions about the story, inviting students to share their thinking with the group. After the read-aloud, the students talk excitedly about the book and then play a game based on the story. The teacher is relaxed and animated, and the students love the playful activity. Now imagine this is a math lesson! In this course, you will explore the many reasons why it's beneficial to incorporate children's literature into elementary and middle school mathematics instruction. You will be equipped with several examples of picture books, children's literature, lessons, activities, projects, and games that creatively extend read-alouds into open-ended opportunities to develop students' mathematical thinking. In addition, you will learn how to develop combined math–literature learning experiences that are accessible to many types of learners, foster critical thinking, facilitate collaboration and math-based discussions, and generally encourage students and teachers to have FUN with math! Say goodbye to math lessons that only focus on numbers, solutions, and computation, and say hello to bringing the best of children's literature into math teaching and learning! This course is offered through Advancement Courses.

**MATX 513 Tech Tools for the Math Classroom 3 credits**

In the past, math teachers spent a lot of time telling their students not to use calculators or other technology so they could learn how to work formulas for themselves. However, when used correctly, technology resources can actually be helpful for increasing student engagement, introducing 21st-century skills in the classroom, teaching complex mathematical concepts, and remediating struggling students. But how do you find the right technology tools, and how do you incorporate them in your existing lesson plans? In this course, you will review a wide variety of resources and select ones that will work best in your classroom and teaching context. Regardless of what grade or subject you teach, you'll learn strategies for using technology to engage, inspire, and educate your students. In addition, you'll examine important issues such as learning styles, authentic understanding, differentiation, and assessment so you can better reach all students in your class, including gifted learners and students who have special needs. Using the resources and technique from this course, you will be equipped to enhance your teaching practices and provide your students with a plethora of opportunities to explore mathematical concepts through technology. This course is offered through Advancement Courses.

**MATX 514 The Common Core State Standards in Math: Connecting Content and Practice, 6-8 3 credits**

The Common Core State Standards in Math (CCSSM) and the Standards of Mathematical Practice (SMP) provide valuable benchmarks for the skills your middle school students need to succeed in the modern world. However, how do you know if your activities and lesson plans align with these standards to prepare students for success in their future education and careers? Whether you're a new or experienced teacher, this course offers you the opportunity and motivation to gain a deep familiarity with the Common Core's content and philosophy in middle school mathematics. These standards encourage deep conceptual understanding, procedural fluency, and creative and flexible problem-solving skills that will empower your students to learn individually and collaboratively. You'll compare your current classroom practices with CCSSM and SMP standards, and develop or compile hands-on, interactive, student-centered activities and instructional plans that align with these goals. CCSSM doesn't have to be overwhelming. With the techniques you learn in this course, you'll be able to ensure that your curriculum aligns with national standards and sets up your students for academic success. This course is offered through Advancement Courses.

**MATX 515 The Common Core State Standards in Math: Connecting Content and Practice, 9-12 3 credits**

The Common Core State Standards in Math (CCSSM) and the Standards of Mathematical Practice (SMP) provide valuable benchmarks for the skills your high school students need to succeed in the modern world. However, how do you know if your activities and lesson plans align with these standards to prepare students for success in their future education and careers? Whether you're a new or experienced teacher, this course offers you the opportunity and motivation to gain a deep familiarity with the Common Core's content and philosophy in high school mathematics. These standards encourage deep conceptual understanding, procedural fluency, and creative and flexible problem-solving skills that will empower your students to learn individually and collaboratively. You'll compare your current classroom practices with CCSSM and SMP standards, and develop or compile hands-on, interactive, student-centered activities and instructional plans that align with these goals. CCSSM doesn't have to be overwhelming. With the techniques you learn in this course, you'll be able to ensure that your curriculum aligns with national standards and sets up your students for academic success. This course is offered through Advancement Courses.

**MATX 516 The Common Core State Standards in Math: Connecting Content and Practice, K-5 3 credits**

The Common Core State Standards in Math (CCSSM) and the Standards of Mathematical Practice (SMP) provide valuable benchmarks for the skills your elementary students need to succeed in the modern world. However, how do you know if your activities and lesson plans align with these standards to prepare students for success in their future education and careers? Whether you're a new or experienced teacher, this course offers you the opportunity and motivation to gain a deep familiarity with the Common Core's content and philosophy in elementary mathematics. These standards encourage deep conceptual understanding, procedural fluency, and creative and flexible problem-solving skills that will empower your students to learn individually and collaboratively. You'll compare your current classroom practices with CCSSM and SMP standards, and develop or compile hands-on, interactive, student-centered activities and instructional plans that align with these goals. CCSSM doesn't have to be overwhelming. With the techniques you learn in this course, you'll be able to ensure that your curriculum aligns with national standards and sets up your students for academic success. This course is offered through Advancement Courses.

**MATX 517 The Language of Math 3 credits**

Unlike other subjects, math uses unfamiliar language and symbols that can sometimes intimidate students before they even start to work an equation. As with any technical language, mastering the terminology is essential to the conceptual understanding of the subject matter, but where do you start so as not to overwhelm your students? In this course, you will examine mathematical definitions, the complexity and potential ambiguities of terms, and how to define mathematical symbols as a part of students' vocabulary. You will look at the grammatical structure of mathematical language, and how applying that structure can assist in conceptual understanding. Visual representations and technology can be a great tool for helping students master math terminology. In addition to learning how to incorporate visuals, you will develop road maps for helping students approach word problems, and create rich problem-solving tasks to help build students' conceptual understanding. With the techniques you learn in this course, you be better equipped to prepare your students to navigate the language of mathematics in your classroom and beyond. This course is offered through Advancement Courses.

**MATX 518 Using Dr. Seuss to Teach STEM Skills 2 credits**

Teachers hear all the time about the importance of equipping even young students with STEM skills. However, finding teaching strategies to accomplish this goal is a different matter entirely. Catching and keeping students' interest in STEM can feel a bit daunting to many teachers. In this course, you will explore resources and techniques for teaching STEM to elementary school students, using Dr. Seuss as your teaching partner! You will develop strategies for grabbing students' attention with some of their favorite Dr. Seuss stories and using that foundation to help students make meaningful connections to STEM. In addition, you'll learn how to create lesson plans and activities that tap into students' natural curiosity and love of stories, and how to cultivate a STEM-friendly classroom environment through hands-on, inquiry-based learning. With the knowledge and skills from this course, you will be able to teach STEM to elementary school students in a way that holds their attention and sticks with them far beyond your classroom. This course includes complimentary copies of Dr. Seuss's *Bartholomew and the Oobleck*, *The Lorax*, and *Horton Hears a Who!* with purchase to support you in engaging your students in the activities discussed in the course! This course is offered through Advancement Courses.

**MATX 519 Teaching Life Skills and Financial Literacy 3 credits**

In a recent study from the Ewing Marion Kauffman Foundation, 75% of adults said they believed a high school degree should focus primarily not on preparing students for higher education, but on preparing them for the "real world." This finding begs the question: Should high school teachers sacrifice time teaching academic topics to teach life skills? Many believe the answer is yes—and the good news is you can incorporate life skills training into your existing curriculum and classroom practices. In this course, you will examine your internalized beliefs about teaching students life skills in the classroom and explore how you can integrate these skills into your existing curriculum in relevant, motivating ways. You'll develop strategies and tools for engaging parents and community resources and for promoting life skills lessons throughout your school community. In addition, you'll analyze the types of career, financial, and household skills students will need and create standards-based lessons to support your students' development of these skills. With the techniques you gain in this course, you will be able to help your students develop the skills they need to successfully transition to adulthood no matter what educational or career track they take.

## Mathematics (MAT)

**MAT 095 Mathematics Workshop 2 credits**

This course is not a general education course and should only be taken by students planning to take a course with MAT095 listed as a prerequisite. 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, solving linear equations, and solving problems with percents. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Credit for this course does not apply to degree requirements.)

**MAT 101 Contemporary Mathematics 3 credits**

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 MAT 095 or level 2 or higher placement on the Math Placement Exam.)

**MAT 103 Beginning Algebra 2 credits**

This course is not a general education course and should only be taken by students planning to take a course with MAT103 listed as a prerequisite. Topics include calculator skills, combinatorics, linear equations and systems of linear equations, story problems, function notation, exponentials and logarithms. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam.)

**MAT 105 Intermediate Algebra 2 credits**

This course is not a general education course and should only be taken by students planning to take a course with MAT 105 listed as a prerequisite. Topics include properties of exponents, polynomials, factoring, radicals, rational equations, and graphing functions. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: A minimum grade of C- in MAT 103 or level 3 placement on the Math Placement Exam)

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

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 MAT 103 or level 3 or higher placement on the Math Placement Exam.)

**MAT 125 Precalculus 4 credits**

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. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT 100 or MAT 105 or level 4 or higher placement on the Math Placement Exam )

**MAT 135 Calculus I 4 credits**

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 MAT 125 or level 5 placement on the Math Placement Exam.)

**MAT 145 Calculus II 5 credits**

This course is a continuation of MAT 135. 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 MAT 135 or equivalent)

**MAT 165 Quantitative Reasoning for Health Care Professionals 3 credits**

This course is designed to meet the quantitative needs of students pursuing majors in health care. The course will include a review of essential math concepts needed for dosage calculation including: fractions, percentages, measurements, conversions, and ratios. This course will help students in applying basic mathematical concepts to real world situations. Dosage accuracy is highlighted in scenarios that employ critical thinking skills. The course will also include a basic introduction to the statistical concepts of mean, median, mode, standard deviation, and z-scores, with an emphasis on medical examples. (Prerequisites: Minimum grade of C- in MAT 095 or level 2 placement on the Math Placement Exam.)

**MAT 200 Foundations of Elementary Mathematics 4 credits**

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 MAT 100 or MAT 105 or level 4 placement on the Math Placement Exam.)

**MAT 201 Elementary Mathematics: Numbers and Functions 3 credits**

Mathematics content knowledge for K-6 classrooms presented using methods that deepen students' understanding of the content and prepare students to present the material in their future classrooms. The course will emphasize problem solving, making connections, communication, reasoning, and using multiple representations. Content focus areas include: functions, graphs, proportions, and number sense. This course can be taken before, after, or at the same time as MAT202.

**MAT 202 Elementary Mathematics: Geometry and Statistics 3 credits**

Mathematics content knowledge for K-6 classrooms presented using methods that deepen students' understanding of the content and prepare students to present the material in their future classrooms. The course will emphasize problem solving, making connections, communication, reasoning, and using multiple representations. Content focus areas include: geometry, measurement, probability, statistics. This course can be taken before, after, or at the same time as MAT201.

**MAT 220 Discrete Mathematics 3 credits**

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 MAT 135 or CSC 175)

**MAT 255 Calculus III 4 credits**

This course is a continuation of MAT 145. 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 MAT 145)

**MAT 305 Foundations of Geometry 3 credits**

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. (Corequisite: MAT 220 or previous completion of MAT 220 with a minimum grade of C-)

**MAT 330 Advanced Probability and Statistics 4 credits**

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: Minimum grade of C- in MAT 145 and MAT 110)

**MAT 333 Financial Mathematics 3 credits**

Topics covered include the mathematical theory behind the time value of money, the force of interest, annuities, yield rates, amortization schedules, bonds, contracts, options, swaps, and arbitrage. This course also helps prepare students for the Financial Mathematics actuary exam. (Prerequisite: Minimum grade of C- in MAT 135, Co-requisite: MAT 145).

**MAT 375 Differential Equations and Linear Algebra 4 credits**

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 MAT 145)

**MAT 450 Abstract Algebra 4 credits**

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 MAT 220)

**MAT 478 Mathematics Seminar 3 credits**

Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring but the topic will vary depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. The opened-ended course number allows for more than one such experience. (Prerequisite: Minimum grade of C- in MAT 220 or consent of instructor)

**MAT 488 Independent Study in Mathematics 1-4 credits**

There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.

**MAT 498 Mathematics Internship 1-16 credits**

An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student's field of interest.

**MAT 499 Senior Outcomes 0 credits**

## Music (MUS)

**MUS 101 Basic Musicianship 2 credits**

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 the keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite for MUS 201 and ED 446. Studio course.)

**MUS 111 Class Piano I 2 credits**

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 MUS 201 and ED 446. Studio course.)

**MUS 112 Class Piano II 2 credits**

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 MUS 201 and ED 446. Studio course.)

**MUS 113 Class Piano III 1 credit**

This course continues the class piano sequence with the intent of finishing the piano proficiency requirements in a systematic manner. Students will learn all major and minor scales and arpeggios, and will be guided through methods of sight reading for open score and hymn textures.

**MUS 115 Beginning Guitar I 1 credit**

This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords-two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)

**MUS 116 Beginning Guitar II 1 credit**

This course is a continuation of Beginning Guitar I with additional chords in several more keys. This course is recommended for students desiring to study private guitar. (Offered every spring. Prerequisite: MUS 115 Beginning Guitar I or consent of instructor. Studio course.)

**MUS 120 Listening to Life: Western Classical Music 2 credits**

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.)

**MUS 121 Listening to Life: Global & Popular Music 2 credits**

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. MUS 121 is required for Music Education students.

**MUS 161 Class Voice 1 credit**

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.)

**MUS 201 Musicianship I 4 credits**

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: MUS 101 or equivalent as determined by music placement test.)

**MUS 202 Musicianship II 4 credits**

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: MUS 201 or equivalent.)

**MUS 261 Beginning Conducting 2 credits**

The goal of this introductory course is to begin to 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.)

**MUS 267 Diction for Singers 1 credit**

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 MUS 860 - Private Voice or consent of instructor. Studio course.)

**MUS 301 Musicianship III 4 credits**

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: MUS 202 or equivalent.)

**MUS 302 Musicianship IV 4 credits**

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: MUS 301.)

**MUS 321 Music History I 3 credits**

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: MUS 120 or MUS 121, MUS 201.)

**MUS 322 Music History II 3 credits**

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: MUS 120 or MUS 121, MUS 201. MUS 321 is preferred, but not required.)

**MUS 323 Music History III 3 credits**

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 MUS 121 and MUS 201. MUS 321 and MUS 322 preferred but not required.

**MUS 356 K-6 General Music Teaching Methods 2 credits**

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 120 or MUS 121.

**MUS 357 7-12 General Music Teaching Methods 2 credits**

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. Prerequisites: MUS120 or MUS 121, MUS 202.

**MUS 360 String Techniques & Pedagogy 1 credit**

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 & Pedagogy 1 credit**

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 & Pedagogy 1 credit**

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 credit**

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: MUS 840 or other previous private piano study.)

**MUS 364 Handbell Techniques & Pedagogy 1 credit**

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 & Pedagogy 2 credits**

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 pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training 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 & Pedagogy 1 credit**

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 & Pedagogy 1 credit**

This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered even springs.) Prerequisite: music reading ability. Studio course.)

**MUS 368 Jazz Improvisation 1 credit**

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 credit**

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: MUS 840 or other previous private piano study. Studio course.)

**MUS 402 The Business of Music 2 credits**

This course will introduce business and legal aspects applicable to music professionals (music production, music performers, music educators, music directors, church musicians, music organizations, recording industry, arts management) and music industry and organizations. Topics covered will include copyright law, licensing, contracts and marketing/publicity.

**MUS 424 Keyboard Literature 2 credits**

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: MUS 120 or MUS 121, MUS 840 or other previous private piano study.)

**MUS 425 Choral Literature 2 credits**

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: MUS 120 or MUS 121, MUS 202 or consent of instructor.)

**MUS 426 Instrumental Literature 2 credits**

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: MUS 120 or MSU 121, MUS 202 or consent of instructor.)

**MUS 427 Organ Literature 2 credits**

This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.) Prerequisite: MUS 120 or MSU 121.

**MUS 430 History of Sacred Music 4 credits**

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: MUS 321 or MUS 322.)

**MUS 431 Congregational Song 4 credits**

Students examine the theology and history of congregational song, including psalms, liturgical chants, canticles, Latin and Greek hymnody, the Lutheran chorale, the English hymn, and contemporary sacred songs. (Offered odd springs. Prerequisite: MUS120 or 121.)

**MUS 439 Parish Music Field Experience 2 credits**

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 2 credits**

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). Prerequisite: 4 semesters of MUS 850 - Private Organ Study or consent of instructor. Studio course.)

**MUS 441 Organ Improvisation 2 credits**

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 MUS 850 - Private Organ Study, MUS 202. Studio course.)

**MUS 444 Instrumental Arranging 1 credit**

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: MUS 201, current or previous enrollment in MUS 202.)

**MUS 445 Choral Arranging 1 credit**

This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS 301, current or previous enrollment in MUS 302.)

**MUS 456 Choral Conducting & Methods 2 credits**

This advanced conducting course will apply and develop the skills gained in MUS 261, 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: MUS 261. Studio course.)

**MUS 457 Instrumental Conducting & Methods 2 credits**

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: MUS 261. Studio course.)

**MUS 488 Independent Study in Music 1-4 credits**

Topic and course of study determined in consultation with instructor. (Offered on demand. Prerequisite: consent of instructor.)

**MUS 492 Senior Project: Composition Recital 2 credits**

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. Prerequisite: MUS 990) Honors lesson fee applies.

**MUS 493 Senior Project: Thesis 2 credits**

The student will research a musicological 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: MUS 321, MUS 322, MUS 323 and consent of instructor.) Honors Lesson fee applies.

**MUS 494 Senior Project: Conducting Recital 2 credits**

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: MUS 456 or MUS 457 and consent of instructor.) Honors Lesson fee applies.



**MUS 495 Senior Project: Solo Recital 2 credits**

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.

**MUS 498 Music Business Internship 2 credits**

This off-campus internship with a music business (usually in the Twin Cities metro area) serves as the capstone for the music business major. Students may take other classes on campus during this part-time internship.

**MUS 550 Graduate Organ Lessons 1 credit**

A course of private lessons, practice, and performance designed to develop technique and musicianship in organ performance and church service. (Prerequisite: prior organ study at the undergraduate level and/or consent of the instructor.)

**MUS 712 Shades of Harmony Multicultural Gospel Choir 0-1 credits**

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.)

**MUS 713 Jubilate 0-2 credits**

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.)

**MUS 714 Christus Chorus 0-2 credits**

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.)

**MUS 716 Opera Workshop 0-2 credits**

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.

**MUS 717 Vox 9 (Vocal Jazz Ensemble) 0-2 credits**

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. May be taken for 0-2 credits. Repeatable.

**MUS 720 Concert Band 0-2 credits**

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.)

**MUS 730 Chamber Ensemble 0-2 credits**

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 (Beginning Handbell Ensemble) 0-1 credits**

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. May be taken for 0-1 credit. Repeatable.

**MUS 740 Handbell Ensemble 0-2 credits**

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 Blue Rondo (Jazz Band) 0-2 credits**

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. May be taken for 0-2 credits. Repeatable.

**MUS 760 Percussion Ensemble 0-1 credits**

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 782 Chapel Band 0-1 credits**

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 800 Violin 0.5,1 credits**

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 0.5,1 credits**

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 890 Composition 0.5,1 credits**

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. This course is open to students who have had MUS 201. (Offered every semester. Prerequisites: MUS 201; approval and placement by instructor. Private lesson fee.)

**MUS 892 Advanced Composition Lesson 1 credit**

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. This course is open to students who have had MUS 201. (Offered every semester. Prerequisites: MUS 201; approval and placement by instructor. Private lesson fee.)

**MUS 900 Honors Violin 2 credits**

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 taken 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.)

**MUS 901 Honors Viola 2 credits**

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 taken 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.)

**MUS 902 Honors Cello 2 credits**

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 taken 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.)

**MUS 903 Honors String Bass 2 credits**

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 taken 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.)

**MUS 910 Honors Flute 2 credits**

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 taken 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.)

**MUS 911 Honors Oboe/English Horn 2 credits**

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 taken 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.)

**MUS 912 Honors Clarinet 2 credits**

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 taken 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.)

**MUS 913 Honors Saxophone 2 credits**

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 taken 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.)

**MUS 914 Honors Bassoon 2 credits**

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 taken 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.)

**MUS 915 Honors Recorder 2 credits**

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 taken 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.)

**MUS 920 Honors Trumpet 2 credits**

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 taken 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.)

**MUS 921 Honors Trombone 2 credits**

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 taken 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.)

**MUS 922 Honors French Horn 2 credits**

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 taken 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.)

**MUS 923 Honors Tuba 2 credits**

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 taken 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.)

**MUS 924 Honors Euphonium 2 credits**

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 taken 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.)

**MUS 930 Honors Percussion 2 credits**

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 taken 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.)

**MUS 931 Honors Handbell Lesson 2 credits**

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 taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 940 Honors Piano 2 credits**

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 taken 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.)

**MUS 941 Honors Harpsichord 2 credits**

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 taken 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.)

**MUS 950 Honors Organ 2 credits**

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 taken 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.)

**MUS 960 Honors Voice 2 credits**

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 taken 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.)

**MUS 961 Honors Private Popular/Jazz Voice Lesson 2 credits**

This is a private, one hour weekly lesson for advanced students in singing in jazz, pop, and musical theatre styles. Honors lesson fee applies. (Prerequisite: Four semesters of MUS 860 and instructor approval. At least one semester of MUS 861 recommended.)

**MUS 970 Honors Guitar 2 credits**

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 taken 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.)

**MUS 980 Honors Conducting Lesson 2 credits**

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 instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 990 Honors Composition Lessons 2 credits**

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 instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 992 Advanced Composition/Arranging 2 credits**

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 instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

## Nursing (NUP)

**NUP 350 Fundamentals of Nursing and Caring for Persons with Chronic Conditions 8 credits**

This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 351 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component. (Co-requisite: NUP 351 and NUP 352).

**NUP 351 Integration of Pathophysiology and Pharmacology 4 credits**

This course explores processes underlying all disease states and systematically reviews pathophysiological changes in selected body systems with an emphasis on chronic illnesses. The course also provides an overview of pharmacology with systematic study of one representative drug in each class. Pathophysiology and pharmacology concepts are presented concurrently with a link to discussion of medical and nursing management of chronic illnesses in the clinical nursing course. (Co-requisite: NUP 350 and NUP 352).

**NUP 352 Intro to Nursing Informatics 2 credits**

This course will provide nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists the nursing student to recognize when there is a need for information, and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. The course will provide information about library science and will explain how information literacy is used to locate appropriate resources for education of individual clients and the community about health and disease. (Co-requisites: NUP 350 and NUP 351)

**NUP 353 Care of the Adult with Acute Physical Illness 8 credits**

This course continues the study of physiological nursing assessment and intervention initiated in NUR350. Special emphasis is given to expanding the student's understanding of the nursing process and clinical reasoning as applied to the acute care setting. Theory is presented concurrent with skills laboratory (intermediate assessment skills and more complex nursing procedures) and clinical practice in the hospital setting. (Corequisites: NUR 354 and NUR 355)

**NUP 354 Integration of Pathophysiology and Pharmacology II 4 credits**

This course completes the examination of pathophysiological changes in the human body, with emphasis on acute illness and injury. The course examines pharmacology in greater depth, with emphasis on clinical decision-making. Pathophysiology and pharmacology concepts are presented concurrently with discussion of medical and nursing management of acute illnesses in the clinical nursing course. (Co-requisite: NUP 353 and NUP 355)

**NUP 355 Nursing Care of Clients with Mental & Behavioral Health Issues 3 credits**

This course examines mental health and strategies to enhance mental health of the individual and family within their social and cultural context. Skills in therapeutic communication and group dynamics will be developed. In addition, the course examines the most common psychiatric problems including their recognition, underlying biological and psychosocial dynamics, and effective interventions. Nursing care of mental health/addictive conditions of patients and families are explored from an evidenced-based perspective. (Co-requisites: NUP 353, NUP 354)

**NUP 403 Nursing Research and Evidence-Based Practice 2 credits**

This course enables the student to understand the purpose of nursing research, to identify common research designs, and to critique common research studies. The student will become familiar with the ways that notable nursing research has influenced quality practice. Likewise, this course examines the rationale for nursing practice to be grounded in research and other sources of evidence and explores evidence-based practice.

**NUP 408 Pediatric Nursing Care 2 credits**

In this course students study patient and family centered care of children. Evidence-based practice in pediatric nursing care is examined in the classroom and in the accompanying clinical component. (Prerequisite: All NUP 300 level courses; Co-requisites: NUP 403, NUP 410 Lab, and NUP 411)

**NUP 409 Obstetric & Gynecologic Nursing Care 2 credits**

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing). Evidence based practice in perinatal care is examined in the classroom, on-campus clinical (lab) that includes obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings. (Prerequisite: Successful completion of all NUP 300 level courses; Co-requisites: NUP 403, NUP 408, NUP 411 and NUP 410 Lab)

**NUP 410 Nursing Care of Children and the Childbearing Family 7 credits**

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings. (Prerequisites: Successful completion of all NUP 300 level courses; co-requisites: NUP 403 and NUP 411)

**NUP 411 Nursing in the Community 7 credits**

This course focuses on community and population-based nursing care covering concepts related to health promotion and illness care. Vulnerable populations receive nursing care through individual and family focused care experiences in homes, clinics, shelters, health programs and other community-based settings. Populations with chronic illnesses and with mental health and behavioral issues will be included as well as well individuals. (Prerequisite: Semester 2 of ABSN Program; Co-requisites: NUP 410 and NUP 403)

**NUP 412 Nursing Leadership and Health Care Policy 3 credits**

This course examines nursing leadership and management within the context of health care delivery systems. Positive change, conflict management, delegation, supervision, team building, information systems, professional roles and ethical practice will be examined. The influence of health care policies on quality, culture of safety, and the health care environment in which nurses practice will be investigated. (Prerequisite: Semester 3 of ABSN Program; Co-requisites: NUP 413 and NUP 414)

**NUP 413 Complex Clinical Nursing Care Capstone 8 credits**

This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during a 200-hour preceptored clinical experience. (Co-requisites: NUP 412 and NUP 414)

**NUP 414 Spiritual Caring and Ethics in Nursing Practice 3 credits**

This course examines moral, ethical and legal aspects of delivering healthcare, and emphasizes development of an ethical framework for making decisions. Students will study models for ethical decision making, legal issues, and professional resources to guide the ethical practice of nursing. (Prerequisites: Semester 3 of the ABSN Program; Co-requisites: NUP 412 and NUP 413)

## Nursing (NUR)

**NUR 230 Foundations of Professional Nursing 5 credits**

Students are introduced to the role of the professional nurse with emphasis on the Christian ethic of social justice. Students examine the historical and theoretical foundations of professional nursing practice. Fundamental nursing concepts and the nursing process are introduced. Students build knowledge essential for the provision of holistic nursing care for diverse individuals with an emphasis on the older adult including health promotion and the cultural influence on health. The use of information technology to support safe patient care is explored. A course focus is development of accountable and ethical decision-making. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Admission to Nursing Program, Co-requisites, NUR231, NUR233, and NUR241)

**NUR 231 Foundations of Professional Nursing Lab 3 credits**

This lab course focuses on creating a solid foundation for nursing care of the adult. Emphasis is placed on caring for diverse populations. Holistic, evidence-based health assessment is introduced with inspection, palpation, auscultation, percussion, and documentation of assessment with normal and abnormal findings of the diverse adult and aging adult populations. Basic nursing concepts of safe patient handling and client assistance with activities of daily living are reviewed and reinforced. (Prerequisites: Admission to Nursing Program, Co-requisites, NUR233, NUR241, and NUR230)

**NUR 232 Nursing Approach to Nutritional Foundations 2 credits**

This course is an introduction to the nurse's role in promoting optimal health through nutrition and supplementation. Focus is placed on wellness from a personal and public health perspective, increasing health literacy, and alternative nutritive methods. Using an interprofessional perspective, the learners analyze the role of nutrition in different cultural contexts, ensuring optimal nutrition across the lifespan. Students will analyze the use of technology to support wellness and health goals. This course includes classroom instruction and service learning. (Prerequisites: Admission to Nursing Program)

**NUR 233 Applied Pathophysiology in Nursing 3 credits**

This course addresses the disordered physiological processes associated with disease and health alterations in adults and aging adults. Using active learning strategies, students identify risk factors for and clinical manifestations of alterations in body systems. (Prerequisites: Admission to Nursing Program, Co-requisites NUR230, NUR231, and NUR241)

**NUR 234 Pathophysiology in Nursing 3 credits**

This course addresses the pathophysiology of health, illness, and disease in the adult lifespan. Using active learning strategies, students will identify health risk factors, clinical manifestations, and explore symptom assessment. (Prerequisite: BIO315; Co-requisites: BIO300 and BIO316).

**NUR 235 Fundamentals of Professional Nursing 5 credits**

This course introduces the student to the role of the professional nurse in the context of its historical foundations, professional ethics, and the Christian value of social justice. The nursing process is introduced, as well as primary, secondary, and tertiary interventions for patients experiencing alterations in basic health functions. This course includes clinical experience and simulation. (Prerequisites: Admission to the Nursing Program, NUR234; Co-requisites: NUR236, NUR238, and NUR244).

**NUR 236 Fundamentals of Professional Nursing Lab 2 credits**

This lab course focuses on creating a solid foundation for nursing care of the adult with an emphasis on the geriatric patient. Students apply the skills learned in the theory component of this course. Emphasis is placed on the introduction and documentation of skills necessary to maintain wellness and promote the health of diverse adult and geriatric populations. Basic nursing concepts of safe patient handling and assistance with activities of daily living are introduced and reinforced. (Prerequisite: NUR234; Co-requisites: NUR235, NUR238, and NUR244).

**NUR 238 Pharmacology in Nursing 3 credits**

This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including the awareness of integrative therapies. Medication administration content focuses on patient rights, safety, and methods of medication administration across the lifespan. Information technology including the electronic health record are utilized to support safe medication administration. This course includes classroom instruction, simulation, and skills lab. (Prerequisite: NUR234; Co-requisites: NUR235, NUR236, and NUR244).

**NUR 241 Pharmacology in Nursing 4 credits**

This course examines the role of the nurse in comprehensive care of individuals that require pharmacological therapy, including the use of integrative therapies. Medication administration content focuses on client rights, safety, and methods of medication administration across the lifespan. Information technologies including the electronic health record are utilized to support safe medication administration. This course includes classroom instruction, simulation, and skills lab. (Prerequisites: Admission to Nursing Program, Co-requisites NUR233, NUR230, and NUR231)

**NUR 242 Nursing Care of the Adult I 6 credits**

Utilizing evidence-based practice (including effective use of resources such as databases incorporated into professional practice), students apply theoretical knowledge, scientific principles, and the teaching/learning processes to patient care while working with the interprofessional team to promote health for the adult and aging adult. The role of the nurse as provider and coordinator of care in planning, implementing, and evaluating evidence-based care is emphasized. The course emphasizes principles essential for further developing technical nursing skills. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 233, NUR 241, co-requisite: NUR232)

**NUR 243 Health Assessment Lab 1 credit**

This lab course provides the students with the knowledge and clinical assessment skill necessary to perform and document a comprehensive health assessment utilizing the skills of history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, variations from normal findings, and cultural assessment differences are reviewed. This lab enables students to practice and refine interprofessional and therapeutic communication as part of acquisition of assessment skills. (Prerequisite: Minimum grade of C in NUR 231, NUR 233)

**NUR 244 Health Promotion and Assessment 3 credits**

This course introduces the student to the role of the professional nurse with a focus on health assessment and health promotion in adult and geriatric patients. Techniques of interviewing, history-taking, physical assessment, and documentation are developed. The evaluation of assessment findings are explored and methods for communicating findings demonstrated. Using a multitude of activities, students explore how to promote optimal patient health and maximize quality of life through health promotion coaching strategies and education. The use of simulation and skills lab enable the student to synthesize and apply the knowledge of assessment and health promotion to the care of patients. This course includes classroom instruction and skills lab. (Prerequisite: NUR234; Co-requisites: NUR235, NUR236, and NUR238).

**NUR 330 Ethics & Decision Making in Nursing Practice 4 credits**

This course examines the fundamental ethical theories, principles, Christian virtues, and models of decision-making designed, to support the complex issues nurses face today. At the completion of this course students will have a greater understanding of the ethical principles applied to nursing practice and health care delivery settings. Basic ethical principles relating to research with human subjects will be explored. The Christian ethic of social justice is explored with the emphasis upon reducing health disparities. Students will begin to develop a personal model of decision making that is consistent with core personal values, legal and regulatory requirements, standards of care and the ANA Code of Ethics for Nurses.

**NUR 331 Evidence Based Practice 3 credits**

This course provides tools for understanding how research in nursing improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, beginning research writing and the role of the nurse as a collaborator in research. The student acquires the skills needed to utilize databases to search for and identify scientific resources, synthesizing data to determine best practice in the care of individuals, families, and populations. This course includes classroom instruction. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

**NUR 332 Nursing Care of the Adult I 7 credits**

This course introduces students to medical-surgical nursing and focuses on promoting and providing safe, holistic, patient-focused care to adults experiencing acute and chronic alterations in health. Utilizing evidence-based practice, students apply theoretical knowledge, scientific principles, and nursing skills while working with inter-professional teams to promote optimal health outcomes. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: NUR235, NUR236, NUR238, and NUR244; Co-requisites: NUR334 and NUR338).

**NUR 334 Nutritional Foundations & Clinical Application 2 credits**

This course is an introduction to the nurse's role in promoting optimal health through nutrition and supplementation. Focus is placed on wellness and health promotion from a personal and public health perspective, increasing health literacy, and alternative nutritive methods. Using an interprofessional perspective, the learners analyze the role of nutrition in different cultural contexts, ensuring optimal nutrition across the lifespan. Students will analyze the use of technology to support wellness and health goals. This course includes classroom instruction and service learning. (Prerequisites: NUR235, NUR236, NUR238, and NUR244; Co-requisites: NUR332 and NUR338).

**NUR 338 Behavioral Health Nursing 4 credits**

Students apply evidence-based practice in the care and management of individuals experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior, thought, or mood. The impact of these alterations on the family and community are also discussed. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-patient relationships. The course emphasizes analysis of coping mechanisms and other treatment modalities along with the nurse's role in interprofessional collaboration. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR235, NUR236, NUR238, and NUR244; Co-requisites: NUR332 and NUR334).

**NUR 341 Palliative and End of Life Care 3 credits**

This course examines complex issues unique to end of life, such as life support and patient self-determination. Emphasis is placed on holistic patient care, focusing on the role of the nurse in advocating and caring for the physical, emotional, cultural and spiritual needs of the patient and their family at the end of life. Additionally the role of the palliative interventions for patients with chronic illness and alterations in comfort is explored. The role of the hospice nurse and care of the dying patient is examined. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)



**NUR 342 Nursing Care of the Adult II 6 credits**

This course expands upon Nursing Care in Adult I with a focus on the etiology of alterations in body systems, clinical manifestations of health alterations, and management of holistic nursing care for chronic abnormalities of the adult population, and advanced technical skills. Students synthesize data and prioritize care for multiple complex adult and aging adults, making adaptations to plans of care based on the nursing process. Students expand their nursing role as effective communicators and collaborators on interprofessional healthcare teams, emphasizing continuity and quality of care with concepts of care coordination and health informatics. The course expands upon the role of the nurse as teacher and advocate for individuals' well-being as well as the legal and ethical professional values of the nurse. Students use self-reflection and self-evaluation processes to enhance their growth in professional roles. This course includes classroom instruction, clinical experiences, simulation, and skills lab.

**NUR 344 Nursing Care of the Adult II 6 credits**

This course expands upon Nursing Care of Adult I with a focus on promoting and providing safe, holistic, and patient-focused care to adults experiencing acute and chronic alterations in health. Students will synthesize data and prioritize care for multiple, complex adult patients, adapting the plans of care based on evaluation of outcomes. Students expand their role as effective communicators and collaborators in interprofessional healthcare teams, emphasizing continuity and quality of care with concepts of case management and health informatics. The course further explores the role of the nurse as teacher and advocate for patient well-being, as well as the legal and ethical professional values of the nurse. Students use self-reflective and self-evaluative processes to enhance their growth in professional roles. This course includes classroom instruction, clinical experiences, simulation, and a skills lab. (Prerequisites: NUR332, NUR334, and NUR338; Co-requisites: NUR346 and NUR353).

**NUR 345 Professional Practice and Role Development in Nursing 4 credits**

This course explores the historical, current, and future outlook of nursing practice. Students will critically examine the current and emerging trends for the nurse's role in health care delivery. Professional accountability is emphasized through reinforcement of the profession's Code of Ethics for Nurses and the Nursing Scope and Standards of Practice, and Nursing's Social Policy Statement. Emphasis will be placed on how social policy may influence nursing practice and healthcare delivery. Nursing theory is introduced. Students will draft a personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health, and environment) and their interface to the interprofessional team, and the evolving context of healthcare.

**NUR 346 Aging, Chronicity, and Palliative Care 3 credits**

This course explores the challenges and opportunities associated with chronic illness and aging. Students will examine theories and models of care for aging individuals, the chronically ill, and their families, communities, and the broader population. Students will also appraise the role of palliative interventions in the care of the dying patient and end of life care. (Prerequisites: NUR332, NUR334, and NUR338; Co-requisites: NUR344 and NUR353).

**NUR 350 Nursing Care of the Childbearing Family 4 credits**

Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childbearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childbearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in COM 309, PSY 230, NUR 331, NUR 341, NUR 342)

**NUR 351 Nursing Care of the Childrearing Family 4 credits**

Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

**NUR 352 Behavioral Health in Nursing 4 credits**

Students apply evidence-based practice in the care and management of individuals experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior, thought, or mood. The impact of these alterations on the family and community are also discussed. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-client relationships. The course emphasizes analysis of coping mechanisms and other treatment modalities along with the nurse's role in interprofessional collaboration. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

**NUR 353 Nursing Care of the Childbearing Family 4 credits**

NUR353 Nursing Care of the Childbearing Family (4 credits total: 3 credits theory, 1 credit clinical) Utilizing the nursing process, this course prepares the student to meet the developmental, biological, and psychosocial health and illness needs of the childbearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childbearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR332, NUR334, and NUR338; Co-requisites: NUR344 and NUR346).

**NUR 360 Transcultural Nursing & Advanced Health Assessment 4 credits**

The content of this course is designed to advance skills in health assessment, including physical, behavioral, psychological, spiritual, family history, socioeconomic, and environmental, and will further broaden and advance the student's knowledge of human diversity and global awareness. Frameworks that support culturally aware care will be analyzed. The student will gain understanding of specific cultural phenomena and apply knowledge of the phenomena to assessment and intervention techniques to diverse groups. The student will further explore ethnocentrism and reflect on his/her own biases, prejudices, and stereotypes and the impact they may have on providing culturally competent care that supports Christian acts of service and justice.

**NUR 375 Introduction to Evidence-Based Practice 4 credits**

This course provides a basis for analysis and application of current nursing qualitative and quantitative research to the practice of nursing. The research process is examined and utilized to provide a foundation for students to critically examine published research articles and guidelines. Barriers to integrating evidence to practice will be analyzed with potential solutions explored within the course.

**NUR 400 Leadership and Management in Nursing 4 credits**

This course is focused on development of leadership and management skills necessary for effective nursing practice. Theories of leadership and management are introduced, and management roles and functions reviewed. An overview of finance and healthcare reimbursement will be provided along with nursing's contribution to organizational finance explored. Collaboration and communication with interdisciplinary teams will be analyzed, and students will practice strategies for negotiation and conflict resolution. The role of the nurse within micro and macro systems of healthcare organizations will be explored. The purpose of the mission, vision, philosophy and values in relation to organizational structure and nursing's role will be examined. The contributions of nursing and the nurse leader in creating and supporting a culture of safety and caring will be analyzed. Quality improvement models and structure, process, and outcome measures are explored with a focus on patient safety principles and care standards.

**NUR 430 Nursing Informatics 4 credits**

This course introduces students to healthcare information systems and basic informatics concepts. The impact of technology to safeguard nursing practice and patient outcomes will be examined. Emphasis is placed on the management of information, knowledge, and technology to support efficiency, encourage effective communication, enhance the quality and safety of patient care, and ensure accurate documentation and revenue capture. Efficiency and accuracy of data collection for regulatory purposes will be explored via extracted or abstracted methods. The use of data to influence changes in clinical practice aimed at the improvement of patient outcomes will be examined. Students will explore informatics concepts and continuous improvement models to support improved workflow and efficiency, encourage effective communication, drive decision support, and ensure accurate documentation. Resource stewardship and patient safety considerations will guide students throughout the course.

**NUR 431 Nursing Introduction to Evidence Based Practice 3 credits**

This course provides tools for understanding how evidence-based practice in nursing using research techniques and strategies improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, how to translate research into practice, and beginning research writing and the role of the nurse as a collaborator in research and evidence-based practice. The student acquires the skills needed to use databases to search for and identify scientific resources, and to synthesize data to determine best practice in the care of individuals, families, and populations. (Prerequisites: NUR344, NUR346, and NUR353; Co-requisites NUR453, NUR464, and NUR465).

**NUR 445 Introduction to Care Coordination & Case Management 4 credits**

This course will compare health reform goals and the role of care coordination and case management in supporting improved quality and safety of care for individuals and populations, and controlling cost through the efficient and effective use of resources that mitigates fragmentation of communication of health information and delivery of services. The nurse's role in patient-centered care coordination is explored with emphasis on care transitions and care coordination models for the different levels of care. Risk stratification tools will be examined with contrast to the public health prevention levels. Formulation of a collaborative, personalized, and proactive care plan to address the client's needs and health risks based on their prevention level of risk will be explored. Ongoing evaluation methods with measurable outcomes will be identified with discussion of care plan revision based on the outcomes.

**NUR 453 Nursing Care of the Childrearing Family 4 credits**

Utilizing the nursing process, this course prepares the student to meet the developmental, biological, and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: PSY230, NUR344, NUR346, and NUR353; Co-requisites: NUR431, NUR464, and NUR465).

**NUR 460 Population Health Nursing 4 credits**

This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. The history of community health will be reviewed and contrasted with the current roles in community health nursing. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health, and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States as to its impact on health disparities, health, and the healthcare experience. The unique cultural makeup of a community will be assessed with application to delivery of a population-focused intervention. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment.

**NUR 461 Leadership and Management in Nursing 5 credits**

This synthesis course focuses on nursing leadership and professional role development. Students consider principles of management, leadership, conflict resolution, negotiation, and group process skills as they evaluate the role of the nurse as a designer, manager, and coordinator of interprofessional care. The course addresses methods to evaluate and improve the quality of nursing care and analyze cost-effective healthcare delivery systems. Students are required to complete and present a quality improvement project as part of their clinical experience. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

**NUR 463 Care of the Complex Patient 3 credits**

Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction and simulation. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

**NUR 464 Leadership and Management in Nursing 3 credits**

This course will explore the role of nurse as leader and manager in the context of contemporary issues within health care. The focus will be on leadership skills, knowledge, and creativity to promote and manage safe, holistic patient-centered care for diverse individuals, families, groups, and populations across the lifespan within contemporary, complex and multifunctional health care delivery systems. (Prerequisites: NUR344, NUR346, and NUR353; Co-requisites: NUR431, NUR453, and NUR465).

**NUR 465 Care of the Complex Patient 2 credits**

Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction, lab including simulation. (Prerequisites: NUR344, NUR346, and NUR353; Co-requisites: NUR431, NUR453, and NUR464).

**NUR 470 Community and Public Health 4 credits**

Concepts of health promotion, disease prevention, epidemiology, environmental health, urban and rural healthcare, health disparities, and community needs assessment, social determinants of health, health theories, and emergency/disaster preparedness are explored and related to the Christian ethic of social justice. Students explore the role of the nurse as a change agent in influencing public health policy, and the nurse's role in the prevention of disease. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

**NUR 471 Transition to Professional Nursing 6 credits**

This capstone course prepares students for entry into professional nursing practice as a lifelong learner. Utilizing self-reflection, students will identify goals that demonstrate responsibility for continued personal and professional development. Students complete an internship experience focused on transition to practice. As part of processing the accumulation of baccalaureate nursing knowledge, NCLEX-RN exam preparedness is also a course focus. This course includes classroom instruction and clinical experiences. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

**NUR 472 Population Health 4 credits**

This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health and emergency/disaster preparedness are explored. Students explore the role of the nurse as a change agent in influencing public health policy. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR431, NUR453, NUR464, NUR465, and COM309; Co-requisite: NUR473).

**NUR 473 Transition into Professional Nursing 5 credits**

This capstone course prepares students for entry into professional nursing practice as a lifelong learner. Utilizing self-reflection, students will identify goals that demonstrate responsibility for continued personal and professional development. Students complete an internship experience focused on transition to practice. As part of processing the accumulation of baccalaureate nursing knowledge, NCLEX-RN exam preparedness is also a course focus. This course includes classroom instruction and clinical experiences. (Prerequisites: NUR431, NUR453, NUR464, NUR465, and COM309; Co-requisite: NUR472).

**NUR 475 Nursing Capstone 4 credits**

This capstone course emphasizes reflective practice and integration of learning obtained during student's liberal arts and fundamental nursing course journey. An e-professional portfolio will be created and compiled by each student. The specific Action Plan for a population-focused health promotion activity, created during the NUR 460 Population Health course will be completed as the practice experience during this course. In addition, principles of health teaching for populations will be explored and a Teaching Module created for a specific health topic that demonstrates the application of these principles.

**NUR 498 Nursing Practicum 1-12 credits**

The goal of the Nursing Practicum is to advance student nursing skills and knowledge. This practicum places students in a setting where the student learns to apply entry-level and more advanced competencies, focusing on enhanced preparation for the NCLEX-RN exam.

**NUR 600 Foundations: The Art, Science, and Ethics of Graduate Nursing Practice 3 credits**

This course will focus on the art and science of nursing for graduate nursing practice in formal and informal leadership roles. Students will reflect on their professional calling and affirm their moral compass including examining potential vulnerabilities that may challenge one's integrity. Students will explore ethical theories and principles from a nursing leader perspective, analyze contextual factors contributing to ethical dilemmas in the healthcare environment, synthesize, and apply course concepts through the application of ethical decision-making models within the Christian context.

**NUR 610 Integration of Epidemiology and Clinical Prevention to Improve Health with Practicum Application 3 credits**

This course focuses on basic principles of epidemiology, which includes the distribution and determinants of health-related states or events in specific populations. Using concepts from biostatistics, students will analyze population data to inform and design population health interventions that advocate for social justice and health equity. The course includes a 35-hour practicum, which focuses on the application of epidemiologic concepts and biostatistical principles. (Prerequisite: Minimum grade of B in NUR 600)

**NUR 620 Translating Evidence into Practice 4 credits**

This course focuses on the evidence base for practice decisions and will prepare students to evaluate the strength of the evidence from a statistical and a clinical significance perspective. Students will perform a literature review and a critical appraisal of evidence which will entail a critique of the study framework, research methods, data collection process, and the method of analysis. (Prerequisite: Minimum grade of B in NUR 610)

**NUR 630 Organizational and Systems Leadership with Practicum Application 4 credits**

This course will develop an understanding of the organization of healthcare delivery systems along with the impact of factors that influence healthcare. Students will explore systems theory, change theory, and complexity science in healthcare. Students will examine how leaders develop themselves and others to create an alignment that engages change in addressing the future needs of healthcare. This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 620)

**NUR 640 Leading Healthcare Systems and Quality Improvement with Practicum Application 4 credits**

This course will examine current principles and practices for healthcare quality including quality improvement methodologies and evaluation of success based on structural, process and outcomes measures. Students will examine how leaders strategically create and influence organizational outcomes with a focus on a culture of safety thru a balanced lens of cost, quality and experience. This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 630)

**NUR 650 Information Systems and Technologies to Improve Health Outcomes with Practicum Application 4 credits**

Students will investigate the integration of evidence-based practice with organizational science and informatics while examining the role of the nurse leader to inform health information systems and technology to improve health outcomes. Students will also gain essential knowledge of informatics content to be prepared to address stakeholders and to advocate for effective and efficient health information systems and technology that supports improved health outcomes. Students will explore topics such as healthcare technologies such as telehealth and apps that promote wellness. The course includes a 35-hour practicum, which focuses on the application of use of information systems in healthcare. (Prerequisite: Minimum grade of B in NUR 640)

**NUR 660 Leading Care Coordination and Promoting Collaboration to Improve Health Outcomes 3 credits**

Students will explore interprofessional considerations and communication strategies that facilitate care coordination across the healthcare continuum with a focus on care transitions. Students will propose ideas for a model of care design and explore outcome measures around quality, cost, and experience for identified individuals and populations. (Prerequisite: Minimum grade of B in NUR 650)

**NUR 670 Finance, Economics and Resource Management in Healthcare 3 credits**

Students will investigate the role of human resource management from an operation manager's perspective. Students will examine labor issues in nursing including recruitment, retention, and employee satisfaction. The course emphasizes business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing. (Prerequisite: Minimum grade of B in NUR 660)

**NUR 680 Nurse as a Leader: Advocacy and Policy with Practicum Application 4 credits**

This course explores the impact of policy on health care delivery from an institutional, local, state and federal level. Students learn about the policy making process and apply their learning by analyzing, implementing, and evaluating policy using multiple measures (i.e., ethics, economic, social justice). This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 670)

**NUR 690 Capstone Synthesis Practicum 4 credits**

This capstone course includes a culmination deliverable that demonstrates the synthesis of program content, validates the student preparedness for a nurse leader role, and acts as a summative evaluation of the end of program student learning outcomes. This course includes a 140-hour practicum. (Prerequisite: Minimum grade of B in NUR 680)

## Orthotics and Prosthetics (OP)

**OP 500 Ethics and Compliance in Orthotics and Prosthetics 3 credits**

This course explores ethical considerations for orthotics and prosthetics in a healthcare setting. Students will critically analyze ethical concepts, which influence the development of healthcare policies and regulations in the orthotics and prosthetics fields. The course will further examine the relevance of ethical considerations in healthcare compliance.

**OP 505 Clinical Considerations of Lower Extremity Orthotic Management 3 credits**

This course integrates current principles in human movement, pathology, functional assessment and measurement. Principles are then applied through the formulation and implementation of an orthotic treatment plan. The students will research, design, fabricate, and fit functional and accommodative orthotic devices for the lower limb.

**OP 510 Clinical Considerations of Spinal Orthotic Management 3 credits**

This course incorporates principles of orthopedic assessment, biomechanics, and growth and development. Principles are then applied through the formulation and implementation of orthotic treatment protocol. Students will design, fabricate, and fit corrective and supportive spinal orthoses for conditions of the spine based on evidence-based standards.

**OP 515 Clinical Considerations of Upper Extremity Orthotic Management 3 credits**

This course integrates the knowledge gained through rehabilitation, orthopedic and functional assessment and incorporates the information into a treatment plan. Techniques are then applied through the implementation of orthotic treatment protocol. Students will research, design, fabricate, and fit upper extremity orthoses.

**OP 520 Clinical Considerations of Trans-Tibial Prosthetic Management 3 credits**

This course focuses on the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It includes trans-tibial shape capturing methods with variations in socket designs and suspension techniques as used in contemporary prosthetic practice. This course utilizes evidence to base clinical decisions and to resolve clinical complications that can affect patients with lower limb amputations.

**OP 525 Statistics in Orthotics and Prosthetics 3 credits**

Students will examine the concepts, methods, and usage of statistical data within the context of orthotics and prosthetics.

**OP 530 Research Methods 3 credits**

This course examines the various research methodologies used in orthotics and prosthetics. 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 research are introduced.

**OP 535 Clinical Considerations of Trans-Femoral Prosthetic Management 3 credits**

This course emphasizes the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It integrates anatomy, biomechanics, prosthetic design principles and material science to analyze clinical challenges that can affect patients with high-level lower limb amputations.

**OP 540 Clinical Considerations of Upper Extremity Prosthetic Management 3 credits**

This course integrates anatomy, patient assessment, biomechanics, and prosthetic design principles to diagnose clinical problems that can affect patients with upper extremity deficiency. Students will design and implement a prosthetic treatment plan, fabricate and fit the trans-radial and trans-humeral prostheses. This course will also cover innovative technologies in upper limb socket design and identify advanced components to enhance upper-limb function.

**OP 545 Orthotic and Prosthetic Practice Management 3 credits**

This course will examine the general business practices used in the orthotic and prosthetic industry. Topics include record keeping, time management, regulatory compliance, financial statements, human resources, marketing and legal issues. Professional issues including the certification process, personal goal setting and leadership skills assessment are also discussed. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

**OP 580 Clinical Experience 3 credits**

This course will provide students with opportunities to apply theories and skills in an approved clinical setting with actual patient contact. Specific experiences include taking part in a comprehensive patient assessment in order to create a comprehensive orthotic/prosthetic treatment care plan as well as exposure to continued patient care/evaluation to ensure, maintain, and document optimal fit and function of the orthoses/prostheses. The experience will also provide exposure to business management principles and inter-professional communication among practitioners, patients, and caregivers. Practicum students are required to work under the direct supervision of a Certified Orthotist/Prosthetist preceptor in an approved clinical site.

**OP 590 Master's Capstone 3 credits**

The capstone course provides the orthotic and prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the orthotic and prosthetic industries. The capstone will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

## Parent and Teacher Impact (PTIX)

**PTIX 500 Building Meaningful Partnerships: Connecting Schools, Families, and Communities 3 credits**

Educating young people is a task shared by many parties. A student's success doesn't rest solely in the hands of his or her teachers. Parents, community groups, and local businesses can all play a vital part in educating America's youth. When schools work collaboratively with these groups, students thrive both personally and academically, and the adults benefit as well when they know they are positively influencing the education system and the lives of their youth. In this course, you will gain concrete, actionable strategies for partnering with families and community organizations to foster meaningful educational experiences for students. From examples of successful partnerships to practical applications, you will learn how to seek out, connect with, and facilitate effective partnerships with the broader community. In addition, you'll learn how to engage the parents of special needs children and English language learners in their children's education. Using the techniques from this course, you'll be ready to implement a plan to successfully involve your community in fostering all students' achievement. This course is offered through Advancement Courses.

**PTIX 501 Building Parent Engagement 3 credits**

Parents play an integral role in their children's education. However, one of the biggest challenges for teachers is reaching and building positive relationships with all parents. Barriers to successful communication can easily arise, whether it's because parents have negative attitudes toward school, are overworked or have limited time, have children with special needs, or have limited English language proficiency. It's up to you to overcome these barriers, and this course will show you how. In this course, you will gain practical techniques and concrete, actionable tools to foster parental involvement. Examples include planning information nights, using technology to maintain regular contact with parents, collaborating with parents to meet curriculum standards (such as CCSS and ESSA), and creating a strong home-to-school connection. You'll examine your current strengths and weaknesses regarding parental engagement and create personalized strategies for improving them. In addition, you'll be prepared to successfully reach parents of students who may need extra support in the classroom and parents who have barriers to participation such as limited time or access to technology. By the end of this course, you will be equipped with a comprehensive set of tools for engaging and empowering all students' parents to become active partners in their children's school success. This course is offered through Advancement Courses.

**PTIX 502 Building Student Character Through Service Learning 3 credits**

With its focus on problem-solving and authentic, real-world application, service learning is one of the most significant ways to introduce your students to the skills they'll need to thrive in today's classrooms and tomorrow's careers. Service learning combines learning goals and community service in ways that can enhance your students' engagement with and achievement in academic and civic matters. In this course, you'll learn how to integrate service learning principles and opportunities into your curriculum and design effective instruction, projects, and reflection opportunities that will hone your students' skills in collaboration, communication, critical thinking, and creativity. You'll examine strategies for incorporating relevant topics that will meaningfully engage your students, and for overcoming any challenges associated with creating service learning opportunities. In addition, you'll gain tools for encouraging participation from family members, community members, and local organizations in student-driven service projects. Using the techniques from this course, you'll be able to use service learning to engage your students in community-based projects that will demonstrate the significance of civic engagement and creating social change. This course is offered through Advancement Courses.

**PTIX 503 Developing Civic Knowledge through Hands-On Community Engagement 3 credits**

What must students know and do to improve their communities and influence their government? That is the central question related to civic engagement in the classroom. Civics in the traditional sense has a reputation for being stale and disconnected from the real world. However, in today's world, it is more important than ever for young people to develop the knowledge and skills they will need to take on the challenges they see in the world around them. This course offers strategies for reinvigorating civic learning, making it come alive in both content area learning and the community. By reframing how you think about civic education, you will discover how it can become an essential part of the practices and values of any classroom. You will be able to build connections with the community and also enable students to carry their learning well beyond the classroom. Students will see how classroom learning empowers them to act, advocate, and affect change in their communities and beyond. By the end of the course, you will be able to incorporate all of these principles of civic knowledge, skills, values, and actions into your classroom practice and instructional plans. This course is offered through Advancement Courses.

**PTIX 504 Educating for Character & Value 3 credits**

Instilling strong values in children can create an entire generation that helps society become a more peaceful and civilized place. Teachers can play a vital role in cultivating these values, but having to implement new standards and curricular requirements can make teachers hesitant to add a "nonacademic" subject to their already full plates. However, teaching character and values is not about adding these subjects, but about integrating them effectively into existing classroom practices and curricula. In this course, you will examine the importance of teaching children character and values, the ramifications of not teaching these principles, and how you can teach values without involving religion, politics, or other personal stances. You'll explore various universal values in depth, understanding how they enrich students' lives, and develop concrete strategies for how to implement values-related education in the classroom. In addition, you'll learn how to model positive behaviors in your own life and classroom, and how to use literature and media to teach lasting character lessons to your students. By the end of this course, you'll be equipped with comprehensive strategies for integrating character- and values-related education in the classroom and forging responsible 21st-century citizens. This course is offered through Advancement Courses.

**PTIX 505 Preparing Students for the Workforce 3 credits**

Determining a career path has become a complex process as our society advances and people become more specialized. High school students are expected to make decisions that will impact their education, families, lifestyles, and life satisfaction for years to come. Teachers play a crucial role in helping their students navigate this critical time of life, so it's essential that educators have a good framework for guiding students through these decisions. Building upon the work of classic career theorists, including John Holland and Donald Super, this course will take a comprehensive look at the career decision-making process, beginning with distinguishing between a career and a job or hobby, through selecting a career and landing and keeping a job. You'll develop strategies for helping students understand themselves and identify personal preferences, values, and strengths. In addition, you'll learn the processes involved in identifying motivation sources, exploring potential careers, and honing the soft and hard skills students need to develop as professionals. Using the techniques from this course, you will be prepared to guide your students through the process of becoming career-ready professionals who have a strong foundation for making the decisions that await them. This course is offered through Advancement Courses.

**PTIX 506 Shaping Global Citizens through World Crisis Education 3 credits**

All over the world today, children experience crises that impact them as they grow into adolescence and adulthood. A lack of access to education and clean water, the prevalence of armed conflict in their region, and poverty of all kinds challenge their daily lives. For children in American classrooms, it is imperative that these crises and difficult or dangerous conditions be studied and understood, so that they grow into compassionate and active global citizens that understand their role in the world and strive to make a positive impact. In this course, we will examine some of the most immediate world crises, the impact they have on the children that experience them, and strategies that you can use to teach your own students about those crises in the classroom. This course is offered through Advancement Courses.

**PTIX 507 Successful Parent-Teacher Conferences 3 credits**

Parents are just as critical to their children's academic and social success as teachers are. However, opportunities for parent-teacher interactions are limited, so it's critical to maximize times such as parent-teacher conferences to form strong relationships and a unified vision for your students' health and growth. In this course, you will learn how to host congenial, effective parent-teacher conferences that foster relationships with parents for the rest of the year. You'll examine the critical components of a strong parent-teacher relationship and how you can partner with parents to develop students' unique strengths and weaknesses. In addition, you'll create strategies for sharing student data, approaching difficult topics with parents, and involving students appropriately in your communications with their parents. With the techniques from this course, you'll be equipped to communicate with parents not only at conferences but also throughout the school year to build a network of supportive adults for your students. This course is offered through Advancement Courses.

## PE and Health (PEHX)

### PEHX 500 Athletic Speed and Agility 3 credits

Success in sports results from several factors, the most popular of which are skill and strength. However, two areas that are often overlooked are speed and agility. Many believe that athletes are born fast and agile and that training can't overcome deficiencies in these skills. However, with the right programs, coaches can help athletes enhance and build upon both of these areas. Although speed and agility training differs depending on the sport and level, all coaches can benefit from developing a deeper understanding of what speed and agility training looks like for all sports. In this course, you will develop speed and agility programs that will enhance your athletes' performance regardless of what sport you coach or your athletes' level of proficiency. The course takes a close look at plyometrics, a form of exercise that involves rapid and repeated stretching and contracting of the muscles. You will examine how physical features either allow or prevent athletes from developing speed, and you will create strategies for overcoming these obstacles while limiting injuries. With the techniques you learn in this course, you will be able to coach all of your students to increase these essential athletic skills regardless of innate ability. This course is offered through Advancement Courses.

### PEHX 501 Basketball John Wooden's Way 3 credits

Arguably the most successful college basketball coach of all time, John Wooden not only had a passion for coaching but also a passion to share his story with other coaches so that they could learn from his success. His leadership, dedication, knowledge, and discipline are something all coaches can learn from. In this course, the coach will learn the strategies and characteristics of good coaching through studying the life and career of John Wooden. The coach will understand Coach Wooden's UCLA offense and seek to implement some of its key strategies with his or her own team. By the end of the course, the coach will be able to design a coaching structure that instills both discipline and character into his or her athletes, while also implementing effective basketball drills, strategies, and techniques. This course is offered through Advancement Courses.

### PEHX 502 Coaching Students Toward College 3 credits

Most students enter high school believing that they will attend college afterward, but not all students end up matriculating. Clearly, some students struggle with turning their collegiate desires into reality. To coach students toward college, educators need to consider students' academic preparation, social-emotional skills, and the support of families and community members in helping each student enter (and finish) college. In this course, you will learn how to better support students in their journey to college. Whether you're a teacher, counselor, or administrator, you can employ numerous strategies to motivate students, parents, and the community to work together for students' success. You'll learn how to cultivate a college-going culture at your school, and you'll also assemble resources that you can share with students on how to apply for admission and financial aid. Finally, you'll learn how to support students' transition from high school to college, including re-evaluating the purpose and value of a college degree. Using the strategies from this course, you will be able to nurture students' desire and ability to apply to colleges that will set them up for success in their lives and careers. This course is offered through Advancement Courses.

### PEHX 503 Coaching the Female Athlete 3 credits

There's no denying that male and female athletes are different. Besides physical distinctions, they also react differently to issues such as team building, self-esteem, and coaching techniques. Girls bring a unique set of strengths and challenges to the playing field, and their coaches play a key role in bringing out the best in them. In this course, you will examine the characteristics that female athletes value in coaches and how you can exemplify these qualities in your coaching philosophy. You'll learn how to build strong chemistry and teamwork on a girls' team, beginning with tryouts and all the way through practices and competitive play. In addition, you'll develop strategies for fostering female athletes' drive and self-esteem to help them build a confident, winning mindset. Using the techniques from this course, you will be able to empower your female athletes to develop the confidence and assertiveness that will not only strengthen their athletic performance, but also help them in life off the field. This course is offered through Advancement Courses.

### PEHX 504 Game On! Getting Kids Pumped in P.E. Class 3 credits

Getting kids motivated in the gym can sometimes be as challenging as motivating them when they're sitting behind a desk. In this course, you will cultivate an array of motivational strategies to engage students in effective P.E. instruction and help them understand the benefits of physical activity on their mental, emotional, and physiological well-being. You will learn to incorporate intrinsic and extrinsic techniques to empower students with the skills they need to enjoy a lifetime of physical activity. In addition, you will develop strategies to reach all learners, including English language learners, students with special needs, students from culturally diverse backgrounds, and exceptional athletes. With the techniques you learn in this course, you will be able to build a culture of enthusiasm and engagement from all students in your P.E. class, regardless of physical ability. This course is offered through Advancement Courses.

### PEHX 505 Health, Wellness, and Fitness: A New Look 3 credits

The prevalence of obesity in children has more than tripled in the last three decades. Obesity is a major concern for not only students' physical health, but also their mental health, as it can lead to higher rates of bullying and depression. Because children spend a great deal of time in school, teachers can have a powerful positive influence on their development of healthy habits. Healthy students likely lead to healthy adults, and making smarter decisions regarding physical, nutritional, and mental health helps promote sharper minds and stronger learning opportunities. In this course, you will curate a list of activities that promote physical fitness in your elementary, middle, or high school students. You will learn techniques to foster multiple dimensions of student health, including emotional well-being, stress reduction, nutrition, and physical fitness. By the end of this course, you will be armed with the knowledge and strategies you need to create a culture of health and wellness in your classroom and beyond. This course is offered through Advancement Courses.

**PEHX 506 Identifying and Preventing Eating and Exercise Disorders 3 credits**

Many young men and women in today's society are dissatisfied with their bodies. The pressure to achieve cultural body image ideals starts as early as age 6, and often results in eating and exercise, or "activity," disorders. Eating disorders have the highest death rate of any psychiatric illness and can lead to serious physiological problems. In this course, you will learn to recognize the signs that a student—female or male—may be at risk for or suffering from an eating or exercise disorder. For these children and teens, early and sensitive intervention is key, so you will learn how to approach students to get them the professional help they need. You will also study common causes and symptoms of exercise and eating disorders so you can help students establish a healthy body image and positive relationship toward food and exercise. Using the knowledge and strategies from this course, you'll be equipped to not only recognize and intervene with students who have eating and exercise disorders, but also help every student in your class establish a positive body image and healthy eating habits. This course is offered through Advancement Courses.

**PEHX 507 Integrating Health and Wellness into the Elementary Classroom 3 credits**

As teachers, we hope that every lesson we teach students will stay with them for a lifetime. But few other lessons have as many long-lasting implications as teaching students how to make healthy choices. These skills can increase students' life spans as well as their happiness, so it's incredibly valuable to start as early as elementary school to set them up for a lifetime of success. In this course, you will explore how to integrate health and wellness across multiple subject areas, including literacy, math, science, and social studies. You'll learn highly practical techniques for how to incorporate more physical activity into your classroom, ranging from brain breaks to using movement in your daily lessons. In addition, you'll learn how to foster students' social-emotional health and well-being, and how to promote wellness through school-wide programs and initiatives. Equipped with the knowledge and strategies from this course, you will be able to positively impact both your students' and your school community's overall health and wellness for years to come. This course is offered through Advancement Courses.

**PEHX 508 Integrating Technology into the PE Classroom 3 credits**

PE is not a class where you normally imagine using technology; in fact, PE may sometimes feel like a school's only chance to get students away from screens. However, when implemented correctly, technology can be a dynamic and engaging force in your PE class, for both you and your students. In this course, you will learn how to use technology to enhance the planning, instruction, activities, and assessments in your PE class. You will develop strategies for using video to demonstrate physical techniques and offer feedback on students' performance; using apps and games to measure and motivate student achievement; and using digital organization tools to create and store powerful lesson plans that you can use for years to come. As part of your coursework, you will explore several examples of apps and tools you can start using in your classroom today to help you improve your own and your students' experience. Using the tools and techniques from this course, you will be able to use technology not only to enhance your own planning and instruction, but also to motivate students to greater physical activity. This course is offered through Advancement Courses.

**PEHX 510 Shaping Authentic PE Instruction in the 21st Century 3 credits**

PE teachers play an essential role in providing students with the knowledge and skills they need to engage in a lifetime of health and fitness. A high-quality PE program offers students more than just skill development and physical activity; it also emphasizes student learning in the cognitive, affective, and psychomotor learning domains. In this course, you will gain the resources you need to create and implement a high-quality PE program that aligns with the SHAPE America National Standards. You'll examine best practices for implementing direct instruction, feedback, management, and observation; for using Bloom's Taxonomy to develop your students' cognitive, affective, and psychomotor skills; and for incorporating simple to complex tasks that will build students' abilities in PE. You'll also acquire the strategies you need to advocate for, design, modify, implement, and assess effective PE instruction that addresses the needs of students of all learning and physical abilities. Using the techniques and resources from this course, you'll be able to create authentic PE activities that will engage your students, motivate them to participate in PE, and develop their mental, emotional, and physical skills. NOTE: If you have taken the Advancement Courses online course, Let's Move! Authentic PE Instruction for the 21st Century, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other courses in PE. This course is offered through Advancement Courses.

**PEHX 511 Sports and Games: Using Instructional Models in PE 3 credits**

The days of uninspired and unorganized play are over! As PE teachers, we can sometimes struggle to find activities that both engage students and align with national standards. However, this course will give you the tools you need to do just that. In this course, you'll develop strategies for identifying competency-based, goal-oriented games that are appropriate for K-12 physical education, as well as tools for evaluating students as they develop a lifelong interest in fitness. You'll learn best practices for creating effective PE instruction, and how to modify your teaching to interest and encourage students who are English language learners, come from different cultural backgrounds, have special needs, or exhibit exceptional athletic talent. In addition, you'll explore instructional and assessment approaches such as direct instruction, the Sport Education Model, and Teaching Games for Understanding. By the end of the course, you'll be able to design and implement authentic activities that meet the learning needs and interests of all your students. This course is offered through Advancement Courses.



**PEHX 512 Stretching Bodies and Minds: Using Yoga to Enhance Student Focus and Motivation 3 credits**

For thousands of years, the world has embraced the practice of yoga as one of the best ways to calm the mind, build physical strength and balance, increase confidence and emotional resilience, and improve focus and concentration. But did you know that practicing yoga in the classroom can also enhance classroom instruction by preparing students to listen, focus, and learn? In this course, you'll learn when to incorporate yoga activities into the school day and how your students can gain the benefits of yoga with little instructional time. Even if you lack prior yoga experience, you'll gain the tools you need to explain yoga to your students and make yoga activities easy for them. You'll acquire strategies to effectively implement a wide variety of yoga exercises and poses in your classroom, including those that settle students at the beginning of class, refocus students when their attention wavers, calm and center students before assignments and tests, and build their confidence and self-regulation. Using the techniques from the course, you'll be able to include yoga practices in your instruction, which will help your students develop the social-emotional, cognitive, and physical skills they'll need beyond the classroom. This course is offered through Advancement Courses.

**PEHX 514 Teaching Golf: From 40 Yards In 3 credits**

Often when students imagine golf, they think of the idyllic driver swing that sends the golf ball flying hundreds of yards into the sun. However, physical education teachers know that a successful golf game requires more skills and more nuance than what students normally imagine when they pick up a golf club. In this course, you will review the fundamental skills in the short game of golf and how to instill them in your students. You'll develop strategies for teaching the proper terminology, types of shots, club choices, and safety and etiquette. You'll also develop techniques for improving practical skills such as bunker play, chipping, and putting. By the end of this course, you will have the knowledge and strategies you need to motivate, support, and engage your student athletes in the critical aspects of the short game of golf. This course is offered through Advancement Courses.

**PEHX 515 Teaching Healthy Habits to Prevent Childhood Obesity 3 credits**

It's no secret that America has an obesity problem, or that obesity can impact even our youngest students. Overweight children endure long-term physical, psychological, and social problems, and it can be overwhelming trying to figure out how to address these issues in a classroom setting. However, as a teacher, you can have a profound impact on preventing childhood obesity and helping obese children in your classroom. In this course, you will examine the underlying causes of obesity in children and adolescents, including changes in food patterns, food availability, and decreased exercise in and out of schools. Knowledge of these contributing factors and their adverse consequences will help you better identify, assess, and combat the root causes of a child's obesity. In addition, you will learn how to integrate healthy lifestyle choices into a curriculum to encourage healthy habits for students. You will also explore ways to plan and advocate for healthy habits in the school community, such as school and community gardens, activity breaks in the regular classroom, and collaborative teaching strategies. Using the techniques from this course, you will be able to promote healthy choices that can positively impact students for the rest of their lives. This course is offered through Advancement Courses.

**PEHX 516 The Job of the Athletic Department 3 credits**

Being an athletic director requires much more than a knowledge and love of sports. Many aspects of the job are administrative in nature, and leading the department involves managing thousands of dollars of equipment, multiple team schedules, and several coaches and support staff. A successful athletic director must be able to balance all of these responsibilities on top of maintaining good relationships with school administrators, parents, and community members. In this course, you will examine the various factors that make an athletic department run like a well-oiled machine. You'll tackle difficult issues such as managing a large staff, creating budgets, navigating legal issues, and identifying characteristics to look for when hiring coaches. You'll also develop strategies for communicating with students' families and the community at large regarding athletic events, policies, and feedback. In addition, you will evaluate the benefits of sports for children and how to cultivate these values throughout your athletic department. Using the techniques from this course, you will be able to balance the myriad responsibilities of running an athletic department and enjoy the fruits of overseeing successful student athletes and their coaches. This course is offered through Advancement Courses.

**PEHX 517 The Psychology of Sport 3 credits**

Practice, practice, practice. Every coach knows that athletes need to practice the physical techniques unique to their sport and their position on the team. But is that all they need to practice? Research shows that mental skills are just as crucial to becoming a successful athlete. But how do you instill healthy mental techniques in your student athletes to help them both on and off the field? In this course, you will learn why mental skills are so essential for athletic performance and how to teach vital mental techniques alongside physical techniques. You'll develop strategies for motivating athletes to succeed and make a total commitment to their sport; using self-talk, imagery, and visualization; and helping students manage their emotions during competition. Focusing on athletes' mental skills will increase their performance during practice and competition. Using the knowledge and techniques from this course, you will be able to increase your athletes' mental and physical skills and give them tools they can use to succeed in all areas of life. This course is offered through Advancement Courses.

**PEHX 518 Why Good Coaches Quit 3 credits**

Although coaching can be meaningful, exciting, and fulfilling work, it can also be a tough job with significant pressures and stressors. When coaches are performing optimally, their words and actions match the clear values and goals they have set for their teams. However, too often, the stress of the job, the pressure to achieve, and the overwhelming nature of additional responsibilities jeopardize coaches' desire to continue. In this course, you will examine the challenges of coaching and learn how to cope with internal and external pressures to be an effective leader. Because you need to be able to manage yourself before you can manage others, you will focus on cultivating techniques for juggling multiple roles, controlling stress, building emotional intelligence, and defining a clear value system that aligns with your goals and actions. In addition, you'll learn how to be a role model and pass on the strategies you gain to other coaches (and to parents and students as well) to help them perform at their highest level. With the techniques you learn in this course, you will be able to prevent burnout and reignite your passion for the job not only for yourself, but for others as well. This course is offered through Advancement Courses.

**PEHX 519 Innovative Assessment in PE 3 credits**

The Assessment in Physical Education course is designed for K-12 teachers who seek ways to use new and innovative assessment ideas in their physical education setting to benefit both the teacher and their students. This course will help teachers to link standards and objectives using practical in class assessments. Assessment strategies will assist in evaluating students learning as well as evaluating curriculum and teaching practice. Through reflection of technology resources and application of skills, students will gain the confidence to integrate assessments that use technology in the physical education curriculum. This course is offered through Advancement Courses.

**PEHX 520 Pickleball: Teaching One of the Fastest-Growing Sports 2 credits**

Some sports become too taxing to play as we age, but racquet and net sports are not those types of sports. Students can use the skills they learn from these games for a lifetime of physical activity. However, tennis and other racquet and net sports can sometimes be difficult for students to learn and for PE teachers to introduce in a typical gym. A very enjoyable and effective alternative that teaches the same skills is pickleball. Given the smaller playing area, slower pace, moderate intensity, and high “fun factor,” pickleball is an excellent way to help students develop confidence in foundational racquet and net sport skills. Plus, unlike with tennis, most school gymnasiums can easily accommodate up to five pickleball games at a time. In this course, you will be equipped with the knowledge and tools you need to effectively teach pickleball. You will design drills and activities to teach the rules and lingo of the game, body positioning and shot techniques, offensive and defensive strategies, and more. In addition, you'll learn strategies for addressing common errors, correcting poor form, and creating meaningful assessments that will help build students' competence in the game. Using the tools and techniques from this course, you will be able to plan lessons that introduce and refine the skills students need to enjoy pickleball throughout their lives.

**PEHX 521 Teaching Team Handball (Grades 6-12) 2 credits**

The demand for new and different PE activities is growing. Although traditional sports such as basketball, baseball, and football still impart valuable physical skills, PE teachers are looking to explore unique games and activities to enhance their curriculum. Games like handball are the perfect solution to introduce some variety and spark new interest for middle and high school students. You will begin this course by exploring the history and popularity of handball beginning in the late 19th century through the period of waned interest in the mid-20th century to renewed interest in recent years. You will learn the rules, variations of play, and the equipment and setup required for the game. You'll also learn strategies for assessing team handball to make sure students are developing skills in the cognitive, psychomotor, and affective domains. Using the tools and techniques from this course, you'll be able to successfully introduce the game of handball in your gym as a fun and unique experience for both you and your students.

## Physical Therapy (DPT)

**DPT 7000 Independent Study 1-4 credits****DPT 7100 Service Learning I 1 credit**

This is the first course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. Service-learning I incorporates cultural competence, meaningful service, and critical reflective thinking to enhance student learning. The students will participate in lectures and discussion, interact with community leaders from different cultures, reflect on cultural and community topics and serve within the community. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

**DPT 7101 Anatomy 6 credits**

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.

**DPT 7102 Systems Physiology and Pathophysiology I 3 credits**

This first course of a two-course sequence begins with a cell structure and function overview. The physiology and pathophysiology of the endocrine, musculoskeletal, cardiovascular, and nervous systems are presented. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying 'red flags' that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

**DPT 7103 Applied Neuroscience 3 credits**

This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuroplasticity of the central and peripheral nervous systems. In addition, clinical aspects of neurological conditions most applicable to the physical therapist are presented. Class activities include lecture, laboratory and working through case scenarios.

**DPT 7104 Functional Anatomy/Biomechanics 3 credits**

Regional functional and articular anatomy is explored and applied in a rehabilitation context. Principles of and instrumentation for motion analysis are utilized to develop a thorough understanding of human movement. Class activities include lecture, observation, and laboratory activities. Two movement analysis projects provide the student experience in analysis and interpretation of functional movement patterns.

**DPT 7105 Systems Physiology and Pathophysiology II 3 credits**

This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, rheumatic, pulmonary, hematologic, genitourinary, hepatic, pancreatic and biliary and gastrointestinal systems are presented. An overview of infectious diseases and oncology is provided. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying “red flags” that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

**DPT 7106 Medical Screening 2 credits**

This course is an introduction of medical screening of patients for conditions that may require examination by a physician or a physician-extender across the lifespan. The lecture and laboratory experiences will enhance professional communication between physical therapists, patients, and physicians facilitating patient referral outside physical therapy.

**DPT 7111 Clinical Seminar I 2 credits**

This is the first course of a three course sequence. The roles of the profession of physical therapy within the healthcare system, the healthcare team, and the Christian tradition are explored. Students begin to develop the professional behaviors and communication skills required to thrive in those roles. Emphasis is on the application of this material to real-world situations through multiple clinic visits that occur throughout the semester. Class activities include lecture, group activities, and clinic visits.

**DPT 7112 Clinical Seminar II 2 credits**

This is the second course of a three course sequence. Issues related to morals and values, cultural and socioeconomic diversity, and psychosocial aspects of disability are explored within the context of multiple clinical visits. Legal and ethical issues in physical therapy practice are introduced. Class activities include lecture, group activities, and clinic visits.

**DPT 7121 Clinical Skills I/Foundations 4 credits**

This is the first course of a three course sequence. The fundamental processes involved in physical therapy patient/client examination, evaluation, and intervention are introduced. Bed mobility, transfers, and wheelchair/assistive device management are included. A basic examination framework that can be utilized across diagnoses and throughout the lifespan is developed. Students begin to use medical terminology to document findings, using a variety of structured formats. Class activities include lecture, lab, interaction with community volunteer patients, and case studies.

**DPT 7122 Clinical Skills II/Exercise 4 credits**

This is the second course of a three course sequence. This is the second course of a three course sequence. This course further develops physical therapy examination processes and introduces postural control mechanisms and balance assessment. Principles of exercise prescription and progression are presented for a variety of impairments and functional limitations.

**DPT 7123 Clinical Skills III/Modalities 4 credits**

This is the third course of a three course sequence. Physical therapy interventions specific to therapeutic modalities and electrotherapy are developed, with emphasis on integrating these interventions into a comprehensive plan of care for patients across diagnoses and across the lifespan.

**DPT 7131 Clinical Skills Assessment I 1 credit**

This is the first course of a two course sequence. Throughout the semester, students will work with CSP DPT faculty members on developing and implementing evaluation and intervention techniques for commonly seen physical therapy patient presentations. The course culminates with a comprehensive assessment of clinical skills and professional behaviors developed in the first year of the curriculum. This takes place within the context of a benchmark examination and Objective Structured Clinical Examination.

**DPT 7141 Health Promotion I 1 credit**

This is the first of a four course sequence related to the promotion of health to physical therapy clients and the community. This initial course will introduce DPT students to the determinants of health, a variety of theories related to the components of health and the APTA's vision for health promotion within the Physical Therapy profession. Students will also explore the role of the physical therapist in promoting health in themselves, their clients and the community, the reduction of health disparities, and the improvement of quality of life across the lifespan. Within the context of this course students will design a Personal Needs Assessment for themselves and develop an analysis of an existing community health promotion program in which they will ultimately participate in under the guidance of a community liaison. Throughout the course, an emphasis will be placed upon evidence-based practice, learning styles, health theories, cultural competence, and tailored health education in order to provide effective patient education. Class activities include readings, lecture, group discussion, projects and presentations.

**DPT 7151 Lifespan I 2 credits**

This is the first course in a two course sequence. Theories of motor development across the lifespan are presented within the context of physical therapy practice. Normal age related change across childhood, adolescence, adulthood, and later adulthood are explored. Health and motor planning across the lifespan, pediatric development, and normal physiological factors specific to the geriatric population will be reviewed. This will include changes in the cognitive, musculoskeletal and sensory systems. Changes in physical function are presented, compared, and contrasted between pediatric and geriatric patients through lecture, small group projects, and large group discussion. Students will develop pediatric and geriatric patient screening examinations.

**DPT 7161 Research Methods/EBP 3 credits**

Introduction to evidence based practice and clinical research. The skills learned will enable students to develop an initial, general research question, locate the evidence, review the scientific literature, and conduct critical appraisals of scientific articles. Course assignments require student application of the information. Class activities include lecture, discussion, and small group activities.

**DPT 7200 Service Learning II 1 credit**

This is the second course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. The students will participate in discussion, plan and participate in service activities. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

**DPT 7207 Integumentary/Medical 3 credits**

Physical therapy examination and interventions for integumentary and medical conditions across the lifespan and continuum of care are addressed. Issues associated with the lymphatic system are included. Class activities include lecture, lab and case studies.

**DPT 7208 Biopsychosocial Aspects 2 credits**

The purpose of this course is to guide the student in the attainment of attitudes, behaviors, and values appropriate to a healthcare practitioner. This course introduces the student to the biopsychosocial aspects of physical therapy and to the clinical decision-making process, which is utilized by the physical therapist. It also covers managing individual needs during illness and disease as well as ways to successfully educate, interact with, and enhance wellness of patients and families in healthcare settings. A variety of topics will be presented through readings, lectures, discussions, videos, and experiential activities. Topics include a person's needs during disability, acute and chronic pain and illness, mind-body relationship, complementary and alternative medicine, and death and dying along with communication and interpersonal skills, strategies for therapeutic intervention, and the ability to engage in reflective thinking are stressed.

**DPT 7209 Cardiopulmonary/Acute Care/Trauma 3 credits**

Physical therapy examination and interventions for cardiovascular and pulmonary conditions across the lifespan and continuum of care including acute care and trauma are addressed. Class activities include lecture, lab, and case studies.

**DPT 7210 Women's Health 2 credits**

Basic and clinical science elements of evaluation and intervention of women's health conditions are introduced. Students will be introduced to treatment of pregnancy related musculoskeletal conditions, continence assessment and pelvic floor muscle training, and assessment of risk factors for osteoporosis. Topics covered include anatomy, endocrinology, and physiology, breast health, disease processes with gender differences, incontinence, obstetrics, and osteoporosis.

**DPT 7213 Clinical Seminar III 2 credits**

This is the final course of a three-course sequence. Issues related to role models, ethics, mentoring, appropriateness of PT interventions, practice supervision, delegation, clinical decision making, and changes in PT payment systems will be explored. Class activities include lecture and collaborative learning activities.

**DPT 7232 Clinical Skills Assessment II 1 credit**

A comprehensive assessment of clinical skills and professional behaviors developed in the first two years of the curriculum. This assessment takes place within the context of a clinical environment.

**DPT 7242 Health Promotion II 1 credit**

This is the third of a four course sequence related to the promotion of health to physical therapy clients and the community. Within the context of this course, DPT students will complete and present their finalized Community Health Promotion Project from Health Promotion Ib. DPT students will also explore how to design, promote and implement a successful health promotion event in the community based on the lifestyle and needs of their audience. Class activities include readings, lecture, group discussion, projects and presentations.

**DPT 7252 Lifespan II 2 credits**

This is the second course of a two course sequence. Students learn best through active learning and critical thinking strategies. Course material will be augmented by in-class discussions, written reflections and interactive opportunities. For example in the first session, function related to health across the life span will be introduced didactically followed by small group discussions to reflect on these elements by implementing the "Circle of Voices" technique (Brookfield, 2011). Students will then be asked to reflect on function related to health across the life span as it relates to the deeper perspective gained through course material and group discussion.

**DPT 7262 Capstone I 2 credits**

Introduction to the capstone project. Each student will complete one of two tracks: research or professional development. Each of the tracks require six credits of student work. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

**DPT 7263 Capstone II 1 credit**

Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

**DPT 7264 Capstone III 1 credit**

Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

**DPT 7271 Musculoskeletal I 3 credits**

The role of the physical therapist in examining musculoskeletal conditions across the lifespan and continuum of care is introduced. Examination processes are regionally applied and students gain initial exposure to differential diagnosis and interventions. Class activities include lecture, lab, and case studies.

**DPT 7272 Musculoskeletal II 3 credits**

Students further develop concepts of differential diagnosis, prognosis, and interventions for patients with musculoskeletal conditions across the lifespan and continuum of care. Class activities include lecture, lab, and case studies.

**DPT 7281 Neuromuscular I 3 credits**

The framework for examination and intervention is applied and expanded to patients with neuromuscular diagnoses across the lifespan and continuum of care. The course focuses on functional areas of importance including mobility, transfers, wheelchair skills, balance, gait and upper extremity function. Class activities include lecture, lab and case studies.

**DPT 7282 Neuromuscular II 3 credits**

Students build on their examination and intervention framework and neuroscience foundation to approach patients within the neuromuscular practice patterns across the lifespan and continuum of care. Specific examination and intervention techniques, special topics and prognosticating related to the practice patterns are covered. Class activities include lecture, lab and case studies.

**DPT 7291 Administration Roles 3 credits**

The roles of the physical therapist in administration and management are explored. Health care economics, budgeting, supervision, planning, marketing, and public relations are specifically addressed.

**DPT 7301 Complex Medical 2 credits**

This course is designed to further develop DPT students' ability to perform Physical Therapy examination and intervention for critically ill patients, those with multi-organ involvement, and those with complicating psychosocial and environmental issues. Class activities include Grand Round Case presentations, inter-professional collaborations and discussion.

**DPT 7365 Capstone IV 1 credit**

Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

**DPT 7366 Capstone V 1 credit**

Students complete their doctoral projects. Activities include an oral defense presented to faculty, peers, the next PT program cohorts, and the community. The capstone project culminates with faculty approval of the final product. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

**DPT 7373 Musculoskeletal III 2 credits**

Students are exposed to musculoskeletal topics in greater depth to facilitate a global understanding of the role of the musculoskeletal physical therapist across the lifespan and continuum of care. Class activities include lecture, lab, and complex case studies.

**DPT 7374 Specialty Seminar 2 credits**

Groups of students work with individual faculty members to investigate specialized aspects of physical therapy practice.

**DPT 7383 Neuromuscular III 2 credits**

Advanced topics related to the examination and intervention of patients with neuromuscular dysfunction across the lifespan and continuum of care are presented. Emphasis is placed on intervention techniques, communication/coordination of care and management of complex patients. Class activities include lecture, lab and case studies.

**DPT 7392 Ethics and Professional Issues 1 credit**

Ethics and professional issues for physical therapy professionals are explored. Students will critically analyze ethical concepts and major issues facing the profession of physical therapy. These will be presented in discussion and debate format. Students develop a plan for professional development and lifelong learning.

**DPT 7501 Clinical Education Experience I 4 credits**

This first 8-week clinical experience will provide the student the opportunity to practice professional communication and therapeutic skills. Active participation and integration of course content begins as professional behaviors and clinical decision-making improves throughout the internship. Close supervision is expected while students work at 25-50% of therapist caseload.

**DPT 7502 Clinical Education Experience II 4 credits**

In this second 8-week clinical course the student is assigned specific clinical tasks under the supervision of the CI. The student is expected to function with up to a 50-75% caseload; develop patient-client management skills, professional behaviors and clinic decision-making skills. Students will be exposed to more complex patient cases. Students will be evaluated on all 18 performance criteria of the CPI.

**DPT 7503 Clinical Education Experience III 4 credits**

In this third 8-week internship, you will be given the opportunity to apply more advanced theories and treatment procedures to a selected patient caseload with guidance from a CI. You will continue to develop professional behaviors and effectiveness in all aspects of the patient client management model.

**DPT 7504 Clinical Education Experience IV 6 credits**

In this final 12-week internship, you will be given the opportunity to focus on development of entry-level patient management skills from examination through intervention, as well as development of other skills related to practice such as consultation and administration. This is the culminating full-time clinical rotation after which you are expected to possess the skills and behaviors required to enter practice as a physical therapist.

## Physics (PHS)

**PHS 112 Introductory Physics for Biological and Health Sciences I 4 credits**

This algebra/trigonometry-based course deals with mechanics and thermodynamics. Concepts are developed mathematically and applied to practical situations with special emphasis on biologically relevant examples. Students make use of a wide variety of laboratory equipment and sensors to procure and analyze data surrounding these concepts. The course meets for three lecture periods and one lab period each week.

**PHS 113 Introductory Physics for Biological and Health Sciences II 4 credits**

This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Concepts are developed mathematically and applied to practical situations with special emphasis on biologically relevant examples. Students make use of a wide variety of laboratory equipment and sensors to procure and analyze data surrounding these concepts. The course meets for three lecture periods and one lab period each week.

**PHS 221 General Physics I (Calc Based) 4 credits**

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. (Prerequisites: One year of high school physics and Calculus I)

**PHS 222 General Physics II (Calc Based) 4 credits**

This calculus-based course deals with the areas of electricity and magnetism, light and 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. (Prerequisite: PHS 221)

**PHS 488 Physics Independent Study 1-4 credits**

## Political Science (POL)

**POL 131 Government and Politics 4 credits**

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.

**POL 242 Neighborhood and Community Politics 4 credits**

It has often been said that 'all politics is local.' In this class, the students will examine and explore their local political environment: neighborhood, community, block, street, and even backyard. These are the best places for students to learn hands-on about activism, citizenship, politics, and how to impact the political system. This course will cover everything local from buses to bike-lanes; from farmer's markets to dog parks, and from cross walks to composting. Learn more about your own community –how it works, and how you can make a difference.

**POL 243 Contemporary Global Problems 4 credits**

Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty. This course fulfills the Global Studies General Education requirement.

**POL 250 Conventional Politics 2008 1 credit**

This course will help participants to understand what is happening during a political convention. Each day of the convention week the class will explore 'Conventional Politics' and what it all means. The daily informal sessions will include speakers, presentations, and discussions.

**POL 325 U. S. Business History 4 credits**

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.

**POL 337 Parties, Campaigns, and Elections 4 credits**

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.

**POL 341 The Civil Rights Movement in the U.S. 4 credits**

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.

**POL 345 Urban Studies 4 credits**

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.

**POL 351 Themes in U.S. Politics 4 credits**

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 American political issues, and the U.S. governmental system.

**POL 401 Research and Writing in Political Science 4 credits**

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.

**POL 487 Readings Seminar: Topics in Political Science 2 credits**

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.

**POL 488 Political Science Ind. Study 1-4 credits**

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.

**POL 498 Internship or Service Learning 2-12 credits**

Students participate in an internship or perform a Service Learning project. These sites might include: legislature, government agencies, or other related fields of interest.

## Psychology (PSY)

**PSY 101 Introduction to Psychology 4 credits**

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.

**PSY 210 Child Psychology and Development 4 credits**

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: PSY 101)

**PSY 215 Child and Adolescent Developmental Psychology for K-12 Educators 4 credits**

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: PSY 101)

**PSY 220 Adolescent Psychology 4 credits**

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: PSY 101)

**PSY 230 Lifespan Developmental Psychology 4 credits**

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 260 Adverse Childhood Experiences 4 credits**

Adverse Childhood Experiences (ACE's) can have a negative impact on children. Research related to adverse childhood experiences is analyzed and a variety of resources and evidence-based interventions are explored.

**PSY 300 Cognition, Learning and Memory 4 credits**

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: PSY 101)

**PSY 310 Physiological Psychology 4 credits**

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: PSY 101)

**PSY 320 Sensation and Perception 4 credits**

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: PSY 101)

**PSY 330 Introduction to Counseling 4 credits**

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: PSY 101)

**PSY 331 Group Counseling & Therapy 4 credits**

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 333 Cultural Competency in Chemical Dependency 4 credits**

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 340 Introduction to Industrial/Organizational Psychology 4 credits**

Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY 101)

**PSY 350 Forensic Psychology 4 credits**

This course will cover a broad range of topics in the field of Forensic Psychology. Psychology of police selection, procedures, and their investigations are examined. The psychology of deception, eyewitness testimony, child victims and witnesses will be covered. Also included in the course is the psychology of jury selection and behavior. Finally, the role of mental illness and psychopathy in deviant behavior is studied. (Prerequisite: PSY 101)

**PSY 360 Abnormal Psychology 4 credits**

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: PSY 101)

**PSY 370 Introduction to Personality Theories 4 credits**

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: PSY 101)

**PSY 380 Research Methods with Statistical Applications 4 credits**

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: PSY 101, MAT 110)

**PSY 381 Psychology Research Seminar 2 credits**

This course is designed for advanced psychology students who have designed and implemented research projects as part of PSY 380, Research Methods with Statistical Applications. Through individual faculty mentoring, students will complete projects and prepare them for presentation and/or publication. (Prerequisite: PSY 380)

**PSY 451 Social Psychology 4 credits**

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: SOC 152 or PSY 101)

**PSY 488 Independent Study 1-4 credits**

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: PSY 101)

**PSY 490 Seminar on Psychological Topics 4 credits**

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: PSY 101)

**PSY 498 Psychology Internship 1-12 credits**

This internship provides the student with an in-depth field experience in a work setting that provides services that are psychological in nature. The student learns to apply psychological 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.

## Pulmonary Science (PUL)

**PUL 220 Epidemiological Foundations 4 credits**

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.

**PUL 301 Principles of Healthcare Systems 4 credits**

The objective of this course is to provide the students with a basic understanding of the healthcare system. As the participants progress through the course they will build their healthcare vocabulary, strengthen their understanding of healthcare concepts and have the opportunity to experience healthcare decision making through the evaluation of case scenarios.

**PUL 322 Compliance and Regulatory Requirements 4 credits**

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.



**PUL 329 Advances in Pharmacology in Critical Care Medicine 4 credits**

This course is designed to help broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice in today's health care environment.

**PUL 330 Multi-Specialties in Respiratory Therapy 4 credits**

This course outlines the diverse disciplines in the Respiratory Therapy profession ranging from acute care to chronic management. It gives Respiratory Therapists the opportunity to develop more understanding of professional diversification of other specialties in their field, including Sleep Medicine, neo-Peds, Specialization, Flight Medicine, Home Care, and others. This seven week extensive course will identify the needs, demand and unique requirements for each specific specialization. Respiratory Studies will be implemented based on current guidelines, practices and procedures of accredited professional standards in Respiratory Care.

**PUL 331 Advancement in Critical Care Monitoring 4 credits**

This course focuses on the advanced medical and respiratory care needed for the critically ill adult patients. Among the topics covered are cardiopulmonary assessment of trauma, postsurgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.

**PUL 332 Advanced Cardiopulmonary Sciences 4 credits**

This course provides students with techniques and methods used to analyze and evaluate the health status of critically ill patients. This course has an emphasis on the respiratory, cardiovascular and renal systems and is beneficial for students who work within a critical care facility.

**PUL 342 Healthcare Information Systems 4 credits**

This course examines the intricate interlocking healthcare technology systems from patient self-service to data entry by the practitioner. Additionally, students will explore security, legal and ethical implications associated with electronic healthcare systems. Finally, students will learn about enterprise healthcare information and management systems that contribute to ensuring quality patient care.

**PUL 400 Health Psychology 4 credits**

This class 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.

**PUL 435 Ethics and Decision Making in Health Care Environments 4 credits**

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.

**PUL 490 Senior Research Capstone 4 credits**

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.

## Radiologic Sci Leadership (RAD)

**RAD 222 Pathological Foundations 4 credits**

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 250 Leadership Communication 4 credits**

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.

**RAD 300 Strategic Leadership of Resources, People, and Teams 4 credits**

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 Healthcare Professionals 4 credits**

Healthcare 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 4 credits**

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 4 credits**

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 Healthcare Diversity and Global Issues 4 credits**

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 HR Professionals 4 credits**

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 4 credits**

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 Healthcare Managers 4 credits**

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.

**RAD 490 Senior Seminar 4 credits**

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.

## Religion (RLG)

**RLG 415 Biblical Christianity for Thoughtful People 4 credits**

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.

## Religion and Theology (THL)

**THL 100 The Biblical Heritage of Christianity 4 credits**

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 THL 200 or THL 206)

**THL 200 Scripture and its interpretation: A Global Introduction to the Bible 3 credits**

Concisely introduces the Old and New Testaments and related topics and examines a variety of historical and contemporary interpretative approaches, including Lutheran perspectives from African, African-American, Asian, and Hispanic communities. (THL 200 is not open to students enrolled in or who have taken THL 100 or THL 206).

**THL 201 Old Testament 3 credits**

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.

**THL 206 New Testament 3 credits**

An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity and grow in their ability to read texts of the Bible in their historical and literary contexts.

**THL 218 The Land of the Bible 1 credit**

This course is a study tour which combines travel with lectures and readings to provide students with a rich, on-site learning experience. Students will spend at least ten days in Israel visiting sites throughout the country that formed the stage on which so many biblical events were played out. The travel portion will move region-by-region, spending time in the Galilee, the Dead Sea area, and Jerusalem. In each area students will learn about its geography and archaeology, exploring how the features of each area shaped the history of its people. Attention will also be given to the imagery and symbolism connected with each region in both the Old and New Testaments. [Please be aware that this course is physically demanding. It will involve significant amounts of walking/hiking at times in quite rugged environments.] (Prerequisite: TH 100, THL 200, or THL 206)

**THL 219 Principles of Biblical Interpretation 3 credits**

As an introduction to principles and methods of Biblical interpretation as employed by Lutherans with a high view of the Scriptures, students will focus on learning and practicing methodological models for studying and interpreting Biblical literature. Special attention will be given to the study of the historical/cultural context and literary nature of the inspired text. Prerequisites: THL 201 and THL 206.

**THL 241 Church History 3 credits**

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.

**THL 270 Our Living Faith 3 credits**

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.

**THL 310 Archaeology and the Bible 4 credits**

Archaeology has become an indispensable source for the reconstruction of past cultures and therefore is of direct importance for Biblical studies. The course aims at giving students insight into the material culture of societies in the ancient Levant from the Bronze and Iron ages down to the material context of Early Christianity in the Roman and Byzantine periods. Students will be introduced to basic methods of archaeological work and to important archaeological regions, periods and types of material culture relevant to the world of the Bible and Christianity. Students will use archaeological data to reconstruct contexts for biblical texts. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

**THL 316 The Death of Jesus 4 credits**

This course examines the accounts of the death and burial of Jesus in their historical, archaeological, literary, and theological contexts. Topics include: the editorial emphases of the gospel writers; implications of the death of Jesus in early Christian writers, especially noting their assertions that he was rose from the dead; Roman and Jewish judicial procedures; crucifixion and burial in the ancient world. In addition, the course explores the remembering and interpretation of the death of Jesus in a range of artistic, media, cultural, and religious expressions through the centuries.

**THL 320 Christianity and the Global South 3 credits**

This course will trace the global expansion of Christianity from its beginnings to the present era. Emphasis will be paid to the theological and cultural dimensions of the worldwide Christian movement as it developed and spread throughout history. The course will also investigate varieties of Lutheran traditions in Africa, which are currently the fastest growing Lutheran churches in the world. (Prerequisite THL 100 or THL 200 or THL 206)

**THL 325 Christian Ethics 4 credits**

In this course, students will examine the ways in which both philosophical and theological frameworks change how we live our individual lives and shape the future of our families, friendships, sports teams, businesses, and political societies. In particular, the course invites students to relate these frameworks to their own thinking about sex and family, war and peace, work and the use of its financial fruits—and more generally, to the moral and political action to which they believe they are called in this life. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206 or THL 215)

**THL 336 The Problem of Evil 4 credits**

The problem of evil has led human beings to ask difficult questions about God. If God is both all-powerful and completely good (as many religious traditions claim), then why does God allow evil? Or, does evil demonstrate that in fact, there is no God? In this course, students will grapple with classic philosophical, Christian, and other religious approaches to these questions. They also will examine how these different approaches lead to different practical responses to evil in our personal lives and in our public life together. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)

**THL 342 Athens and Jerusalem: Philosophy and Christianity 4 credits**

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. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)

**THL 344 Martin Luther: Saint & Sinner 4 credits**

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. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)

**THL 345 Callings: Christianity and Vocation 3 credits**

Challenges students to explore their purpose and/or baptismal call through elements of Christian theology and exemplars from the history of Christianity. Students will explore the concept of Christian vocation from historical and theological perspectives with special emphasis given to Martin Luther's doctrine of vocation in relation to service of one's neighbor. Students are challenged to think in new and creative ways about pursuing their passions and dreams for the good of others. This course fulfills the intermediate general education requirement. (Prerequisites: THL 100 or THL 200 or THL 206).

**THL 352 Is God Green? 4 credits**

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: THL 100 or THL 200 or THL 206)

**THL 353 Christianity and World Religions 4 credits**

From a Christian perspective, this course explores the varieties of human religious beliefs. Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. The course will cover Animism, Buddhism, Hinduism, Judaism, Islam, and Christianity, with special attention in the latter case devoted to the Christian denominations of North America. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 100 or THL 200 or THL 206).

**THL 354 Christian - Muslim Relations 4 credits**

This course offers a comprehensive study of the dynamics of relations between Christianity and Islam with sensitivity to the character of the Christian - Muslim encounter. It places the emphasis on the historical context within which perceptions and attitudes were worked out and provides a depth of historical insight to the complexities of current Christian - Muslim interactions on different continents. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 100 or THL 200 or THL 206).

**THL 356 One Nation under God? Christianity and Politics in America 4 credits**

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: THL 100 or THL 200 or THL 206)

**THL 357 Christianity and the Media in Contemporary Culture 4 credits**

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: THL 100 or THL 200 or THL 206)

**THL 359 Theology and Art 4 credits**

A study of representative samples of written texts, art, architecture, and worship life in order to understand the relationship among intellectual pursuits, artistic developments, political/societal changes, and the spiritual life of Christians. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)

**THL 371 Mission of God 4 credits**

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. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)

**THL 377 Faith and Justice in the City 4 credits**

Students will apply the Christian scriptures and Lutheran theology to today's multicultural, global, urban context with close attention to the Christian concepts of vocation, justice, and service toward one's neighbor. Through thoughtful evaluation of theology, philosophy, and the humanities, students will evaluate Christian ethics and habits for living in today's global society as thoughtful men and women of faith and conviction. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

**THL 431 Lutheran Doctrine I 3 credits**

A study of the content and effective application of the Christian understanding of doctrine itself, God, creation, theological anthropology, and the person and work of Christ, with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of Law and Gospel. (Prerequisites: THL 201 and THL 206)

**THL 432 Lutheran Doctrine II 3 credits**

A study of the content and effective application of the Christian understanding of the person and work of the Holy Spirit, sanctification, the means of grace, the Christian church, public ministry, and eschatology with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of church and ministry. Prerequisite: THL 431

**THL 441 Lutheran Confessional Writings 3 credits**

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.

**THL 488 Independent Study 1-4 credits**

Independent study offers students an opportunity to do research and complete a major project in an area of theology of their own choosing.

**THL 496 Senior Thesis 2 credits**

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.

## Sales (SLS)

**SLS 300 The Business Aspects of Professional Selling 4 credits**

Explore the business side of sales while gaining a broad, strategic view of how selling fits into the business from a revenue and operations perspective. Learn the difference between marketing and sales, the financial aspects of sales related to the business, and strategies related to territory coverage plans and customer relationship management systems. Find out the difference that good sales management makes in a business.

**SLS 400 The People Aspects of Professional Selling 4 credits**

Learn the human dimensions of a consultative sales process, from how to network with decision-makers and establish rapport to asking the right questions to be viewed as a strategic partner. Learn best practices in supporting and closing based on the unique needs of the prospect. Build competence and confidence in negotiation and servicing after the sale. Skill practice and strategy conversations will act as the primary platform for learning reinforcement. (Prerequisite: SLS 300)

**SLS 498 Sales Internship 1-6 credits**

## Science (SCI)

### SCI 120 Live Science: How Scientific Issues Impact Your Daily Life 4 credits

Not excited about taking a science general education course? This course will show you how much science affects your day-to-day life. You will learn about current issues and controversies in the areas of biology, chemistry, and environmental science, including global warming, alternative energy, fracking, recycling, vaccination, GMOs, cloning and gene therapy, and stem cells. This course will equip you to think critically, find reliable sources of information, and to make educated decisions when it comes to your health, your environment, and political issues. This course includes a lab, which will help you to learn the theory behind the scientific method and give you exposure to how scientific research is carried out.

### SCI 310 Life, Earth, Space, and Physical Science for Educators 3 credits

In a laboratory setting students actively explore concepts and skills taught in the K-6 classroom including life, earth, space, and physical science. The planned explorations will be structured to simultaneously expose students to activities and approaches that are appropriate for the elementary classroom while also understanding the process of scientific inquiry and knowledge acquisition.

### SCI 435 Research and Techniques 4 credits

This course provides the students with an opportunity to master a number of research techniques through participation in a collaborative research project. Significant time will be spent reading and analyzing scientific literature related to the research project. Emphasis may be given to molecular biology, cell and bacterial culture, or HP-LC mass spectrometry. This course is intended for students with little to no research experience. Students will meet during regularly scheduled class time to learn techniques and design experiments. Time will be required outside of class to carry out and maintain experiments. (Prerequisites: BIO 130 and CHE 115)

### SCI 436 Advanced Research & Techniques 4 credits

This course provides the students with an opportunity to master a number of research techniques through participation in a collaborative research project. Significant time will be spent reading and analyzing scientific literature related to the research project. This course is intended for students that have taken SCI 435 and are interested in further pursuing advanced research opportunities. Time will be required outside of class to carry out and maintain experiments. (Pre-requisite: SCI 435)

### SCI 450 Literature Review of Special Topics 2 credits

The topic for this course will vary each semester from a wide range of current scientific research. Students will read background material, participate in discussions and complete writing assignments. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115)

### SCI 453 Science Senior Capstone 2 credits

This course is a required course for all majors within the Science department and should be taken within two semesters of graduation. This course will focus on key skills required of science graduates: communication, scientific writing, analysis of primary literature, and an ability to describe the research skills gained during laboratory experiences. Part of this course will also emphasize career preparation, focusing on the transition from college to a graduate program or job. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115).

### SCI 455 Research in Science 4 credits

This course offers students the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. (Prerequisite: Minimum grade of C- in BIO 120 and instructor approval)

### SCI 456 Advanced Research in Science 1-4 credits

This course offers students the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. This advanced course is intended for students with prior research experience. (Prerequisite: Minimum grade of C- in SCI 455 and instructor approval)

### SCI 497 Study Abroad 1-4 credits

International travel course that supports students' program learning with first-hand experience.

### SCI 499 Senior Outcomes 0 credits

## Science (SCIX)

### SCIX 500 Chemists in the Making: Fostering Inquiry with Science Notebooks 3 credits

'Scientific inquiry in chemistry asks students to answer real world problems like How does nail polish remover work?' and "Why is cooking an art, but baking a science?" Through this process, students learn to conduct investigations and collect evidence from various sources to answer their questions. In this course, teachers will learn how to use science notebooks modeled after the notebooks scientists use during inquiry-based chemistry investigations to satisfy students' natural curiosity. Science notebooks help students develop, practice, and refine their understanding in chemistry, while also improving their reading, writing, math, listening, and speaking skills. By the end of the course, teachers will learn how to use science notebooks and inquiry to foster a shift from a teacher-centered to a student-centered approach in chemistry; restructure current lessons and experiments as inquiry-based investigations; align chemistry instruction to the Next Generation Science Standards and the Common Core State Standards; foster twenty-first century skills, including collaboration, creativity, communication, and critical thinking; actively engage students in learning and problem-solving; and support diverse learners with authentic, inquiry-based chemistry instruction. This course is offered through Advancement Courses.

### SCIX 501 Crafting Engaging Elementary Science Instruction with Stories 3 credits

When students engage in scientific inquiry, they pose questions and seek answers about the world around them. Scientific inquiry satisfies students' natural curiosity while building their understanding of science concepts. When coupled with captivating picture books and stories, it can also enhance literacy skills, interest in science, and engagement in authentic learning experiences that connect to problem solving in the real world. In this course, you will learn practical methods for using children's literature, reinforced with hands-on, inquiry-based investigations, to build scientific literacy. You will gather resources that you can use to engage students in lessons they will both love and remember. You'll be able to integrate science and reading, using children's literature to guide inquiry in a manner that motivates and excites students, supports science comprehension, and creates a lifelong interest in science. Using the strategies and resources from this course, you'll be able to grow both your students' reading comprehension and their ability to pursue scientific inquiry through engaging, student-centered lessons that you will all enjoy. This course is offered through Advancement Courses.

**SCIX 502 Effective Teaching and Learning with Scientific Inquiry, Grades 3-8 3 credits**

Too often, students struggle to think critically, ask thoughtful questions, and analyze text. Teaching through inquiry is an effective way to address these issues while improving engagement and long-term retention. But what does inquiry look like? How do you and your students use it successfully, and how does a traditional science classroom evolve into an inquiry-based classroom? Inquiry enhances scientific literacy by engaging students in logical, scientific rationale and argumentation. Both the Next Generation Science Standards (NGSS) and science, technology, engineering, and mathematics (STEM) efforts emphasize the importance of inquiry in science education. In this course, you will learn how to transform activities and experiments into inquiry-based investigations regardless of what subject you teach. Because assessment is essential for any educational framework, you'll also build inquiry-based tools for pre-assessments, formative assessments, and summative assessments. In addition, you will create strategies for a developmentally appropriate, step-by-step approach for using all levels of scientific inquiry and argumentation. Using the techniques from this course, you will be able to transform your classroom into an inquiry-based environment that supports students and inspires them to become self-directed learners. This course is offered through Advancement Courses.

**SCIX 503 Effective Teaching and Learning with Scientific Inquiry, Grades 9-12 3 credits**

Too often, students struggle to think critically, ask thoughtful questions, and analyze text. Teaching through inquiry is an effective way to address these issues while improving engagement and long-term retention. But what does inquiry look like? How do you and your students use it successfully, and how does a traditional science classroom evolve into an inquiry-based classroom? Inquiry enhances scientific literacy by engaging students in logical, scientific rationale and argumentation. Both the Next Generation Science Standards (NGSS) and science, technology, engineering, and mathematics (STEM) efforts emphasize the importance of inquiry in science education. In this course, you will learn how to transform activities and experiments into inquiry-based investigations regardless of what subject you teach. Because assessment is essential for any educational framework, you'll also build inquiry-based tools for pre-assessments, formative assessments, and summative assessments. In addition, you will create strategies for a developmentally appropriate, step-by-step approach for using all levels of scientific inquiry and argumentation. Using the techniques from this course, you will be able to transform your classroom into an inquiry-based environment that supports students, inspires them to become self-directed learners, and prepares them for college. This course is offered through Advancement Courses.

**SCIX 504 Engaging Students in the Study of Genetics 3 credits**

An understanding of genetics and heredity is essential for 21st-century scientific literacy. Students must have a fundamental understanding of genetics to be able to assess new technologies and their ethical implications, such as research on cancer and genetic diseases, genome definition, transgenic and genetically modified organisms, and cloning. Genetics also provides an excellent opportunity to bring current scientific research and debate into the classroom. Whether you are brand new to the study of genetics or are looking for fresh teaching ideas, this course will prepare you to teach genetics at any grade level. You'll develop concrete methods and content to engage students in understanding and applying principles of genetics, enhancing their scientific literacy, and critically evaluating bioethical issues. In addition, you'll be able to help your students analyze the rapidly changing developments in the world of genetics and their potential impact on society. Using the techniques from this course, you'll be equipped to instill your students with the scientific literacy they need to engage in cutting-edge research and debates in the field of genetics. This course is offered through Advancement Courses.

**SCIX 505 Integrating Engineering Design With Middle Age High School Science Instruction 3 credits**

Effective science instruction that integrates engineering principles teaches students to solve complex problems and contextualizes science within real-world settings, fostering critical-thinking skills. As such, the Next Generation Science Standards (NGSS), the most recent educational science standards, emphasize the importance of integrating a basic knowledge of engineering and the engineering design process in science education. They also include engineering as one of the core science disciplines and offer educators the flexibility of designing authentic learning experiences that engage students' interests and prepare them for college, careers, and beyond. This course provides middle- and high-school science teachers with practical steps for introducing engineering and the engineering design process to engross students in learning science. The course includes strategies for planning, delivering, and assessing engineering-infused lessons that engage diverse learners in science content while teaching them 21st-century skills such as communication and collaboration. Additionally, the course includes ready-made activities that are designed using the Biological Sciences Curriculum Study (BSCS) 5E Instructional Model, a planned sequence of instruction consisting of five student-centered phases (engage, explore, explain, elaborate, and evaluate), each of which helps students construct meaning in science. By the end of the course teachers will be able to integrate engineering with science instruction in a way that cultivates problem-solving skills and promotes scientific inquiry. This course is offered through Advancement Courses.

**SCIX 507 Nature Education and Environmental Literacy 3 credits**

Children today are increasingly indoors, overscheduled, and tied to technology, and many schools have had to cut back on nature education programs in favor of instruction tied to standardized tests. Consequently, fewer students are pursuing careers in environmental science and conservation. However, research has found that when nature education is supported by well-informed, engaged teachers, children develop an “environmental literacy” that greatly benefits them emotionally, creatively, cognitively, and academically. In this course, you will develop practical, actionable strategies to connect students with the natural world. You'll learn the importance and benefits of nature education and explore techniques for teaching environmental literacy to enhance student engagement and performance across disciplines. In addition, you'll create hands-on, creative activities that will nurture students' reflection and observation skills as well as their naturalist intelligence (one of Howard Gardner's multiple intelligences). Using the methods from this course, you will be equipped to instill in your students an appreciation and love of nature that will have a lasting positive impact in their lives. This course is offered through Advancement Courses.

**SCIX 508 Next Generation Science Standards: A New Framework for Authentic Science Instruction 3 credits**

The Next Generation Science Standards (NGSS) are a new set of science educational standards that address needs in K–12 science education, based on A Framework for K–12 Science Education (National Research Council, 2012). The NGSSs are aimed at improving science learning and engagement in the 21st century by (a) incorporating authentic science and engineering practices, (b) identifying crosscutting concepts that are fundamental to connecting knowledge across science and engineering, and (c) establishing disciplinary core ideas that support students' acquisition of new knowledge. In this course, you will take an in-depth look at the framework, including the learning progressions that track how science learning occurs at increasingly sophisticated levels as students get older. You will learn practical strategies for translating the NGSS to classroom practices that engage students in authentic learning, and inspire all students to succeed in science. By the end of the course, you will be able to make the shift to planning and teaching using the NGSS to improve student success in science. This course is offered through Advancement Courses.

**SCIX 510 Teaching Environmental Science 3 credits**

Environmental science is a hot topic on the national and international stage. Because of the political, economic, and ethical concerns surrounding the subject, teaching environmental science is no longer a simple matter of examining environmental processes. Rather, it is a complex interweaving of current events, the study of ecosystems, and the application of the scientific method. In this course, you will develop tools and strategies for teaching current environmental thought; physical, chemical, and biological principles related to environmental science; environmental economics and ethics; and current environmental problems. Using Vygotsky's Theory of Instruction and Development, you will examine how to nurture active learning and help students become critical consumers of information in the field of environmental science. By teaching students to interpret data using the scientific method, you'll foster their development of evidence-based reasoning skills and prepare them to sort through misconceptions and new concepts in the field. Using the methods from this course, you'll be able to produce students who are critical, unbiased scientific thinkers who can engage with environmental issues with a global view in mind. This course is offered through Advancement Courses.

**SCIX 511 Teaching Science to Elementary Students 3 credits**

According to the National Science Teachers Association (NSTA), learning science is vital for helping students “develop problem-solving skills that empower them to participate in an increasingly scientific and technological world.” It is our job as educators to provide students with highly engaging, rigorous, and authentic learning experiences that help them to develop these crucial skills. In this course, you will explore resources and techniques for teaching science to elementary students in accordance with the Next Generation Science Standards (NGSS). You'll develop strategies for creating high-quality, captivating, and challenging science lessons for elementary students, including hands-on learning experiences, inquiry-based learning, and research assignments. In addition, you'll cultivate techniques for creating a classroom environment conducive to learning science and differentiating your instruction to meet your students' various learning needs and styles. Finally, you will learn how to plan cross-curricular lessons and units that integrate science into literacy instruction. With the knowledge and skills from this course, you will be equipped to teach science to elementary students in a way that engages and sticks with them far beyond your classroom. This course is offered through Advancement Courses.

**SCIX 512 Teaching Scientific Argumentation and Critical Thinking 3 credits**

Both the Common Core and Next Generation Science Standards emphasize the importance of argumentation in science education. That's because argumentation requires students to generate and justify claims based on evidence, which leads to deeper understanding and more critical consumption of information. Using case studies and argumentation to engage students in thoughtful reasoning and debate is an effective way to teach not only academic content, but also process skills and critical thinking—all while allowing students to make connections between the classroom and everyday life. In this course, you'll learn how to use case studies to engage students in science content while improving their critical-thinking skills. You'll review numerous examples of case studies that address a variety of science learning objectives and choose ones that you can integrate into your own instruction. In addition, you'll cultivate several strategies for scaffolding argumentation in the classroom and developing questioning techniques that will motivate students and enhance learning. Finally, you'll gain tools for evaluating student work using this educational framework. By the end of the course, you will be able to incorporate case studies and argumentation into science instruction in a way that teaches critical thinking and deepens scientific understanding. This course is offered through Advancement Courses.

**SCIX 513 Teaching Tough Topics in Biology 3 credits**

Many students struggle to learn core concepts in biology, including proteins and genes, cellular respiration, and ecosystem stability. Because new discoveries are being made all the time, biology teachers have to constantly familiarize themselves with new concepts and figure out how to effectively teach these ideas to their students. In addition, many states are adopting the Next Generation Science Standards (NGSS), which are aimed at improving science learning and engagement in the 21st century. These new standards offer an opportunity to improve science instruction, but with that opportunity comes the challenge of planning and implementing NGSS-aligned lessons. In this course, you will learn practical, research-based methods for teaching biology concepts that traditionally have been hard to teach. You will engage in an instructional framework that you can use to plan and implement effective biology units, and learn how to select instructional strategies that support student understanding of fundamental biology concepts. With the techniques and strategies you learn in this course, you will be able to confidently teach your students about the ever-evolving field of biology while adhering to cutting-edge educational standards. This course is offered through Advancement Courses.

**SCIX 514 Understanding Our Universe: An Introduction to Astronomy 3 credits**

With so much going on in our world, it can sometimes be challenging to get students to look away from their screens and up toward the stars. Whether students realize it or not, the workings of the universe impact their lives every day, and with the right teaching strategies, you can make these workings come alive for your students. In this course, you will review foundational principles of astronomy, including the nature of our solar system and beyond. You will cultivate a variety of tools for creating engaging astronomy lessons on topics such as the celestial sphere, astronomical observation techniques, planets and moons, asteroids and comets, the lives and evolutions of stars, pulsars, black holes, galaxies, and dark matter. In addition, you'll develop strategies for showing students how astronomical events connect to phenomena in the real world, thus making the subject matter more authentic and relevant to them. Armed with the techniques and knowledge from this course, you'll be ready to introduce the study of astronomy to students in an authentic, engaging way that they'll remember well beyond the school year. This course is offered through Advancement Courses.

**SCIX 515 Climate Change: Engaging Students in a Global 3 credits**

According to a recent statement from the United Nations, climate change is the defining issue of our time. With catastrophic flooding, droughts threatening our food supply, and temperatures on the rise, change is happening quickly, and the prospect of talking to students about it can feel daunting. Many teachers do not understand climate change well themselves, and those who do sometimes fear that teaching students about climate change may cause them anxiety and stress. In this course, you will learn strategies for teaching students about climate change in a way that is hopeful and inspiring. When students have a well-rounded picture of climate change, they will be empowered to discuss possible solutions, ideas for future mitigation, and personal accountability. Integrating science and solutions equips students to move forward as leaders of the next generation who can address climate change in a positive and productive manner. By the end of this course, you will be able to integrate hopeful and positive lessons on climate change into your curriculum to prepare your students for one of the most pressing challenges of our time.

**SCIX 516 Fostering Active Learning in Chemistry 3 credits**

Many students struggle to learn core concepts in chemistry, and teaching chemistry can be equally challenging at times. New discoveries are being made all the time, and chemistry teachers have to constantly familiarize themselves with new concepts and figure out how to effectively teach them to students. That's why the American Chemical Society created guidelines and recommendations for teaching the four big ideas that all high school chemistry classes should explore. In this course, you will learn how to implement the 5E model of science instruction to introduce students to the big ideas in chemistry that have traditionally been hard to teach. Using the 5E model will help you create lesson plans that are inquiry-based and engaging for students. With the 5E model in place, you can build hands-on activities to help your students reach beyond memorizing content and start thinking critically and scientifically. You will also learn how to make sure that your teaching aligns with NGSS standards for chemistry. Using the strategies from this course, you will be able to confidently teach your students about the ever-evolving field of chemistry with a focus on the American Chemical Society's four big ideas that all students should know.

**Social Studies (SSTX)****SSTX 501 America During the Thirties: The Great Depression, Dust Bowl, and The New Deal 3 credits**

The economic crash of the late 1920s caused a renewed interest in the events and conditions of 1930s America. What was the Great Depression like, and how did Americans cope with it? How did the Dust Bowl exacerbate the economic woes of the time, and did the New Deal actually help in the way the federal government intended? In this course, you will examine the answers to these questions and more, and receive practical tools to help teach your students about this unique time in American history. You'll analyze and determine the causes of the 1929 Stock Market Crash, how Americans coped with the Great Depression, the hardships people experienced during the Dust Bowl, and the recovery efforts of the New Deal. In addition, you will create an artifact that you can start using in your classroom immediately to help students understand the impact of these events in America's history. With the knowledge and resources you gain from this course, you will be able to help make the events of this decade come alive for your students so they can better understand pre-World War II America. This course is offered through Advancement Course.

**SSTX 502 America's Wars: From the Civil War to Vietnam 3 credits**

The United States, a nation founded by war, has started, supported, avoided, and ended many wars throughout history. However, despite the incredible personal and national upheaval that war causes, students often consider learning the causes and details of war to be dull and unwieldy. In this course, you will create specific strategies for teaching about the Civil War, World War I, World War II, and the Vietnam War, including the major causes and events, the key players, and how each war served as a turning point in American history and policy. You will help students examine these events from a variety of perspectives, using techniques such as debate, critical discussion, and examining lesser studied issues such as antiwar efforts. These activities will not only deepen students' critical-thinking and perspective-taking skills, but also encourage them to engage in the topics beyond basic facts. Using the knowledge and techniques from this course, you will be able to teach about America's wars in a high-interest, interactive, and engaging way that goes well beyond memorizing battle dates and political speeches. This course is offered through Advancement Course.



**SSTX 503 Ancient Greece 3 credits**

Between approximately 600 and 400 B.C., the world saw the rise, golden age, and fall of one of the greatest societies in history: ancient Greece. The ancient Greeks made tremendous lasting contributions in the fields of politics, philosophy, art, architecture, sport, theater, science, and math. Their way of life served as an important foundation for all of Western civilization. In this course, you will examine the culture of ancient Greece so that you can make historical information meaningful and relevant to students. You'll cultivate concrete strategies for demonstrating the lasting impact of ancient Greece on the modern world through engaging classroom activities that bring the past to life. In addition, you'll explore resources you can use to teach the best of ancient Greek culture, including its mythology, innovations, architecture, and philosophy. Using the knowledge and techniques from this course, you'll be able to help students see the amazing contributions and advancements of ancient Greece in the context of their own time and how they still impact our culture today. This course is offered through Advancement Courses.

**SSTX 504 Ancient Rome: Rise of an Empire 3 credits**

Ancient Rome—considered by many to match only Ancient Greece in terms of historical contributions to politics, warfare, and culture—is one of the most fascinating and paradoxical cultures in history. The struggle to balance freedom and representative government with conquest and autocratic rule shaped this culture for nearly 1,000 years. The ancient Romans also made significant contributions to engineering, mathematics, architecture, philosophy, and language that are still with us today. In this course, you will learn about the mythological foundations of Rome, through the shift to republican rule, and finally, to the rise of the mighty Roman Empire. By learning about the lives of Julius Caesar, Emperor Augustus, Roman soldiers, and average citizens, you will gain robust classroom strategies for bringing ancient Roman history to life. You'll be able to show students what daily life was like in Rome for different socioeconomic groups and how Roman civilization spread through military conquest, advances in architecture and engineering, and cultural practices and traditions. Using the resources and techniques from this course, you will be able to teach your students not only about this essential part of Western history, but also how its legacy still impacts political and cultural traditions in our society today. This course is offered through Advancement Courses.

**SSTX 505 Civics and Government 3 credits**

The United States has the longest-running democracy in the modern world, but many people in our nation are abrogating their rights and responsibilities through a lack of knowledge of and involvement in our democracy. As educators, we are a primary resource to guide the next generation in understanding both the content and the active practices that citizens need to know to maintain our nation as a republic and a democracy. In this course, you will develop strategies for engaging grade 6–12 students in civics and democratic practices. You'll learn techniques for teaching essential standards such as the purpose and nature of government, how to read our founding documents, the interplay between the three branches of government, how our election system works, and how to express beliefs and differences in a productive manner. In addition, you'll explore a myriad of resources you can start using in your classroom today to encourage your students to engage in civic processes. Using the resources and methods from this course, you will be able to guide your students to become knowledgeable, contributing members of our country who work to preserve our freedoms for the next generation. This course is offered through Advancement Courses.

**SSTX 506 Endangered Species and Mass Extinction Events 3 credits**

Over the course of history, Earth has experienced five mass extinction events (MEEs), which have wiped out a total of 96% of all species through natural disasters such as meteors, volcanoes, and ice ages. Earth is now in the middle of a sixth mass extinction—this one caused by human actions. Through the destruction of habitats for industrial and commercial use, illegal poaching, pollution, and the shrinking of fresh water supplies, humans have greatly impacted the environment and placed major stressors on species all over the planet. In this course, you will gain strategies for teaching students about how Earth supports an interconnected web of living things, in which every species relies on others to keep the natural world in balance. You'll examine how animal species become endangered or extinct, the negative ripple effects of extinctions on Earth's habitats, and the crucial importance of reversing this trend. In addition, you'll learn about the contributions of major scientists to our understanding of MEEs, including Georges Cuvier, Charles Lyell, and Charles Darwin. Finally, you'll explore the interconnectivity of ecological systems, how plant and animal groups become endangered or extinct, and how humans accelerate this phenomenon. Using the resources and strategies from this course, you will be equipped to teach students the benefits of protecting Earth's habitats and species, and provide opportunities to work toward conservation. This course is offered through Advancement Courses.

**SSTX 508 History of Slavery in America: 1600s-1800s 3 credits**

Slavery is inexorably entwined with the history of American economics, politics, culture, and race relations. For students to fully understand America in the past and today, they must grapple with the institution and practices of slavery, how and why Americans brought slaves to the colonies, the hardships of slavery, and the key people and events involved in fighting—and perpetuating—slavery. In this course, you will examine the history of slavery from the early 17th century to the brink of the Civil War. You'll review the early slave trade, the inequities and horrors of slavery, and slaves' and abolitionists' struggles to end American slavery. In addition, you'll learn techniques for teaching students about the experiences of slaves in Africa, on plantations, and during resistance and escape, as well as how slavery influenced American culture, politics, and economic structures. Finally, you'll gain concrete and actionable instructional strategies to help students grasp the experience and suffering of slaves, understand the rationalizations of proslavery Whites, and trace how slavery finally came to an end. Using the resources and methods from this course, you will be able to engage your students in this difficult topic in American history with sensitivity and objectivity. This course is offered through Advancement Courses.

**SSTX 509 Never Judge a Book by Its Cover: Perspectives on Social Justice Education 3 credits**

Most teachers recognize that though they may control their classroom culture, they do not control the world students encounter when they step outside of the classroom. Nevertheless, it's imperative that they provide their students with the necessary tools and guidance so when they do come in contact with some of the harsh realities of society, they are able to make informed choices and work through their challenges. In a social justice classroom, students learn how to ask difficult questions, think critically and freely, learn from multiple perspectives, and learn to care about themselves, their peers, communities, and the world in which they live. Moreover, many practices that demonstrate a social justice orientation are also reflective of teaching best practices and can help teachers maintain high-quality instruction and create classrooms where students feel safe and supported in their growth. This course provides strategies for building a classroom community, linking instruction and assessments to students' lives and the real world, and helping students develop critical thinking skills and expand their worldviews. By the end of the course, you will be able to understand the history of social justice theory and education and design a learning environment and instruction that supports all of your students, regardless of their backgrounds and needs. This course is offered through Advancement Courses.

**SSTX 510 Respect, Educate, and Protect: Cultivating Digital Citizenship in 21st Century Learners 3 credits**

Today's students are digital natives, meaning that they use technology on a daily basis both at school and at home. Therefore, it is imperative that we prepare them to communicate and collaborate in a safe and responsible manner online. A comprehensive digital citizenship curriculum in schools will enhance achievement and empower students to behave responsibly and think critically when utilizing digital content. In this course, you will learn how to embed digital citizenship lessons in your core content material regardless of what grade or subject you teach. You'll develop strategies for teaching the nine essential elements of digital citizenship, including how to use proper online etiquette, find online resources for research and learning, appropriately report and prevent cyberbullying, and protect one's identity online. In addition, you'll cultivate techniques for integrating digital citizenship lessons into instruction and assessments to help students make informed and responsible decisions when using technology. Using the techniques from this course, you will be able to instill in your students important 21st-century skills and empower them to use technology in a safe and responsible manner throughout their lives. This course is offered through Advancement Courses.

**SSTX 511 Teaching American Colonial History 3 credits**

The arrival of the early colonists in North America set the stage for the rise of a nation built upon the ideals of freedom, independence, and liberty. This is a story of dominance, pride, ambition, and risk. This is also a story of those who would fight to preserve their way of life and of those who would fight to create a new path. It is the complex job of history teachers to help their students understand the interactions of these diverse cultures and peoples in building what would become the United States of America. In this course, you will build upon the traditional narratives of early colonial history by examining the contributions of Native Americans, Africans, women, and the foreign colonial powers that challenged English dominance in the "New World." You'll develop strategies for teaching the events surrounding cultural conflict and the exchange of crops, animals, and human beings. In addition, you'll expand your own historical understanding by analyzing the archeological evidence of this early period and its key figures. With the resources and techniques from this course, you will be equipped to help your students explore the complexity of America's diverse colonial period. This course is offered through Advancement Courses.

**SSTX 512 Teaching Social Studies K-5: An Interdisciplinary Approach 3 credits**

The recent focus of high-stakes standardized testing on literacy and mathematics has led to a lack of emphasis on social studies. More and more, teachers are having to adopt an interdisciplinary approach to continue teaching this important subject area. This practice allows teachers to maximize their use of instructional time while instilling civic competence in their students. In this course, you'll examine the themes of the National Curriculum Standards for Social Studies and explore how you can teach social studies and English language arts together using read-alouds, reader's theater, and other strategies. You'll also explore connections between social studies and mathematics, science, the arts, and technology. In addition, you'll learn how to use interdisciplinary approaches such as learning centers or stations, interactive notebooks, foldables, and project-based learning to address social studies standards. Using the techniques and resources from this course, you'll be able to integrate social studies into interdisciplinary lessons or units to ensure that your students receive a well-rounded education while still performing well on standardized tests. This course is offered through Advancement Courses.

**SSTX 513 Teaching the American Civil War 3 credits**

The American Civil War is arguably the most important event in American history. It challenged the very principles on which the country had been founded just 100 years earlier and altered the direction of the nation's culture, societal structure, and laws. Four million slaves were freed after the war, but the path to abolition and preserving the union was filled with economic and political crises, interstate strife, and debates about the ethics of an institution that dehumanized and enslaved millions of people. In this course, you will take an in-depth look at the economic, societal, and political causes of the Civil War; the major battles and events of the war; the most significant people and historical developments from this time; and the impact of the Civil War on American history. You'll develop exercises and techniques for teaching students how to critically examine both sides of the war, and for showing them what life was like on the battle line for men and women (both black and white). In addition, you'll learn how to introduce students to primary documents such as the Gettysburg Address, the Emancipation Proclamation, and the 13th Amendment to the Constitution. By the end of this course, you will be equipped with actionable strategies for implementing meaningful classroom instruction on the Civil War. This course is offered through Advancement Courses.

**SSTX 514 Teaching the American Presidency 3 credits**

Regardless of who is in office at the time, news about the president of the United States often dominates news cycles and hashtags. However, many Americans often struggle to describe what defines the office of the presidency and how past presidents have impacted the office and our nation. In this course, you will examine the history and role of the U.S. presidency as well as the successes and failures of U.S. presidents and their impact on the nation. You'll learn how to show students the relevance of the presidency to their lives and give them a framework to judge different presidents' effectiveness in an unbiased way. In addition, you'll cultivate resources you can start using in your classroom immediately, and create a practical lesson plan or project that will support you in teaching this important topic. Using the knowledge and strategies from this course, you'll be able to prepare your students to be knowledgeable citizens who can interpret current and past events in light of the entire history of the U.S. presidency. This course is offered through Advancement Courses.

**SSTX 515 Teaching the American Revolution 3 credits**

The American Revolution was unique in world history. In the 1700s, no one would have dreamed that anyone could defeat the soldiers of the well-ordered, well-equipped British Empire—much less a ragtag group of militiamen. However, a set of volatile social and economic conditions emboldened just enough American colonists to dissolve their ties with Britain, igniting a war whose outcome changed the course of Western civilization. In this course, you will examine the key events of the American Revolution from colonial America through the ratification of the U.S. Constitution. You will learn techniques for teaching your students about the contributions and experiences of all Americans during the Revolution, including those who did not want to break from Britain. In addition, you'll create an artifact that you can start using in your class immediately to teach the causes and results of the American Revolution, as well as the people who experienced it. Using the knowledge and techniques from this course, you will be able to tie together the nuances and details of the Revolutionary War era in a way that engages your students and gives them a foundational understanding of how our country began. This course is offered through Advancement Courses.

**SSTX 516 Teaching the Constitution and The Bill of Rights 3 credits**

The United States stands apart in human history as a country founded by the people, for the people. In the past, most leaders or conquerors were concerned with how to sustain their own power, but the Founding Fathers were determined to limit the power of the government so that all citizens could live free. The Constitution and the Bill of Rights are the manifestations of their philosophies and desires for this country, and are thus essential for every citizen to understand and appreciate. In this course, you will gain the background knowledge and techniques you need to teach your students about these important documents. You'll review the origins of the U.S. Constitution, what motivated the writing of the Constitution, and the process of creating the Constitution and the Bill of Rights. You will also develop engaging activities to teach the Constitution and Bill of Rights, and to teach students about the rights these documents afford them as citizens of this country. With the strategies you learn in this course, you'll be able to bring life to the centuries-old founding documents of our country and instill in students why they matter beyond the walls of your classroom. This course is offered through Advancement Courses.

**SSTX 517 Teaching Western Civilization Part 1 3 credits**

To kids, something that happened a year ago often seems remote and unimportant—much less historical events that took place hundreds or even thousands of years ago. However, as a teacher, you know that history makes us what we are today, and no history more so than Western Civilization. In this course, you will review the important events, people, and eras from the time of the Ancient Near East civilizations (4000 B.C.) through the age of the Renaissance. The course provides documents and resources that you can start incorporating in your instruction today. You will cultivate ideas for activities and lesson plans that will help students understand the chronological evolution of Western Civilization and how it has shaped today's world. Using the knowledge and techniques from this course, you'll be able to build a Western Civilization curriculum that engages students and gives them a unique insight into our culture today. This course is offered through Advancement Courses.

**SSTX 518 Teaching Western Civilization Part 2 3 credits**

It's hard to believe all the milestones and advances that have taken place in the last 100 years, let alone the last 500. The period from the European Renaissance to the present Digital Age has seen some of the highest and lowest points of Western Civilization, and it is essential that your students understand this foundation that undergirds the world in which they live. In this course, you will engage in a thorough overview of the resonating events, people, and eras from the last half-century of Western Civilization. You'll cultivate a variety of resources you can use to teach your students about this important period of history, and build lesson plans and activities that you can start using in your class immediately. In addition, you'll examine the legacy and impact of Western Civilization on the rest of the world and how to encourage your students to analyze this topic from an unbiased historical perspective. With the knowledge and tools you gain from this course, you'll be able to produce students who understand the legacy that has shaped the world around them and its ongoing impact in the modern world. This course is offered through Advancement Courses.

**SSTX 519 The American Civil Rights Movement 3 credits**

In the 1950s, just 90 years after the end of the Civil War, equal rights for all existed only in America's founding documents. Throughout much of the South, African Americans were denied the right to vote, were forced to use separate public facilities, went to segregated schools, and faced rampant discrimination in housing, employment, and many other areas. In response, the Civil Rights Movement aimed to eliminate segregation and guarantee equal rights for all Americans regardless of skin color. In this course, you will review the major events of the Civil Rights Movement during the 1950s and 1960s, including the Montgomery bus boycott, sit-ins and other nonviolent demonstrations, and the galvanizing leadership of Malcolm X and Martin Luther King, Jr. In addition, you'll develop strategies for teaching students what life was like in segregated cities and discussing issues of prejudice of racism with sensitivity and respect. Using multimedia resources and creative lesson plans, you'll be able to bring to life events such as the March on Washington and the passage of major legislation that spelled victory for the ongoing battle for equal rights. Using the techniques from this course, you will be equipped to teach students about this crucial period of American history and how it continues to shape our country today. This course is offered through Advancement Courses.

**SSTX 520 Read Between the Lines: Developing a Critical Historical Perspective 3 credits**

Reluctant students of history often come to class with the idea that the subject is focused only on memorizing dates and monotonously rehashing the same long-ago events. However, a historical mind-set involves much more creative and critical thinking. When taught properly, this mind-set can help students engage more deeply and develop their own rich interpretation of historical events. In this course, you will learn best practices for helping students build critical historical perspectives and apply objective reasoning to historical analysis. You will cultivate techniques for teaching students how to ask good historical questions, analyze primary and secondary sources, and critically examine historical and current events so that they can think like historians and engage authentically with the past. Using Common Core and National History Standards, you will be able to create an environment of open, unbiased discussion in which your students can rationally evaluate even difficult topics such as race, gender, and class inequality. With the strategies you gain from this course, you will be equipped to shift your students' mind-set from memorizing dry facts to participating in authentic historical interpretation. This course is offered through Advancement Courses.

**SSTX 521 Ellis Island and Immigration in the 19th and 20th Centuries 3 credits**

The story of Ellis Island is the story of what it means to be an American. It is the symbol of American immigration, standing alongside other great monuments as part of our nation's founding myths. For more than 60 years, Ellis Island was the gateway for millions of our ancestors into the United States. In this course, you will develop strategies for teaching about this time and place of unparalleled immigration in American history from the late 1800s to the early 1900s. You'll cultivate resources and lesson ideas to help your students understand the intense and bittersweet accounts of all the people who came through Ellis Island, including the immigrants, officials, interpreters, and social reformers. In addition, you'll examine the untold story of the Ellis Island Hospital, where the germs of the world converged—a fateful crossroads for hundreds of thousands of hopeful immigrants, which had untold effects on public health. Using the techniques from this course, you will be equipped to help your students authentically connect to this dynamic period in history and how it shaped the nation America would become. This course is offered through Advancement Courses.

**SSTX 522 Using Dr. Seuss to Teach Social Studies 2 credits**

Most people have heard of Dr. Seuss's children's books, but not many know that the man behind the books, Theodor Geisel, was an editorial cartoonist during the throes of World War II. Geisel tackled issues ranging from racism to war profiteering and more, and many of these ideas made their way into his children's books as well. In this course, you'll examine several themes from the National Curriculum Standards for Social Studies and how you can use Dr. Seuss books to teach them to students. Using his 1966 work *Come Over to My House* as an exemplar, you'll explore people groups and their customs, geography, and fundamental economic issues, and you'll learn how to present these issues to students through collaborative worksheets, cooperative games, artistic endeavors, and simulations. In addition, you'll develop strategies for integrating instructional technologies and social-emotional learning to help students experience the interconnectedness of our global community. Using the strategies from this course and readily available Dr. Seuss books, you'll be able to connect the social issues of Geisel's time to your 21st-century classroom in a fun and compelling way. \*This course includes complimentary copies of Dr. Seuss's *Come Over to My House!* with purchase to support you in engaging your students in the activities discussed in the course! This course is offered through Advancement Courses

**SSTX 523 Achieving Equity through Courageous Dialogue 3 credits**

When difficult topics arise, our tendency sometimes is to avoid them; or, if we do confront them, emotions and strong opinions can sometimes overrun the conversation, leaving us no better off than we were before. Learning how to talk about difficult topics is a skill that's often overlooked in the classroom. However, when teachers take the time to foster courageous dialogue about hard-to-discuss topics, students will become more empathetic and equipped to be part of the solution. In this course, you will confront your personal feelings and biases about difficult topics such as poverty, racism, LGBTQ+ issues, gun violence, entitlement, and more. Once you understand how your own feelings impact your teaching, you will be able to address your weaknesses and leverage your strengths to discuss these topics with your students and teach them how to do the same. You'll examine the root causes of the most pressing problems facing our society and how these problems impact individuals on an emotional level. Finally, you'll explore how these problems impact your school and how to effect change on the classroom and staff level. With the strategies from this course, you'll be able to teach students the value of listening and honest sharing, and promote a culture of courageous, inclusive, and empathetic conversations in your school. Note: This course presents an honest and frank discussion of some of the most troubling issues facing students and teachers in 21st-century classrooms. Our aim is to help educators facilitate productive conversations with students about these issues. However, given the difficult nature of these topics, please be aware that course topics and language may be unsettling for some participants.

**SSTX 524 Implementing Culturally Responsive Teaching Strategies 3 credits**

One of our country's greatest strengths is the number of cultures represented in our citizenry. No other time or place in history has brought together such a diverse array of cultures, backgrounds, and identities. However, with that diversity comes a great deal of responsibility, particularly for educators. Teachers must be able to communicate effectively with this wide array of cultural backgrounds and lead their students to celebrate diversity as well. In this course, you will explore the importance of culture; how it impacts thinking, learning, and behavior; and how to embrace cultural differences and become a culturally responsive teacher. To help you implement culturally responsive practices, you'll re-examine familiar concepts like mindfulness and social-emotional learning to see how they can help make your classroom and your school a more inviting place. In addition, you'll learn specific communication skills and leadership strategies to encourage parent involvement and promote culturally responsive practices throughout your school. Whether you're looking to make your classroom and lesson plans more culturally inclusive or start a schoolwide initiative, this course will give you the tools you need to be truly inclusive, culturally responsive, and capable of understanding and reaching all children.

**SSTX 525 Using Data to Understand Inequities in Schools 3 credits**

Inequities in education are sometimes easy to spot, like when a special education classroom has a disproportionate number of boys or minorities. But more frequently, inequity is not so apparent. Looking closely at student data points such as demographics, enrollment, attendance, and discipline can often tell a deeper, richer story about inequities that may exist in your school that you may not otherwise be aware of. In this course, you will learn about the systemic inequities students often face, and strategies for talking about them with school leaders, teachers, and parents. Through a range of data sets, you'll explore common areas of inequity at a national level, and reflect on your own school or community's practices to support all students. You'll also discover several tools and strategies you can use to uncover potential issues of inequity in your own district, school, or classroom; how to interpret data findings through an equity lens; and how to design an action plan based on these findings. With the tools and strategies from this course, you'll be able to uncover hard-to-see inequities in your school or district and create data-driven solutions that inspire everyone involved to help students succeed.

## Social/Emotional Learning (SELX)

**SELX 500 Benefit Mindset and Altruism 3 credits**

Student well-being and social-emotional development are essential to academic achievement—but these are only a beginning. Infusing learning with personal passion, compelling purpose, and humanitarianism is at the heart of the benefit mindset—an exciting new teaching perspective that moves empathy, inclusion, and altruism to the forefront of education. The benefit mindset helps students see beyond performing for a final test or project, and shows them how they can apply their talents and their education to helping others. In this course, you will explore the principles and scientific research behind adopting the benefit mindset. You'll develop strategies for making altruism, empathy, and appreciation into genuine habits in your classroom to help students see how their contributions can make others' lives better. In addition, you'll create activities that will show students how they are part of something bigger than themselves, and instill a sense of connectedness that inspires them to share their gifts for the good of those around them. Using the knowledge and techniques from this course, you will be able to seamlessly integrate the benefit mindset into any curriculum to transform your students' learning into a deeply meaningful experience that boosts their confidence, increases their achievement, and truly makes a difference in the world. This course is offered through Advancement Courses.

**SELX 501 Bullying Today 3 credits**

Bullying is systemic in our schools, and few, if any, are immune to its harmful effects. This phenomenon occurs across all ages, genders, ethnicities, and socioeconomic levels. Often when a student is bullied, the victim is afraid to say anything, bystanders remain silent, and parents and teachers are unaware or unsure of how to handle the situation. Bullying takes on a multitude of forms: gossiping, teasing, verbal and physical intimidation, excluding, and physical violence. The devastating impact of bullying runs the gamut from mild psychological trauma to suicide and even homicide. Bullying has been compounded in recent years by the introduction of the Internet and social media into the lives of children and teens. Cyberspace provides a new battlefield that intensifies these hostile and destructive behaviors. As a teacher, it can be difficult to know how to intervene, but it is vital that teachers play a role in helping students understand why they bully, the impact of bullying on everyone involved, and the importance of treating one another with kindness and respect. This course provides the teacher with a deep understanding of the culture of bullying and cyberbullying. The course also provides effective and realistic strategies to address bullying as well as how to build a respectful, inclusive classroom culture in which students treat one another kindly, feel confident to speak up about bullying when it occurs, and feel empowered to spread an antibullying message to others. This course is offered through Advancement Courses.

**SELX 502 Child Development and Psychology: Middle Childhood 3 credits**

With elementary school students, it's often easy to tell the difference between a child who is "young" for his or her grade and a child who is "old" for the grade or who has been held back a year. That is because children's minds and bodies develop rapidly during these years, and these developments can significantly impact their behavior and how they learn in the classroom. In this course, you will take an in-depth look at child development theories and children's physical, cognitive, and social/emotional development during the elementary school years. You'll develop strategies for assessing students' stages of development and how it affects their learning. You'll also build a guide for yourself to help you plan developmentally appropriate instruction for different learning styles and multiple intelligences. With the knowledge and methods from this course, you will be able to better understand your students and meet them where they are no matter their stage of development. This course is offered through Advancement Courses.

**SELX 503 Children's Friendships 3 credits**

Throughout preschool, elementary, middle, and high school, children's friendships are growing, solidifying, and helping to define the way they see themselves and their social role. Gradually relationships with those outside of the family become the primary means of social learning and interaction, as well as an anchor for acceptance and belonging. Friendships provide children with joy, social skill practice, communication skills, and emotional growth. Yet they are also filled with risks and challenges. As children grow and change, so will their relationships with others. This course provides the educator with a thorough overview of emotional and social development, focusing on how the nature of friendship changes as children age. You will also learn how to help students harness the benefits of friendship, as well as to assist them in navigating the inevitable hurdles inherent in forging relationships with others. This course is offered through Advancement Courses.

**SELX 504 Conflict Resolution For the Elementary Teacher 3 credits**

Aside from academics, teaching students how to get along with their peers and how to appropriately handle everyday conflicts is essential to child development. In this course, you will explore the different conflict styles and examine why children need to be able to self-regulate their behavior. We will also address a variety of strategies that can aid an educator in creating a conflict resolution protocol for his or her classroom. This course is offered through Advancement Courses.

**SELX 505 Creating a Classroom Space for Open Conversations 3 credits**

Education has traditionally cast the teacher as a “sage on the stage” who has all the knowledge and incrementally “gives” it to his or her students. In modern education, however, teachers are increasingly acting as the “guide on the side” who collaborates with students in the learning process. So what is your role in a more student-centered classroom? How can you facilitate this educational model with grace and ease? In this course, you will cultivate philosophies, tools, and strategies that you can use to encourage a classroom climate that supports and inspires collaboration. You’ll help students feel accepted, successful, and confident enough to express themselves by creating a respectful, inclusive learning environment where all students know they are important and valued. You’ll learn how to help students take ownership of their education by facilitating open-ended conversations and using “accountable talk” and metacognitive techniques. Allowing students to drive the conversation and collaborate with one another will prepare them for life outside of school and in the workplace, where they will work with others to analyze situations and solve problems on a daily basis. Using the techniques from this course, you’ll be able to foster a student-centered classroom where you help learners take responsibility for their education and be more intellectually, socially, and emotionally engaged. This course is offered through Advancement Courses.

**SELX 506 Creating Meaningful Relationships and Setting Boundaries with your Students 3 credits**

Research has shown that a positive teacher–student relationship correlates strongly with increased student achievement. When you have a good relationship with your students, their self-esteem rises, which in turn may increase their interest in school, reduce the rates of dropping out, provide support for further academic development, and aid in peer acceptance. But how do you ensure that you have a positive, healthy relationship with your students to help them succeed? In this course, you will examine the fundamental strategies involved in building meaningful relationships and setting boundaries with your students. You’ll learn foundational concepts of interpersonal relationships, learner-centered instruction, the role of the teacher as a facilitator and advisor, the impact of the learning environment on the development of meaningful relationships, authentic learning, and inquiry-based teaching. In addition, you’ll cultivate techniques for establishing good rapport while maintaining healthy boundaries, even with hard-to-reach students. Using the methods from this course, you will be able to foster impactful relationships with all your students to set them up for academic success. This course is offered through Advancement Courses.

**SELX 507 Cultivating Youth Activists and Change Agents in the Classroom 3 credits**

Throughout history, young people have been at the forefront of large social movements. From civil rights movements to anti-bullying campaigns, young people have mobilized in support of positive change in their communities. According to David Jones, CEO of One Young World, a nonprofit that provides an open platform for young people to create change, 84% of young people believe it is their duty to change the world for the better. In this course, you will develop strategies for helping students identify issues they are passionate about, and how to turn that passion into activism. You’ll learn how to teach students about their relationships with their local and global communities and how they can have an active role in creating change. In addition, you’ll design projects that encourage both group work and critical thinking, and that students can use to create awareness about a variety of topics, including human rights, environmentalism, and hunger. Using the techniques from this course, you will be able to integrate youth activism principles into your instructional plans in a way that engages students and promotes achievement. This course is offered through Advancement Courses.

**SELX 508 Cultivating a Supportive Classroom Environment: Prioritizing Safe Learning 3 credits**

Studies show that exposure to school violence can impair students’ cognitive functioning, social development, psychological well-being, and health. Although providing students with a safe, supportive learning environment is an essential prerequisite to academic achievement, districts and schools often prioritize standards-based instruction and standardized test scores. Instead, educators should consider putting safe learning first to better guarantee your students’ success. In this course, you’ll receive the knowledge, tools, and techniques you need to cultivate a safe and supportive classroom environment where your students can engage with and focus on learning. You’ll reflect on your teaching methods and share best practices with fellow educators, and you’ll learn how to help your students self-identify and self-manage their emotions, develop social awareness, collaborate, and interact positively with others. In addition, you’ll explore evidence-based strategies to prevent and de-escalate violence and encourage positive behavior interventions and conflict resolution, and you’ll examine the benefits of trauma-informed teaching strategies and practical ways to implement these strategies in your classroom. Using the techniques from the course, you’ll be able to create a positive, safe, and supportive classroom environment that will allow your students to thrive mentally, emotionally, socially, and academically. This course is offered through Advancement Courses.

**SELX 509 Curbing Disruptive Behavior 1 credit**

Let’s face it: Sometimes students disrupt our classes. It only takes one student to derail an entire lesson or even an entire year. Many teachers have experienced reduced support from administrators while student behavior problems seem to be increasing. And most of the time, teachers are on their own to stop disruptive behavior. In this course, you will take a hard look at the effectiveness of your current classroom management plan and explore strategies for improving any weak spots. You’ll develop preventative techniques for stopping behavior issues before they start, such as establishing positive communication with your students’ families. In addition, you’ll create intervention strategies for when disruptive behavior does occur so that you can respond calmly and effectively to keep your class on track. Using the proven, practical solutions from this course, you will be equipped to take back control of your classroom—starting today. This course is offered through Advancement Courses.

**SELX 510 Drugs, Kids, and Teachers 3 credits**

When young people experiment with drugs and alcohol—and statistics indicate that many of them do—it can be damaging to students' motivation, engagement, and academic performance, not to mention their health. Occasional or “gateway” experimentation can quickly lead to addiction, accidental or intentional injury to self or others, and negative long-term social, emotional, and academic outcomes. One of the biggest challenges teachers face is that it can be hard to tell if and when students are using drugs. Students don't always show obvious signs of drug use or abuse, and there is no easy way to predict who will. What you can do, however, is recognize risk factors, implement preventative measures, and intervene in appropriate and effective ways. In this course, you will learn about the drugs teenagers commonly use and where they access them. You will examine factors that often lead to drug use so you can better identify students who are at risk and implement preventative efforts. In addition, you will develop concrete, effective strategies for intervening when students are using drugs. With the knowledge you gain in this course, you will be prepared to educate parents and the community to partner with you to keep your students safe and sober. This course is offered through Advancement Courses.

**SELX 511 Emotions and Learning 3 credits**

As you've undoubtedly experienced, emotionally unstable or distracted students can't hope to focus in class or produce high-quality work. But how can you address the wide range of emotions all students bring to class when instructional time is already so limited? In this course, you will gain a foundational knowledge of emotional intelligence and the emotional strengths and challenges that come with different personality traits. You will learn how to identify the source of emotional difficulties, and create strategies for addressing these challenges, including guided discussions, classroom instruction, and meditation and mindfulness activities. Through these exercises, your students will increase their focus, self-awareness, coping skills, and ability to handle stress. In addition, you will develop strategies for working with the parents of troubled students to help them support their children's emotional development at home. With the techniques you learn from this course, you will be equipped to strengthen students' self-confidence, focus, stress management, and empathy for others, making them healthier learners and more well-rounded human beings. This course is offered through Advancement Courses.

**SELX 512 Facilitating Communication: Accountable Talk for Elementary Students 3 credits**

Modern teaching best practices emphasize making the classroom more student centered—that is, giving students more opportunities to talk and collaborate as they discover and explore new concepts. However, as a teacher, you know that undirected conversation can quickly divert into distractions and off-topic chatting. Accountable talk serves as a framework to focus and enrich students' conversations, and this course will show you how to successfully implement it in your elementary classroom. Through an interactive and hands-on approach, you will investigate accountable talk and how to structure it to best facilitate meaningful and purposeful academic conversations. You'll learn how to help students think more critically and analytically and to make personal and authentic connections to what they're learning. By the end of the course, you'll have a set of activities, scaffolding devices, and graphic organizers that you can start using with your students immediately. Using the techniques from this course, you will be able to guide your students to richer and more purposeful learning through the power of focused, high-level conversation with both you and their peers. This course is offered through Advancement Courses.

**SELX 513 Facilitating Discussions About Violence and Trauma in the Classroom (Grades 9-12) 3 credits**

Whether we realize it or not, teenagers are strongly impacted by tragedy and crisis in the world around them. Global, local, and personal tragedy may lead to feelings of anger, fear, and sadness as well as difficulty performing in the educational environment. In this course, you will begin by reflecting on how you personally cope with tragedy so you can better examine how students process traumatic events. You will develop strategies for helping students engage in respectful, meaningful dialogues with peers and other members of their community to create a holistic support system. You'll also learn how to facilitate discussions among parents, fellow educators, and school administrators to create a plan for responding to personal and community tragedy in a way that supports students' emotional needs. Using the techniques from this course, you'll be able to create a classroom environment that is supportive and responsive to all types of tragedy, to help students navigate the most difficult parts of life. This course is offered through Advancement Courses.

**SELX 514 Facilitating Discussions About Violence and Trauma in the Classroom (Grades K-8) 3 credits**

Whether we realize it or not, children are strongly impacted by tragedy and crisis in the world around them. Global, local, and personal tragedy may lead to feelings of anger, fear, and sadness as well as difficulty performing in the educational environment. In this course, you will begin by reflecting on how you personally cope with tragedy so you can better examine how students process traumatic events. You will develop strategies for helping students engage in respectful, meaningful dialogues with peers and other members of their community to create a holistic support system. You'll also learn how to facilitate discussions among parents, fellow educators, and school administrators to create a plan for responding to personal and community tragedy in a way that supports students' emotional needs. Using the techniques from this course, you'll be able to create a classroom environment that is supportive and responsive to all types of tragedy, to help students navigate the most difficult parts of life. This course is offered through Advancement Courses.

**SELX 515 Feedback is a Gift: Framing Difficult Conversations 3 credits**

No one likes difficult conversations, but as educators, we cannot avoid them. Whether the conversations are with students, colleagues, administrators, or parents, we are often responsible for navigating sensitive topics and strong emotions, all while remaining positive and professional. Although this balance can be challenging to strike, as you become better equipped at framing difficult conversations, you'll discover that these tough interactions are actually opportunities for both parties to grow and build a stronger relationship. In this course, you will learn how to become a confident, model communicator even in the face of disagreement, withdrawal, uncertainty, and difficult feedback. Clearly explaining issues can significantly impact how a conversation turns out, so you will explore rich resources and empowering exercises to show you how. In addition, you will cultivate strategies for being both a conversational leader and an active listener, and how to initiate conversations to address problems before they arise, even with the most reluctant communicators. Using the techniques from this course, you will be able to transform even the most difficult conversation into one that not only allows you to breathe deeply and sleep better at night but also helps you feel satisfied with the outcome of the exchange. This course is offered through Advancement Courses.

**SELX 516 Helping Children Overcome Depression 3 credits**

Depression, often considered a primarily adult condition, is on the rise among children and teens. Childhood depression, historically known as chronic sadness and pervasive negative thinking, has only recently been diagnosed as a more serious condition requiring intervention and, often, professional treatment. But how can you know if your students are suffering from depression, and how can you help them if they are? In this course, you will learn to identify the causes and symptoms of childhood depression. Although children with depression may require medical care beyond what a teacher can offer, you will be equipped with strategies to help students overcome negative thinking styles and harmful emotional patterns. In addition, you'll gather tools for fostering a child's support system and involving parents, and you'll develop techniques for cultivating a positive classroom culture using the mindfulness approach. Using the resources and strategies from this course, you will be able to support your students struggling with depression to help them redirect their thinking and pursue academic success in spite of the challenges they're facing. This course is offered through Advancement Courses.

**SELX 517 Helping Students Overcome Trauma 3 credits**

The modern classroom is fraught with challenges that previous generations did not have to contend with. Whether suffering from personal tragedy or a massive traumatic event, 21st-century students must navigate the debilitating aftereffects of trauma and post-traumatic stress disorder (PTSD). Helping students to find healing and actively confront the devastating impact trauma can have, educators can provide the kind of support students need to transform from trauma victims to trauma survivors. This course will investigate how to create programs to help students deal proactively with trauma. By examining strategies to help schools become trauma sensitive and places of empowerment and outreach, this course will help educators learn effective avenues to help students find healing and safety. This course is offered through Advancement Courses.

**SELX 518 Kindness: Can it be Taught? 3 credits**

Is kindness natural? A few minutes on social media will make you think not! But as you know, kindness is essential not only for a healthy classroom environment, but also for your students' future success. In this course, you will learn the biological roots of kindness that are present in all people at birth. Armed with this knowledge, you'll be able to create concrete strategies for helping students build key components of kindness: empathy, perspective-taking, honesty, and trustworthiness. You'll also learn about the personal and social benefits of practicing random acts of kindness and how to teach students to perform their own random acts. Some students may struggle with understanding how to read facial expressions and social cues, or how to be kind to their peers who have emotional, physical, or behavioral disabilities. This course will help you develop exercises that can help students interpret and have compassion for others' behavior even if it's very different from theirs. Regardless of what grade or subject you teach, this course gives you the tools you need to support all students in developing kindness toward themselves and others. This course is offered through Advancement Courses.

**SELX 519 Positive Behavior Interventions and Supports for Successful Classrooms 3 credits**

Has classroom management become an endless chore that minimizes teaching time and impedes student engagement and motivation? If so, this course is for you. Positive Behavior Interventions and Supports (PBIS) gives you preventive and responsive strategies for addressing off-task behaviors in the classroom and schoolwide. When implemented effectively, it can decrease disruptions, increase instructional time, and improve academic and social outcomes. In this course, you will create a personalized three-tier system of interventions that you can start implementing in your classroom immediately. You will learn how to build positive relationships with even the most challenging students and create a more collaborative environment in your classroom. This course gives you the opportunity to brainstorm positive interventions for classroom management so you don't have to make decisions in the moment. You can use the strategies you develop to establish and maintain a classroom culture that promotes meaningful engagement and motivates students to succeed. This course is offered through Advancement Courses.

**SELX 520 Preventing Youth Suicide 3 credits**

Suicide is the second leading cause of death among school-age children. Although suicide can be prevented, creating a successful prevention program requires a comprehensive, community-wide effort—one in which teachers play a critical role. Regardless of how much personal experience you have with suicide prevention, with the right knowledge and tools, you can have a potentially life-saving influence on the students in your school. In this course, you will gain the knowledge and skills you need to help improve the effectiveness of your school's suicide prevention program. You'll gather the resources and techniques necessary to successfully and appropriately respond to students who exhibit suicidal behaviors and use the school's crisis team in the event that they are needed. In addition, you'll learn how to evaluate and revise school policies and procedures related to suicide prevention to ensure that it maximizes the school's and community's resources to best serve the needs of your students and families. With the resources and knowledge from this course, you will be equipped to create a culture of awareness and connectedness at your school so that the entire community is prepared to mitigate risk factors and intervene with at-risk students. This course is offered through Advancement Courses.

**SELX 521 Resiliency: Coping with Academic and Emotional Adversity 3 credits**

Resiliency is one of the most critical life skills we can teach children. In our fast-paced and increasingly stressful world, resiliency is more important than ever, but unfortunately, fewer and fewer children possess the ability to "bounce back" from stress and adversity. Schools can play a key role in helping students develop the inner strength and flexibility they need to overcome the challenges they face. In this course, you will learn the key skills that make up resiliency and cultivate tools for guiding students toward a resilient mind-set. You'll also assess your own resiliency and learn how to partner with parents to help build your students' ability to cope with emotional and academic challenges. Finally, you'll create strategies to help your school prioritize and implement resiliency education. Using the techniques from this course, you'll be able to teach your students emotional and social skills that will serve them well beyond your classroom. This course is offered through Advancement Courses.



**SELX 522 Safe Spaces and Affirming Faces: Supporting LGBTQ Youth in Schools 3 credits**

Supporting LGBTQ students in schools can feel like a daunting task if structures are not in place to facilitate meaningful relationships and exchanges between students, teachers, and school administrators. According to the Sexuality Information and Education Council of the United States (SIECUS), over 5% of high school students identify as LGBTQ. Research suggests that children are coming out (identifying as LGBTQ) at younger ages, which means they are faced not only with challenges that every young person encounter, but also with hardships associated with being gay. LGBTQ youth, for instance, are over twice as likely to report being threatened or injured with a weapon in school, twice as likely to skip school for safety concerns, and four times more likely to attempt suicide (SIECUS, 2010). The National School Climate Survey suggests that though some states and school districts are improving the ways in which they support LGBTQ youth, there is a lack of consistent progress. This course introduces teachers to the history of LGBTQ movements and key terminology, describes how bias and discrimination impact the LGBTQ community; and reviews strategies for enhancing LGBTQ-inclusivity in schools. Additionally, teachers will gain insight into using online communities as safe spaces for promoting equality and visibility of LGBTQ youth in their schools and neighborhoods. Throughout the course, teachers are invited to connect inclusive approaches to their school- and classroom-based practices, so they can create safe, nurturing spaces that facilitate learning among LGBTQ students and their allies (peers who may not identify as LGBTQ, but support those who do and advocate for their rights). This course is offered through Advancement Courses.

**SELX 523 Staying Present: Mindfulness for Better Teaching and Learning 3 credits**

In the age of smartphones and short attention spans, both you and your students have a lot vying for your thoughts even in the middle of a lesson. Mindfulness is a set of techniques that help you become “present” by calming the mind and increasing awareness of your body, thoughts, and emotions. Research shows that implementing mindfulness in the classroom also results in significant teaching and learning benefits. When you and your students can relax, become centered, and better manage your emotions, you will increase your focus, improve your social and emotional skills, and even enhance your physical health. In this course, you will develop a set of robust strategies for implementing mindfulness techniques in the classroom. In just minutes a day, you and your students can participate in exercises that help you center your body, mind, and spirit, and manage stressful moments. This course gives you the tools you need to create an energized, interconnected, and kind classroom culture where every member is engaged, motivated, and passionate about learning. This course is offered through Advancement Courses.

**SELX 524 Strategies for Addressing Student Anxiety 3 credits**

Anxiety is a normal reaction to situations that we regard as dangerous or threatening. As a species, we have survived because our bodies respond to perceived dangers by automatically preparing to defend ourselves and get to safety. However, the effects of long-term anxiety can compromise our life functions and tax our resources. It can also affect our ability to learn and can disrupt digestion and sleep. Approximately one third of us will experience an anxiety-related disorder in our lifetimes, so you can expect that one in five of your students currently struggles with anxiety issues. In this course, you will learn to understand and recognize anxiety dysfunction and then develop classroom strategies to support students who suffer from it. Ideally, you will establish classroom practices that teach students how to prevent anxiety escalation. Finally, you will learn how clinicians handle anxiety and how you might support students under their care. With the strategies and interventions you learn in this course, you will be able to create a classroom environment where students can successfully cope with stressors and instead focus on learning. This course is offered through Advancement Courses.

**SELX 525 Student Mobility: Supporting New Students 3 credits**

Students change schools due to a variety of circumstances, many of them difficult. Parental job changes, divorce, military deployments, foster care, poverty, migrant family mobility, immigrant and refugee travel, and natural disasters all contribute. Research shows that student mobility is increasingly becoming a cause of student underachievement. But how can teachers help these students when they enter the classroom all throughout the school year and teachers know little about their backgrounds, skills, and challenges? In this course, you will learn how to alleviate the negative aspects of student mobility by building bridges between students, their families, and your school. First, you will take a close look at the causes and effects of different types of student mobility. Then you'll develop specific welcoming strategies for different situations to help newcomers feel comfortable in your classroom. In addition, you'll study the federal guidelines on the services that schools need to offer mobile students. Finally, you'll examine the issue of compassion fatigue and burnout among teachers, and how you can care for yourself in the midst of caring for this special student population. Using the techniques from this course, you will be able to welcome new students from all walks of life and help them thrive emotionally, socially, and academically in your classroom. This course is offered through Advancement Courses.

**SELX 526 Teaching Poverty's Children 3 credits**

All children come to school with the hope of achieving the same outcomes as their peers, and you do everything you can to help them. But students who come from impoverished families must work against a host of short- and long-term consequences that make it challenging to achieve this goal. Breaking the barriers of poverty requires focused, researched-based strategies, and that is exactly what this course provides. You will learn to recognize the struggles unique to children from a poverty background and how to design learning activities that will counteract these struggles. Because these students particularly benefit from social-emotional learning and from community and parental involvement, you will learn to create strategies for engaging other adults in their education. Finally, you will examine positive policies and programs that will help ensure equitable education for all students. Socioeconomic status should never limit what a student can achieve. After taking this course, you will understand the unique challenges that your students from low-income families face, and you'll have a toolbox of strategies you can use to reach them. This course is offered through Advancement Courses.

**SELX 527 Teaching Students of Military Families 3 credits**

Students from military families attend schools all across the country, not just schools near military bases. People who don't have a military background often struggle to understand the stressors these students face, which may include dealing with the deployment of a parent into a combat zone, multiple moves between homes and schools during the K–12 years, and the possible injury or death of a parent. How can you help these students pursue academic achievement while managing the many stressors of military family life? In this course, you will gain valuable insights into the culture, lifestyle, stresses, and strengths of students from military families. You'll develop strategies to help this group of students achieve their potential, including accommodating military lifestyle, time demands, and possible mid-year moves in or out of your classroom. In addition, you'll learn practices to show appreciation for military service and how to support all of your students when one experiences death or loss of a family member. Finally, you'll gather both local and national resources that can help you support military families and students. Using the techniques and resources from this course, you will be able to help your students from military families succeed despite the stressors they may be experiencing outside school. This course is offered through Advancement Courses.

**SELX 528 The Effects of Divorce on Children 3 credits**

For children, divorce is not a single event. It is a complex chain of events—a series of legal, social, psychological, and economic challenges, strung together and extending over time. Fortunately, with the proper supports and interventions, children can actually grow and prosper during and after their parents' divorce. In this course, you will learn about the psychological and social obstacles that children face during a divorce. By examining the phases of divorce and how they impact children at different developmental stages, you'll be prepared to help your students navigate the psychological, emotional, and logistical changes that divorce brings to their lives. In addition, you'll develop techniques to counsel students and work together to reduce their stress and foster a healthful, resilient mindset. Using the knowledge and techniques from this course, you'll be able to equip your students with strategies for coping with divorce and help them succeed and thrive during this emotionally charged time. This course is offered through Advancement Courses.

**SELX 529 The Growth Mindset: Fostering Resilience and a Love of Learning 3 credits**

"I'm just not good at this." All teachers have probably heard some version of this statement from their students, whether they're talking about math, reading, or another topic or skill set. But how should we as educators respond? Should we offer encouragement such as, "You may not be strong in this subject, but you are good at that one"? Or should we focus our praise on effort rather than perceived natural talent? Carol Dweck argues that we should instill in our students (and ourselves) a growth mindset, which is the belief that with enough hard work, practice, and dedication, your skills can grow regardless of the subject area. In this course, you will examine your internalized beliefs about learning and how you can reframe failures and challenges as opportunities for growth for both yourself and your students. You'll develop strategies and tools for creating a culture of perseverance in your classroom and differentiating your instruction to challenge all learners, including those labeled "gifted and talented." With the techniques you gain in this course, you will be able to help your students cultivate the attitude and determination they need to succeed in your classroom and beyond. This course is offered through Advancement Courses.

**SELX 530 The Human Brain 3 credits**

Many consider the human brain—the source of all emotion, thinking, and behavior—too complex to understand fully. However, advances in science and technology have allowed us to learn a great deal about the inner workings of the brain. As educators, we can benefit immensely from understanding how a child's brain works. We can use this information to positively impact student success, classroom management, and relationship building. This course is designed to demystify the workings of a child's brain, providing you with insights into how the brain works, your students' neurobiological stages, and how to understand children's thoughts and behaviors through a neurological lens. When you understand your students' neurological growth and cognitive capabilities, you can work with these changes to maximize students' potential while understanding their limitations. You'll also be able to implement more effective, applicable classroom management strategies, and better develop students' attention skills and emotional intelligence so they can be more engaged in the classroom. With the knowledge and techniques from this course, you will be better equipped to drive academic success in partnership with your students' current stage of brain development. This course is offered through Advancement Courses.

**SELX 531 The Importance of Play and the Developing Child 3 credits**

Play is a vital part of children's learning and development, and yet parents and educators alike see fewer and fewer opportunities for play in our children's schedule. Although play is often differentiated from work, there are ways to pair learning with play. Students can meet their developmental and learning needs while engaged in activities that they find fun and interesting. In this course, you will learn practical strategies for incorporating play into classroom activities. In addition to reviewing the benefits of play, you will cultivate resources for finding or creating play activities that suit various play types, subject areas, and grade levels. Free play is also an important aspect of children's development. You'll examine why free play has been declining and how you can encourage this type of play as well as self-directed learning. With the knowledge and tools from this course, you will be able to transform your classroom into a place where your students don't distinguish between "work" and "play" and instead engage in learning with the same openness and enthusiasm you see on the playground. This course is offered through Advancement Courses.

**SELX 532 The Teenage Brain: How it Works 3 credits**

Why do teenagers act like that? Teachers have been asking this question for generations. Impulsivity, rapid mood swings, dangerous experimentation, angry outbursts, and poor decision making are just some of the behaviors that emerge as children enter adolescence. As a middle or high school teacher, you have the unique and sometimes unforgiving task of reaching this age group in the classroom. However, the actual physiological makeup of the teenage brain is responsible for more of adolescents' behavior than we may have realized. In this course, you will learn about the science of the teenage brain; how it affects teenagers' emotions, thought processes, and behavior; and how to work with these challenges rather than fight against them. You'll also develop concrete strategies for identifying at-risk behaviors, managing the mental and behavioral challenges unique to teenagers, and harnessing their strengths to keep them motivated and engaged in learning. With the knowledge you gain from this course, you'll be better equipped to help your teenage students navigate life and education in a way that sets them up for lifelong success. This course is offered through Advancement Courses.

**SELX 533 Assessment Strategies for SEL 3 credits**

Discoveries in sociology, psychology, and neuroscience have led many schools to incorporate social and emotional learning (SEL) to help close the elusive achievement gap. By teaching students how to pay attention, work collaboratively, empathize, and make decisions, we improve their ability to perform academically. But how can we measure these soft skills to determine if our interventions are effective? In this course, you'll get up to speed on current practices in SEL, including the history and legislation that has propelled it to the forefront of our educational focus. You'll explore emotional intelligence models and various methods for collecting data, so you'll be equipped to decide which instruments are right for your school or district to measure SEL growth. In addition, you'll create practical tools such as rubrics for teacher observation, surveys for self-assessment reports, and data collection checklists and notes for interviews. Finally, you'll choose your last lesson to either explore the long-term economic and social value of SEL instruction so you can encourage your school or district to invest in this important movement or discover the ways you can easily implement SEL instruction and assessment into your current routine. With the knowledge and resources you gain in this course, you will be equipped to justify your school or district's investment in SEL and champion its undeniable positive impact on our communities and beyond.

## Sociology (SOC)

**SOC 152 Introduction to Sociology 4 credits**

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.

**SOC 203 Correctional Ministry 2 credits**

This course is designed to change the fundamental perceptions which most people commonly hold toward those who are incarcerated and to understand them without fear, prejudice, or personal judgment, to view both crime and correction from a spiritual perspective, and to offer strategies which will aid prisoners with the process of reentry.

**SOC 252 Social Problems 4 credits**

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.

**SOC 253 Marriage and Family 4 credits**

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: SOC 152)

**SOC 353 Themes in Adult Development and Aging with a Lifespan Perspective 4 credits**

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. (Prerequisite: SOC 152)

**SOC 357 Class and Community 4 credits**

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: SOC 152)

**SOC 358 Minority Groups 4 credits**

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: SOC 152)

**SOC 359 Social Welfare as an Institution 4 credits**

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: SOC 152)

**SOC 452 Social Organization 4 credits**

This course addresses the fundamental question of how and why social organization is possible. Attention is given to major concepts and theories of social structure, forms of social organization (groups, communities, networks, formal organizations), basic social processes (integration, differentiation, regulation, change), the emergence of social organization from individual decision-making, and the sociology of work and occupations. (Prerequisite: SOC 152)

**SOC 453 Social Theory 4 credits**

This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Weber, Georg Simmel, 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: SOC 152)

**SOC 488 Independent Study 1-4 credits**

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: SOC 152)

**SOC 498 Internship 1-15 credits**

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: SOC 152; sociology majors only)

## Spanish (SPA)

**SPA 101 Beginning College Spanish I 4 credits**

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 credits**

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: SPA 101 Beginning Spanish I or equivalent; usually 2 years of high school Spanish)

**SPA 201 Intermediate College Spanish I 4 credits**

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: SPA 102 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 credits**

This course is a continuation of SPA 201 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: SPA 201 Intermediate Spanish II: First Semester or equivalent; usually 2 years or more of high school Spanish)

**SPA 301 Advanced College Spanish I 4 credits**

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: SPA 202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)

**SPA 302 Advanced College Spanish II 4 credits**

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: SPA 202 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 credits**

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. (Prerequisite: SPA 302 or equivalent)

**SPA 402 Advanced Spanish IV: Readings in Contemporary Spanish Literature 4 credits**

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: SPA 302 or consent of instructor: based on interview and proficiency test)

**SPA 403 Advanced Spanish IV: Voices of Latinos in the U.S. 4 credits**

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 1-4 credits****SPA 498 Spanish Internship 1-12 credits**

## Special Education (SPED)

**SPED 562 Literacy Strategies for Grades K-6: SPED 6 credits**

This course meets the MN Elementary Education Reading Rule requirements and focuses the instruction on teachers of special education.

**SPED 573 Fundamentals: Autism Spectrum Disorders 3 credits**

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 credits**

A study of strategies and interventions for promoting the development of communication skills and social skills.

**SPED 575 Interventions: Autism Spectrum Disorders 3 credits**

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 Ethical Issues for Professional Educators of Exceptional Learners 3 credits**

A study of ethics and moral philosophy with application to the field of special education. Current educational issues will be examined in the context of the lives and careers of the PK-12 special educator.

**SPED 581 Instructional Strategies: Mild/Moderate Disabilities 3 credits**

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 credits**

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

**SPED 583 Collaborative Teaching in Inclusive Settings 3 credits**

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 credits**

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 with Disabilities: Educational Assessment 3 credits**

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 credits**

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.

**SPED 590 Teaching Students with Math or Language Difficulties 3 credits**

An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs.

**SPED 591 Applied Experience in Learning Disabilities 6 credits**

Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)

**SPED 593 Applied Experience in Autism Spectrum Disorders 6 credits**

Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.

**SPED 595 Applied Experience in Emotional Behavioral Disorders 6 credits**

Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. Prerequisites: All course work within specified licensure program.

**SPED 596 Behavior Management 3 credits**

An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions.

**SPED 598 Fundamentals: Emotional and Behavioral Disorders 3 credits**

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.

**SPED 599 Adolescents with Emotional and Behavioral Disorders 3 credits**

An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.

## Special Needs and Gifted Students (SNGX)

**SNGX 500 A Guide to Differentiating Instruction for Gifted and Talented Students 3 credits**

If you've taught more than one student at a time, you know that students learn at different rates. And when you have an entire class full of different types of learners, how can you keep each of them engaged without planning 20 personalized lessons? Differentiating instruction is essential for reaching students of diverse learning styles and proficiency levels.

In classrooms with gifted students, it is especially important to create learning experiences and assignments that provide choice and challenge with opportunities for deeper and more complex learning. In this course, you will learn how to identify gifted learners and understand their unique needs in the classroom. You will also create a differentiated learning plan, from brainstorming all the way through to delivery. First, you will consider everything from academic standards, goal setting, and pre-assessment to the instructional plan, assignment creation, and summative assessment. Your plan will account for your students' unique learning preferences, interests, and readiness levels, and include flexible grouping practices, tiered assignments, and student choice of content, process, and product. Finally, you will learn how to manage a differentiated classroom and foster student responsibility and independence. By the end of the course, you will have all the tools you need to modify instruction, assignments, and assessments with a deeper understanding of the "big picture" of unit design and a focus on gifted learners. This course is offered through Advancement Course.

**SNGX 501 Communicating With Parents of Students With Special Needs 1 credit**

Communication with families whose children have a 504 Plan or IEP involves more than just general updates on their children's social and academic progress. Many families who have been navigating the special education bureaucracy have already had less-than-positive experiences with communication between home and school. Establishing a relationship of trust with these families early in the process ensures that communication remains open throughout the year as you demonstrate that you share the same goal as the family: the success of their child. In this course, you will examine your current communication practices and how you can improve them to create a positive working relationship with your students' families. You'll develop methods for establishing and maintaining healthy communication so parents know you are on the same team and working toward the same goals. In addition, you'll learn practical, stress-free strategies for tracking and logging all correspondences with parents to keep a transparent record of students' progress on their individual learning goals. Using the tools and techniques from this course, you will be able to cultivate a positive, caring relationship with your students' families and effectively share their progress so you can work together toward their child's success. This course is offered through Advancement Courses.

**SNGX 503 Deconstructing the IEP 3 credits**

Individualized education programs (IEPs) are meant to help schools and teachers know how to meet the needs of students who require special accommodations. However, for many teachers, IEPs can be intimidating to read and interpret, much less implement successfully in the classroom. In this course, you will learn how to read and use IEPs to reach students who have special needs in your classroom and communicate effectively with families and service providers. You'll be equipped with resources to help you examine each section of the IEP and organize the information into manageable chunks. In addition, you'll develop strategies for differentiating instruction and keeping track of students' IEP goals and progress. Using the knowledge and techniques from this course, you will be able to confidently implement IEPs in your classroom and know for sure that you are both complying with legal expectations and (more importantly) helping your students receive the education they need. This course is offered through Advancement Courses.

**SNGX 504 Every Student Succeeds Acts (ESSA) 1 credit**

Education is always evolving and innovating. Although some changes are exciting, it can also be daunting for educators to keep up with all the trends, including new laws and regulations. The Every Student Succeeds Act (ESSA) is the newest law that is transforming the face of education with its new procedures and accountabilities. In this course, you will explore the goals of ESSA as well as the important changes that affect all educators and students. You will evaluate the benefits and disadvantages of ESSA and develop strategies for implementing its guidelines without upending your entire curriculum. In addition, you'll create a plan to explain the new law to parents and families and support them through any changes. Using the strategies from this course, you will be able to understand and incorporate any changes from ESSA that affect you, your students, and their families. This course is offered through Advancement Courses.

**SNGX 505 High-Incidence Disabilities 3 credits**

Students with high-incidence disabilities often spend most or all of their school days in general population classrooms, but they still have needs that may require special accommodations or teaching styles. But who are these students, and how can you reach them in the midst of your already-packed classroom time? In this course, you will review the disabilities that are present with the highest frequency within the population of students who receive special education services. These include autism spectrum disorders, communication disorders, intellectual disabilities, specific learning disabilities, and emotional or behavior disorders. In addition to examining the common characteristics of students with these disabilities, you will develop differentiated instructional strategies and explore resources that will support the learning of all students in your classroom. Using the tools and techniques from this course, you will be able to understand the challenges of students with disabilities in your classroom and help them achieve their highest academic potentials. This course is offered through Advancement Courses.

**SNGX 507 Reaching and Teaching Gifted Students in the Regular Classroom 3 credits**

Research shows that gifted students can sometimes be the least likely to succeed in your class. How can that be? Gifted students may be defined as ones who have "exceptional abilities in any area of learning that significantly exceeds grade-level expectations." In other words, when gifted students are in a class with grade-age peers, the regular curriculum consists of content they either have already mastered or can master far more quickly than their classmates. That means that if you don't make the proper curricular modifications, these students will become disengaged and not achieve all that they are capable of. In this course, you will learn how to identify gifted students and their individual needs (including those who have added challenges, such as ADHD or learning English as a second language). You'll also cultivate techniques for keeping them interested in school, including helping them combat perfectionism and grouping gifted students together to challenge one another. Finally, you'll participate in practical exercises to modify your activities and differentiate your instruction to motivate and energize your gifted students. Using the strategies from this course, you will be able to support gifted students to help them meet their true academic potential. This course is offered through Advancement Courses.

**SNGX 508 Special Education: The Process and Law 3 credits**

Every year, more than 6 million children in the United States receive special education services. Whether you've worked with one of these students or not, it can be intimidating to know how to navigate special needs in the classroom. How do you know how to best assist these students, and what are the rules and laws surrounding this process? In this course, you will learn about the history of special education, including how special education and discrimination laws have evolved over the last 60 years. You will examine the key facets of the Individuals with Disabilities Education Act (IDEA), which is the current legislation governing special education, and how they apply at the federal, state, and local level. Once you have this foundational knowledge, you'll learn how to identify emotional, behavioral, and learning disabilities in students and how to create and implement individualized education programs (IEPs) to help them. With the knowledge you gain in this course, you will be equipped to navigate the special needs process and partner with parents and your school with ease and confidence. This course is offered through Advancement Courses.

**SNGX 509 Strategies for Supporting Children with ADD/ADHD 3 credits**

The Center for Disease Control reports that up to 11% of children ages 4 to 17 have attention-deficit disorder or attention-deficit hyperactivity disorder (ADD/ADHD). That means 1 out of 10 of your students could be diagnosed with an attention disorder! More than 90% of these students will have serious academic or social struggles at some point in their academic careers. How can you help these students succeed while balancing the needs of your other students? In this course, you will learn to identify the characteristics of ADD and ADHD and their impact on children. You'll develop specific intervention and support strategies to help these students cope with stress, manage their emotions, and navigate academic and social challenges. Although teaching children with ADD/ADHD poses unique challenges, you'll learn to cultivate a healthy mindset for working with these students without getting overwhelmed. By the end of this course, you will be equipped with a robust set of best practices for helping ADD/ADHD students manage their behavior, improve their social skills, and succeed academically. This course is offered through Advancement Courses.

**SNGX 510 Strategies for Supporting Teenagers with ADD/ADHD 3 credits**

According to research, teenagers who have attention-deficit disorder or attention-deficit hyperactivity disorder (ADD/ADHD) benefit immensely when their teachers believe in them. Academic and interpersonal success often eludes ADD/ADHD students, especially once they reach high school. In fact, 90% of those who have attention deficits will face serious social or academic challenges at some point in their school careers. That's why it's crucial for you to understand why these students struggle and how to help them. Regardless of how familiar you are with ADD/ADHD, this course will give you the information you need to identify students who have these disorders and to prevent and manage potential behavioral problems associated with them. You'll develop specific prevention and intervention strategies for a host of symptoms that interfere with success, including how to modify your teaching style, classroom environment, scheduling, and assignments to help ADD/ADHD students. Finally, you'll learn the impact of ADD/ADHD medications and how to monitor and support students who take them. With the knowledge and skills you gain in this course, you will be equipped to be the positive influence that students with ADD/ADHD desperately need as they transition into adulthood. This course is offered through Advancement Courses.

**SNGX 511 Supporting Students with Learning Disabilities in the Inclusive Classroom 3 credits**

With increasing use of the inclusive classroom model, it is more important than ever that educators at every level and in every subject are prepared to meet the needs of students with learning disabilities. This course offers educators resources designed to maximize learning for students with learning disabilities. Topics include current research and laws, processes for assessing and identifying learning disabilities, information on how to access services, and strategies for teaching students with learning disabilities. This course also offers concrete techniques for motivating all children to want to learn and creation of a positive classroom culture to support academic success. This course is offered through Advancement Courses.

**SNGX 512 Take Control of RTI 3 credits**

According to the RTI Action Network, "Response to intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs." In today's inclusive classrooms, general education teachers are responsible for identifying, implementing, and documenting students' academic and behavioral progress. For many teachers, keeping up with RTI can become overwhelming when coupled with existing planning, grading, and extracurricular responsibilities. In this course, you will gain the tools you need to take control of RTI. After examining the different tiers of interventions, you will develop strategies for identifying students who are struggling, implementing appropriate interventions and differentiated instruction, and monitoring students' progress to assess next steps. In addition, you'll gather resources that you can integrate into your day and use right away to keep the RTI process organized and up to date at all times. With the knowledge and strategies from this course, you will be equipped to manage RTI without stress and help your struggling students reach the next level of academic achievement. This course is offered through Advancement Courses.

**SNGX 513 Teaching AP Classes 3 credits**

Teaching AP classes can be rewarding and challenging all at once. Often, they give you the opportunity to teach some of the brightest and most ambitious students in your school. However, the nature of AP classes also requires you to become an expert not only on your subject's AP test, but also on critical thinking skills and other characteristics your students need to succeed in college. In this course, you will explore the history of the AP program and gain a deep understanding of the College Board, its mission, and how it endeavors to help students become college ready. Using a hands-on approach through research, discussion, and reflection, you'll cultivate strategies for helping your students engage more deeply, make personal and authentic connections with content, and develop essential research and analytical skills. In addition, you'll learn techniques for scaffolding instruction to get all students up to the appropriate level to be prepared for the AP test. Using the tools and techniques from this course, you'll be able to create an effective AP program that helps students develop critical thinking and college readiness skills that will last them for a lifetime. This course is offered through Advancement Courses.

**SNGX 514 Teaching Students with High Functioning Autism 3 credits**

According to the Center for Disease Control, the prevalence of autism spectrum disorder (ASD) has more than doubled since the year 2000, bringing the rate to 1 in every 68 children who have received this diagnosis. What does this mean for your classroom, and how can you help this unique population of students? Because of the increased prevalence of the disorder, there's a lot of misinformation about it online and in the media. In this course, you will separate myth from fact by learning all the signs, symptoms, and implications of having students with high-functioning ASD in your classroom. You will learn techniques for addressing the academic, social, emotional, and behavioral needs of these students and also create plans for partnering with their parents to help them grow. Finally, you will develop strategies for successfully integrating a student with high-functioning ASD into your classroom and working with other students to create a respectful, inclusive environment. As a teacher, you have a unique opportunity to draw out the strengths of your students with ASD and help prepare them for independence in the future. This course will help you understand and be able to interact with these students with compassion and confidence. This course is offered through Advancement Courses.

**SNGX 515 Teaching Students with Low Functioning Autism 3 credits**

The number of students with autism is increasing, making it more likely that teachers in both general education classrooms and special education programs will encounter students with low-functioning autism. These students have different needs than students who are considered higher functioning, so it is essential to be prepared before these students enter your classroom. In this course, you will learn the strengths, needs, and challenges of students with low-functioning autism, particularly the reasons behind how they learn and behave the way they do. You will use this knowledge to build communication skills, behavior management interventions, and academic strategies for these students, with the end goal of helping them transition between educational levels into post-high school plans. You'll cultivate techniques for addressing safety issues and common concerns educators have about teaching students with low-functioning autism. You'll also gain valuable insights from parents and classmates of students with autism. No two students with autism are exactly alike. However, by the end of this course, you'll have a toolbox of resources and strategies that you can use to best meet their individual needs. This course is offered through Advancement Courses.

**SNGX 516 The General Educator's Guide to Special Education 3 credits**

More than 7 million children with disabilities currently receive special education services across the United States, and this number continues to grow. The size of this population means that teachers in inclusive classrooms need the skills and knowledge to teach and support students with disabilities. In this course, you will learn about the 13 major types of disabilities, the laws governing special education, the individualized education program (IEP) process, and best practices for working with students and their families. You will develop actionable strategies to support the assessment, instruction, academic success, and social and emotional development of students with IEPs. With the strategies and best practices from this course, you will be equipped to better serve students with disabilities regardless of your grade, subject area, or teaching context. This course is offered through Advancement Courses.

**SNGX 517 Understanding Dyslexia 3 credits**

Regardless of how much you know about dyslexia, it can be intimidating to determine how to best serve students who have this disability. After all, students who have dyslexia often struggle with oral language, reading, handwriting, spelling, and writing. How can you reach these students while balancing the needs of the rest of your class? In this course, you will learn to identify dyslexia's impact on your students' oral language, reading, and writing, and you'll develop specific strategies for how to support students in these areas. You'll also learn how to hone the positive contributions of students with dyslexia, which are often overlooked or misunderstood. Although many students who have dyslexia struggle academically due to their disability, they also typically possess significant strengths, such as expansive creative abilities. After taking this course, you will be able to help meet the unique needs of students who have dyslexia, and also teach them how to channel their strengths for a positive, dynamic learning experience. This course is offered through Advancement Courses.

**SNGX 518 Teaching Special Education: Focusing on Abilities 3 credits**

Being a special education teacher is often a stressful experience. Whether teaching in an inclusion, self-contained, or resource classroom, a special educator has unique challenges to meet. Even the most practiced educator can become overwhelmed with the challenges of teaching children with special needs; for many, there is a substantial risk of burnout. This course is designed to help the special educator both acknowledge the challenges and embody a mindset that emphasizes the fulfillment and rewards of teaching students with special needs. After this course, the teacher will be better able to appreciate their own strengths, as well as feel better equipped to complete the meaningful and essential work they do. This course is offered through Advancement Courses.

**SNGX 519 Supporting Students with Disruptive Behavior Disorders 3 credits**

Oftentimes, it's the students with the most serious behavior issues who need us the most. But how do we connect with and teach students who are unusually angry and aggressive, refuse to follow the rules, blame others for their mistakes, abuse drugs, or vandalize property? In this insightful course, you will learn how to constructively support students with disruptive behavior disorders (DBD), including oppositional defiant disorder (ODD) and conduct disorder (CD). You'll explore effective, research-based strategies and interventions to prevent and manage behaviors associated with DBDs while maintaining a productive and positive learning environment. Finally, you will learn how to work collaboratively with fellow educators, families, and other stakeholders to set students up for success both inside and outside of school. Using the strategies and interventions from this course, you will be able to connect with students with intense and persistent challenging behaviors and give them the attention and direction they really need. This course is offered through Advancement Courses.

**SNGX 520 Understanding Oppositional Defiant Disorder 3 credits**

Oppositional defiant disorder (ODD) and disorders like it can confound parents, teachers, and students alike. Explosions of anger, seemingly needless defiance towards adults, and hostility towards peers all characterize students struggling with this disorder. The adults in their lives are often at a loss as to how to prevent and manage these behaviors and show students a better way to interact with others. In this course, you will examine the causes, diagnosis, and treatment of ODD as well as other disorders that may resemble or have high comorbidity with ODD. You'll learn how you can partner with parents (even those who seem apathetic) and school resources to implement consistent, effective interventions with these students. In addition, you'll explore the strengths of students with ODD, how to help them build executive function skills, and how to stay calm yourself when dealing with difficult behaviors. With the strategies from this course, you'll be able to build a practical, holistic strategy to support students with ODD while caring for yourself, students' families, and other students in the classroom.

## Student Support Services (SSS)

**SSS 101 CSP Seminar 2 credits**

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 2 credits**

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 2 credits**

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.

**SSS 125 Student Success Strategies 3 credits**

This course will enable students to develop the necessary skills to lead themselves academically, personally and professionally. This course will teach students about the resources and technology available to assist in their academic success. Specific topics of time management and goal setting will lead students to develop and utilize appropriate study techniques. Topics in life skills will lead students to a better understanding of self and others, and encourage the development and utilization of strategies to promote positive relationships, self-management, and professionalism. This course is recommended for students new to CSP or online learning.

**SSS 200 Leadership Development 3 credits**

As you summit Macchu Piccu, learn about your own leadership potential and build skills in goal-setting, conflict management, boundary-setting, team-building, group facilitation, 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 study abroad and service-learning component.) Additional trip fees will apply.

**SSS 201 Transfer Transitions 1 credit**

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 225 Career Strategies 2 credits**

This course will allow students to evaluate how their individual strengths and skills are relevant and related to the need of a potential employer. Students will develop best practices for professional networking, resume writing and interviewing. Using knowledge gained in this course, students will be able to tailor their professional brand to specific employers and job positions.

**SSS 497 College Transitions Tchg Asst 1 credit**

Assist new students' successful transition from high school to college through College Transitions course.

## Teacher Wellness (TEWX)

**TEWX 500 Achieving a Work-Life Balance in Teaching 3 credits**

As with most jobs, teaching responsibilities can infiltrate your entire life if you let it. After-school activities, grading, and lesson planning can creep into your off hours and blur the lines between work and the rest of your life. Work-life balance means feeling engaged, effective, and satisfied in each aspect of life. In this course, you will develop a set of practical, customizable strategies to help you work smarter, not harder. Time management, organizational skills, and emotional groundedness are key skills that you will master to help you feel calm, in control, and able to focus on your students. You will learn to increase your productivity at work and feel more satisfied with your life both inside and outside the classroom. A balanced teacher is a teacher who can connect with, inspire, and help his or her students achieve personal and academic success. At the end of this course, you will have the skills you need to be present and effective both at school and beyond. This course is offered through Advancement Course.

**TEWX 501 From Burnout to Productivity: Creating a Path for Teacher Wellness 3 credits**

I've always been the type of teacher who's tired at the end of the school year because I've given my all—every day—for the past nine months." How many teachers can relate to this sentiment? Teacher burnout is an increasingly common phenomenon. Long hours, stressful environments, and intense expenditures of energy, brainpower, and compassion can all contribute to decreased health and wellness, especially over the course of multiple years. In this course, you will learn strategies for creating a healthy work-life balance, advocating for a more sustainable lifestyle, and improving your outlook and inspiration both inside and outside the classroom. Through a series of self-inventories and assessments, you will identify your sources of burnout and techniques for preventing and reversing it. In addition, you will learn how to bring these strategies to your students and colleagues to create an atmosphere of calm and productivity in your school. With the techniques you learn in this course, you will be better prepared to manage the stressors inherent to life as an educator to create a path to sustainable wellness. This course is offered through Advancement Courses.

**TEWX 502 Self-Care Strategies for Teachers 3 credits**

Teaching is among the most stressful careers you can pursue because it requires you to manage others' feelings and behaviors on a daily basis. From safety concerns to troubled students, you often face high-stress situations that can leave you feeling beat up and uninspired. Self-care is an essential practice for all teachers, but how do you know if your strategies are actually building you up so you can enjoy a long, healthy career in education? This course teaches you targeted strategies for self-care and wellness, starting with a comprehensive inventory of your whole self—personally, and as a teacher, parent, partner, friend, and community member. You will learn techniques for how to stop absorbing stressors, manage challenging situations, build long-term self-care strategies for all areas of your life, and track your progress through a series of somatic and emotional self-evaluations. This course gives you the opportunity to invest in yourself so you can build a more grounded, inspired, and sustainable career in education. This course is offered through Advancement Courses.

**TEWX 503 Stress Reduction for Better Teaching 3 credits**

Being a teacher is often a stressful experience. Whether it is lesson planning, grading, communicating with parents, handling classroom management, helping troubled children, or dealing with colleagues, there are always competing needs for teachers' time and energy. Even the most practiced teacher can become overwhelmed. In this course, you will learn how acute and chronic stress can impact not only your teaching, but also your body and your health. You'll develop a personal stress profile and stress management portfolio, which includes how to identify what triggers your stress, how to build up tolerance, and how to respond in a healthy way. In addition, you'll create exercises for helping both yourself and your students manage stress more effectively and build resilience in the face of specific challenges. With the skills you learn in this course, you will be able to fully enjoy the greatest job on earth and be healthier for yourself and completely present for your students. This course is offered through Advancement Courses.

**TEWX 504 Becoming a Calm, Happy Teacher 3 credits**

Teachers have a multifaceted role that includes wearing many hats; being present in the lives of students, families, and colleagues; and taking care of others before themselves. Educators' demanding career and giving spirit can lead to stress, burnout, dissatisfaction, frustration, and sadness if intentional practices are not implemented. As a way to support personal well-being and happiness, you'll explore the power of positive psychology as a tool to find a more balanced, calm approach to teaching that will give you more energy and vitality at work and at home. The techniques will help you create more life balance, so that you can cultivate more well-being for yourself and your classroom. The strategies will not only help you be more engaged, present, and fulfilled as a teacher, but you'll also apply your learning to your classroom and your students. This course is offered through Advancement Courses.

**TEWX 505 A Year in the Life of a School Leader: A Roadmap to Success 3 credits**

Research has emphasized the importance of school leadership in improving outcomes for a school and its students. But make no mistake: This is not the school leader as drill sergeant, or the charismatic leader whose skill-set is impossible to replicate. Instead, it is a school leader who is capable of transforming a school environment so that its students and teachers can flourish. — The Hechinger Report School leaders have the potential to shape their schools for the better by designing a curriculum rooted in best practices, positively impacting student achievement, and analyzing and implementing effective strategies and plans that advance school improvement efforts. Administrators and teacher leaders should have the fundamental knowledge and willingness to utilize best practices in their professional learning communities and should also provide coaching and mentoring to their peers. By demonstrating knowledge, skills, and willingness, leaders can use a variety of leadership styles, execute effective communication skills, and motivate and resolve conflicts effectively. In this course, you will explore the various strategies that create an effective leader. By viewing a year at a glance, you will develop the leadership skills needed for each quarter of the school year: fall, winter, spring, and summer. You will learn the value of school leadership in your school's community and how you can establish yourself in a leadership role that can help support students, teachers, families, and the entire school community. Additionally, you will gain effective tools to create authentic learning experiences that will promote a positive school culture, support the development of professional learning communities, and further the involvement of parents and community in participatory learning. With the knowledge and skills from this course, you will be able to hone your leadership skills so you can positively impact and serve your colleagues and improve your team, school, and district.

**TEWX 506 Creating an Effective Instructional Coaching Program for Your School 3 credits**

Instructional coaching can be a difficult topic to navigate. On the one hand, teachers value collaboration and hearing new ideas from other educators, but on the other hand, teachers' motivation and buy-in can plummet if they feel like coaching adds to their stress or puts their hard work under unnecessary scrutiny. In this course, you'll learn how to create and sustain an effective instructional coaching model and build a culture of coaching and professional development to promote teacher and student success. You'll examine strategies for establishing trust, open communication, and a positive outlook among teachers, and for overcoming potential points of resistance between teachers and school leaders. In addition, you'll evaluate various technology resources, organizational tools, coaching strategies, reflective practices, and feedback methods to curate a program that suits the needs of all educators. By the end of this course, you will have a clear, organized strategy for introducing a coaching model that excites teachers and empowers them to grow.

**TEWX 507 Recruiting, Retaining, and Reengaging Excellent 3 credits**

Studies from the Learning Policy Institute show that U.S. teachers leave the profession at twice the rate of teachers in other high-achieving countries, and that this attrition rate costs schools \$7.8 billion a year. The crisis is growing each year, but few resources exist for how to combat it. In this course, you'll discover best practices for attracting, hiring, coaching, and nurturing excellent teachers. You'll learn how to find the best applicants for your positions, assess whether applicants are a good fit for a position, and design effective job postings and interview questions. For your existing staff, you'll review strategies for making good teachers into great ones, including conducting effective observations, providing meaningful coaching, and helping teachers set and meet goals that are important to them. Finally, you'll take a deep dive into the issue of burnout, including how to prevent it and how to intervene when teachers show signs of wanting to quit. By investing your time in this course, you will be able to proactively build and keep a great staff for years to come, saving yourself time and headaches down the road.

## Teaching Strategies (TSTX)

**TSTX 500 A Practical Approach to Partnering Pedagogy 3 credits**

Traditionally, classrooms and instruction involved the teacher standing in front of students handing down the information they needed to know. However, current pedagogical theory encourages students to be self-directed learners who take ownership over their own education. How can you reconcile these two methodologies in your classroom? In this course, you will gain the resources you need to implement partnering pedagogy in your classroom. With a focus on the need for real-world links to classroom lessons, this approach allows students to lead the learning experience while you provide guidance and direction. You'll learn how to select lesson topics, create "guiding questions," and incorporate technology as a learning tool. You'll also cultivate strategies for evaluating the effectiveness of your partnering-based lessons, including how to involve students in suggesting changes to the learning process. Using the techniques from this course, you will be able to introduce partnering pedagogy into your classroom to combine the best of your unique teaching style and your students' diverse learning styles and interests. This course is offered through Advancement Course.

**TSTX 501 An Educator's Guide to the Common Core 3 credits**

The Common Core State Standards (CCSS) were developed to ensure that students in every state adhere to the same level of expectations as they gain the knowledge and skills they need for college and careers. Whether you are new or experienced with the standards, it can sometimes feel intimidating to figure out how to navigate them or how to fulfill them on a practical level in your classroom. In this course, you will learn how and why the CCSS was developed, and what implementation looks like in math, English Language Arts (ELA), and other subject areas such as science and social studies. You'll develop teaching approaches that will help you weave together content and practice standards so your students will understand content deeply and also be able to apply it practically. In addition, you'll cultivate ongoing assessment strategies to help you understand how assessment works within the CCSS (beyond year-end summative evaluations). With the knowledge and techniques from this course, you will be able to navigate the CCSS with confidence and apply the standards to your curriculum so you can set your students up for success well beyond your classroom. This course is offered through Advancement Courses.

**TSTX 502 An Effective Guide For Integrating Debate in the Classroom 3 credits**

Rhetoric and debate used to be standard classes in schools' curriculum. Although these classes have fallen by the wayside, the need for effective debating skills and critical thinking has not. As students face the constant communication on the Internet and today's divisive political and social issues, it is more important than ever that they know how to express their knowledge and opinions skillfully and effectively. Incorporating debate as an instructional strategy in your classroom will help them do just that. In this course, you will review the debate process and how it can promote critical thinking and a deeper connection to content regardless of what subject matter you teach. You'll learn how to help students form effective arguments, analyze resources, research debate stances, and participate in small-group and whole-class debates. In addition, you will create a series of graphic organizers and scaffolding strategies that will help you engage all of your students in the debate process regardless of natural interest or ability. Debating will help your students improve their public-speaking skills, work collaboratively, and be a more active part of the assessment process. By the end of this course, you will have an actionable plan for integrating debate into your classroom and a strong foundation for making debate an essential element of learning and instruction. This course is offered through Advancement Courses.

**TSTX 503 Applying the Habits of Mind in the Classroom and Beyond 3 credits**

Problem solving and critical thinking are buzzwords we hear all the time. But how do you teach these broad concepts to your students, particularly in a way that they will continue to use after they've left your classroom? In this course, you will explore personal mindset and the role that mindset plays in developing your beliefs about how you learn as well as how your students learn. Habits of Mind consist of 16 behaviors that people can learn to utilize to make them more effective learners. Using the intentional strategies from this course, you will be able to select and create activities that support Habits of Mind and create an environment that encourages their use. In addition, you will be able to assess students' abilities to use Habits of Mind to ensure that they are internalizing thinking processes that they can use for the rest of their lives. Using the techniques from this course, you will be able to incorporate Habits of Mind into your classroom and school to prepare your students to handle any intellectual challenge that comes their way. This course is offered through Advancement Courses.

**TSTX 504 Bell Ringers and Exit Slips: Creating Powerful Beginnings and Endings 3 credits**

Getting your students quiet, focused, and primed for learning during the first five minutes of class can be extremely challenging. However, integrating bell ringers (i.e., quick, targeted start-of-class activities that students do at their desks) and exit slips (i.e., activities completed during the last five minutes of class) into your instruction can make beginning and ending a class less difficult. In this course, you will develop concrete, actionable strategies for choosing bell ringers and exit slips based on curricular objectives. You'll learn how to differentiate bell ringer and exit slip activities for diverse learners (e.g., English language learners, students with special needs) and formatively assess student work so you can modify instruction going forward. In addition, you'll review examples of bell ringers and exit slips for different subject areas so you can engage students in creative and critical thinking and incorporate these activities into daily instruction. Using the techniques and resources from this course, you'll be able to easily implement best practices for using bell ringers and exit slips to start and end every class period successfully. This course is offered through Advancement Courses.

**TSTX 505 Better Teaching and Learning With Formative Assessment 3 credits**

Nothing is more disappointing than grading a big test or paper only to find that your students performed poorly despite weeks or months of faithful teaching. You wonder where you or the students went wrong, and it feels too late to rectify the situation. Formative assessments provide both you and your students with an opportunity to check students' progress and understanding. Formative assessments are a range of informal and formal assessments that give you the feedback you need to modify instruction to better meet students' needs. You can use them in any subject or with any age group, making them a versatile tool for all teachers. In this course, you will learn how to use formative assessments to quickly and effectively gauge student learning. If you find that students are struggling, you'll be able to analyze and apply the data from formative assessments to modify your instruction immediately. In addition, you will develop techniques for effective questioning and feedback to help students course-correct long before a final test, project, or writing assignment. By the end of this course, you will be armed with numerous strategies for ensuring that all of your students are truly mastering the material for each step of your instruction. This course is offered through Advancement Courses.

**TSTX 506 Beyond Survival Mode: Maintaining your Passion Throughout your Teaching Career 3 credits**

Why did you become a teacher? For many of us, the inspiration to teach springs from a deep desire to serve the next generation and make the world a better place through learning. However, the path to becoming a master teacher is filled with challenges that can seem to be roadblocks toward those dreams. How do successful teachers keep that fire burning within them? What traits do they share that push them to sustain a high level of effectiveness? In this course, you will explore your past and your inner motivations to help you reawaken the passion that will sustain you throughout your career. Whether you are seasoned or brand new to teaching, you'll benefit from examining excellent teachers to learn how to tackle your fears, move through the stages of teaching, and discover what it means to become a complete teacher. In addition, you'll cultivate techniques for building a strong community among your colleagues so you can learn from and support one another. Using the techniques from this course, you will be able to move beyond survival mode and nurture the passion that led you to teaching throughout your entire career. This course is offered through Advancement Courses.

**TSTX 507 Building Blocks for Success: Scaffolding in the Classroom 3 credits**

Each student enters the classroom with a different set of skills and needs, a common occurrence that can make instruction challenging. Scaffolding is an effective educational technique that considers every student's initial abilities and supports your students' progress toward academic proficiency and independent learning. But how do you scaffold without overwhelming yourself or your students? In this course, you'll examine the concept of the zone of proximal development (ZPD), determine the ZPD's relationship to scaffolding instruction, and learn the benefits of scaffolding in the classroom. You'll explore best practices for creating (and gradually removing) initial scaffolds that are appropriate for each student's skill level and needs, and the relationship between instructional scaffolding and differentiated instruction. You'll also learn methods for evaluating your students' progress that will help you identify when to remove these scaffolds to promote student success. Using the techniques from this course, you'll be able to use scaffolding to provide each of your students with differentiated instruction that will support their personal academic development and promote their shift toward greater independence. This course is offered through Advancement Courses.

**TSTX 508 Building Cultural Competency to Improve Instruction and Student Achievement 3 credits**

Although our society's dedication to serving diverse populations has increased dramatically in the last few decades, it can be easy to miss the subtle ways cultural background can impact students' learning in your classroom. Whether it's other students' behavior or your own methods of communication, small differences in culture can confuse and alienate different populations of students. In this course, you will learn strategies for how to teach with cultural competence so that all students receive active support in the classroom, thus limiting their risk of dropout. You'll start by examining your own cultural background and how that impacts your thinking, and also learn how to assess students' backgrounds, including identifying gifted and talented, special needs, and at-risk students. You will cultivate tools and resources for fostering an inclusive learning environment; communicating clearly both verbally and nonverbally; and working with families and support services to help students succeed. By learning more about your own and others' cultures, you'll be able to handle even the most culturally sensitive scenarios to ensure a safe space for all students to learn and grow. This course is offered through Advancement Courses.

**TSTX 509 Building Effective Communication Skills in the Classroom 3 credits**

Communication is essential for any relationship, whether it's a spouse, friend, or colleague. The need for good communication increases tenfold when you are dealing with an entire classroom of students with whom you need to communicate and who need to communicate with each other in a healthy, effective way. In this course, you will learn how to communicate effectively with students, parents, and co-teachers to create a strong classroom environment of open communication. Such an environment will aid students in developing and strengthening their communication skills by focusing on interpersonal and group communications. Key topics include verbal and nonverbal communication, listening and giving feedback, written communication, and modeling effective communication in the classroom. You'll also learn strategies for improving multicultural communication and integrating social media and other modern forms of technology to facilitate open dialogue in your class. Using the techniques from this course, you will become a strong communicator who can effectively manage relationships with parents, students, and colleagues, and model good communication to help your students grow to be skilled and thoughtful communicators. This course is offered through Advancement Courses.

**TSTX 510 Building Presentation Skills for Success 3 credits**

Although technology has changed our methods and modes of communication, the need for good presentation and communication skills is still the same. Whether you have a class of talkers or shy students, native or non-native English speakers, all of your students need to be able to organize and communicate their thoughts clearly to succeed in their future education and careers. In this course, you will discover how to create a classroom environment that helps students strengthen their presentation skills. Key topics will include presentation types, effective speech writing, delivery skills, remembering the audience, researching for your presentation, and persuasion. You'll be able to model good communication skills and lead your students through every step of creating a presentation, from brainstorming to delivery. In addition, you'll learn how to incorporate technology into your own and your students' presentations. Using the strategies from this course, you will be able to prepare your students to be effective, persuasive communicators who can succeed in the workplace and beyond. This course is offered through Advancement Courses.

**TSTX 511 Classroom Management Strategies for an Organized Classroom 3 credits**

Classroom management encompasses all of your interactions with your students, the classroom environment, rules and procedures, instructional strategies, and development of engaging work. If any aspect of classroom management is weak, student achievement will suffer. Sometimes this can feel overwhelming in the face of disorderly students and the numerous expectations placed on teachers. In this course, you will develop practical, effective classroom management techniques based on current research and best practices. You'll create a toolkit of behavior management approaches, including how to address off-task behaviors and develop positive rapport with students. When you arrange your classroom effectively and create appropriate structures, you'll be able to teach students self-regulation and enhance social-emotional learning so that they will be more engaged in the topics at hand and less likely to be off task. Using the strategies from this course, you will be able to create a classroom environment of mutual respect, positive interactions, and engaged, self-controlled learning. This course is offered through Advancement Courses.

**TSTX 512 Classroom Management Strategies for Student-Centered Instruction 3 credits**

In the past, classroom management techniques have focused on teachers—giving advice on how to instruct students and manage their behavior. In contrast, effective classroom management in the 21st century calls for a shift to student-centered approaches that place students at the center of the learning experience. In this course, you will learn how to work with your students to set up a classroom that supports exploration, motivates students, and authentically engages them in meaningful learning experiences. You will develop techniques for building positive teacher–student relationships and dealing with difficult students to prevent power struggles. With student-centered instruction, your students will practice taking responsibility for themselves, making good choices, and taking ownership over their own learning. You can aid them in this process by creating activities with high levels of engagement and nurturing a prosocial learning environment that drives positive academic and social outcomes. With the strategies you learn in this course, you will be able to transform your classroom into an environment where students take charge of themselves and their learning. This course is offered through Advancement Courses.

**TSTX 513 Coaching for Character 3 credits**

Coaches play a unique role in their students' lives that impacts much more than their athletic performance. In a position that lies somewhere between parent, friend, and teacher, coaches have the ability to help students grow not only as athletes but also as human beings. In this course, you will learn how you can use coaching to connect with your students and instill important, lifelong values in them. You'll examine how the psychological benefits of playing sports contrast with the dangers of developing negative attitudes and behaviors, and how to help your student athletes overcome these difficulties. In addition, you will assess your approach to sportsmanship, particularly in terms of building individual character and showing respect for the team, opponents, officials, and other coaches. Finally, you will explore different coaching philosophies and create a plan for implementing a character education curriculum with athletes. Using the techniques from this course, you will be equipped to teach your student athletes how to excel not only on the playing field but also in their day-to-day lives for years to come. This course is offered through Advancement Courses.

**TSTX 515 Constructing and Evaluating a Curriculum 3 credits**

Whether you're starting from scratch or adding your own flair to material someone else created, constructing a curriculum can be overwhelming. There are so many decisions to make and factors to consider that you can sometimes feel defeated before you start. In this course, you will take an in-depth look at curriculum development and delivery. The information and activities within the course will help you determine your students' unique needs so you can create student-centered learning outcomes. To figure out what works best for you, you'll examine research-based curriculum approaches such as integrated studies, project-based learning (PBL), and growth mindset. In addition, you'll learn how to evaluate curriculum, from curriculum mapping to instructor evaluation, to ensure that your curriculum is effective and engaging for all involved. Using the tools from this course, you will be able to confidently build and evaluate your curriculum to ensure that your students' needs, your teaching style, and your learning standards all align and work together to create a dynamic educational experience. This course is offered through Advancement Courses.

**TSTX 516 Co-Teaching Strategies 3 credits**

Co-teaching can have enormous benefits for both you and your students. However, co-teaching requires careful planning and coordination to ensure that students receive unified, cohesive instruction—and that you and your co-teachers have a smooth, stress-free experience. In this course, you will learn strategies and best practices for how to build a successful instructional team that can effectively meet the diverse needs of today's classrooms. You'll examine six different co-teaching models and how to best apply them in your context, and you'll also gather tools for effective classroom management, lesson planning, and differentiation in a co-teaching classroom. In addition, you'll learn how to define the various co-teaching roles and responsibilities; plan for and execute instruction to optimize learning in a Universal Design for Learning (UDL) framework; and establish and maintain a positive rapport with your co-teaching partners and students for a powerful and engaging learning experience. By the end of this course, you will be equipped with the knowledge, skills, and resources you need to co-teach successfully and create positive student and teacher outcomes. This course is offered through Advancement Courses.

**TSTX 517 Creating a Cooperative Learning Classroom 3 credits**

Cooperative learning encourages students to work together to maximize their own and one another's learning. When structured well, it helps students learn to work together more effectively. Cooperation offers not just a way of learning, but a positive way of life. In this course, you will take an in-depth look at the cooperative learning approach, including tools for integrating cooperative learning into all aspects of your practice. You will learn to transform your curricular design, teaching strategies, classroom environment, classroom management, and assessments to favor cooperative learning and improve student learning and engagement. In addition, you'll develop strategies for creating student groups that will maximize students' participation and create a healthy interdependence among all group members to learn. Using the techniques from this course, you will be able to structure your classroom to enjoy all the benefits of cooperative learning to increase students' engagement and critical thinking skills. This course is offered through Advancement Courses.

**TSTX 518 Creating a Highly Engaging Lesson Plan 3 credits**

Have you ever spent hours researching and planning a lesson only to be met with bored stares, complaints, and lackluster participation from your students? No matter how important or exciting the content is, the lesson design must be equally engaging to capture students' attention so they'll be motivated to focus and retain the information long after the lesson itself. In this course, you will examine how to develop and execute highly engaging lesson plans regardless of what grade or subject you teach. You'll learn how to identify the signs of student engagement and analyze highly engaging lessons so you can replicate effective strategies in your own instruction. In addition, you'll create differentiated activities and assessments tailored to diverse learning styles and achievement levels so you can keep all students engaged based on their unique interests and abilities. Using the resources and techniques from this course, you will have a plethora of engaging learning opportunities you can use in your classroom to help students learn more deeply. This course is offered through Advancement Courses.

**TSTX 519 Cultivating Student-Centered Classrooms 3 credits**

In the traditional approach to teaching and learning, the burden of designing and communicating learning tasks falls primarily on the teacher. In student-centered instruction (SCI), much of this heavy lifting is shifted to the students, even at the earliest stages of learning. SCI facilitates increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes toward the content and the work involved in learning. But how do you shift your classroom from traditional to student centered? In this course, you will explore how student-centered instruction can extend and enhance students' learning, improve 21st-century skills, and engage reluctant learners. You will learn how to incorporate SCI into every aspect of teaching and learning, including planning, management, assessment, and meeting the needs of diverse learners. In addition, you will develop strategies to help students become independent learners who can create, explore, discover, problem solve, and innovate—all valuable skills they will need to thrive in college and careers. By the end of this course, you will be equipped with the knowledge, skills, and resources you need to implement SCI in your classroom and increase your students' achievement and engagement in your class and beyond. This course is offered through Advancement Courses.

**TSTX 520 Designing Blended Learning for Student Engagement and Achievement 3 credits**

Students are now digital natives: tech-savvy individuals whose regular interaction with technology influences how they learn, think, and communicate. With this major change to the way students understand and interact with the world, it is essential that teachers integrate technology in their instruction to build students' digital literacy, engagement, and career and college readiness. This course is designed as a guide for teachers who are interested in integrating blended learning in into their classrooms to increase student engagement and achievement, differentiate instruction, and connect students to meaningful, community-driven learning experiences. By the end of the course, you will be able to design and implement meaningful blended learning experiences with objective-aligned assessments and activities that address students' unique characteristics as digital natives and foster core 21st-century skills. This course is offered through Advancement Courses.

**TSTX 521 Designing Online Assessments for Students 3 credits**

Online assessments are becoming more and more popular even in the traditional K–12 classroom. Online assessments give you more options for creativity and also reinforces vital computer proficiency skills for students. But how do you incorporate online assessments into your class? What types of activities are possible, and how do you offer useful feedback to your students in this medium? In this course, you will learn how to leverage the resources and tools currently available to you to develop effective formative and summative assessments. You will explore ways to create authentic and engaging assessments online and how to provide meaningful and instructive feedback in an efficient and timely manner. In addition, you'll develop strategies for implementing collaborative group projects to help your students learn how to work together in an online space. Using the techniques from this course, you'll be able to incorporate online assessments in your class in a way that makes sense for your context and that will help your students learn and grow on a deeper level. This course is offered through Advancement Courses.

**TSTX 522 Differentiated Instruction 3 credits**

If you've been a teacher for any length of time, you know that all students learn differently. They have different learning styles, abilities, and preferences, and in a typical classroom, their skills can vary from below grade level to at grade level to above grade level. This leaves you with the challenge of planning instruction that reaches a wide range of learners so that all students have the individual support they need to achieve at their highest level. Differentiated instruction (DI) is an educational approach of tailoring instruction to meet the needs of individual students. When you use DI effectively, students will be engaged in learning in the manner that suits them best without adding significant planning or instructional time for you. In this course, you will master the skills necessary to effectively differentiate instruction for optimal achievement by all students. You will learn how to identify individual students' needs and learning styles, and create activities and tiered lessons that will meet those needs. You will cultivate different strategies for grouping students, arranging your classroom, and using cognitive approaches that help students take ownership of their learning. Using the practical and easy-to-implement strategies from this course, you will be equipped to reach and teach every student regardless of proficiency level and learning style. This course is offered through Advancement Courses.

**TSTX 523 Effective Classroom Management for the 21st Century 3 credits**

The needs of students in today's classroom are so diverse that they can be overwhelming. Several students may speak different languages at home than they do at school. Some students come to school hungry or unsettled from the challenges they face at home. Regardless of students' socioeconomic background, they may enter the classroom with various personal struggles that affect day-to-day learning and interaction with peers. How do you address these classroom management challenges in ways that cultivate your students' sense of self, support them in making more appropriate choices in the future, and create an environment in which they can thrive emotionally and academically? In this course, you'll find answers to these questions and more. You'll explore 21st-century research-based approaches to classroom management. Using these strategies, you'll be able to create a classroom that enhances students' emotional intelligence and academic achievement, boosts their confidence, and equips them with skills that will help them succeed in your class and beyond. You will build routines and expectations that empower students to choose positive behaviors and take ownership of their actions, thus cutting down on interruptions and power struggles while you are teaching. The techniques in this course will enable you to create thriving, positive learning environments for your students—and for you. This course is offered through Advancement Courses.

**TSTX 524 Empowering Students through Educational Equity 3 credits**

If you teach in a low-income school, you may have noticed that your students don't respond well to traditional educational methods or that they show signs of having experienced academic inequity. To alleviate these difficulties and prepare your students for future scholastic and social challenges, teachers in urban schools should take advantage of new pedagogical approaches that consider your students' circumstances, provide them with a safe educational environment, and help them thrive academically, socially, and emotionally. In this course, you'll study various factors that influence the social, emotional, mental, and academic development of students from diverse backgrounds and standards of living. You'll learn strategies for extending the classroom and for developing and modifying effective, meaningful instruction and activities that engage these students, meet their needs, and prepare them for college and a career. In addition, you'll examine the benefits of creating assessments that measure your students' performance based on new criteria for achieving academic success. By the end of the course, you'll be able to cultivate a learning environment that supports your students' academic and socioemotional development to prepare them for 21st-century opportunities. This course is offered through Advancement Courses.

**TSTX 525 Essential Teaching Practices for the 21st Century Teacher 3 credits**

Teaching in this century requires a new approach that actively meets the needs of digital natives (students who have always had personal technology in their lives). To engage your technologically savvy students, you need to incorporate educational strategies that integrate technology and differentiation into your instruction and assessments. In this course, you'll learn how to inspire 21st-century students to think critically about the world, engage appropriately with digital tools and social media, and build the creative, collaborative, and communicative skills they'll need to succeed. You'll review best practices for improving achievement, such as aligning lessons to the Common Core State Standards and targeted learning outcomes. In addition, you'll acquire strategies for connecting instruction to real-life experiences, improving classroom management, providing targeted feedback on formative and summative assessments, activating prior knowledge to enhance learning experiences, and using technology, differentiation, and student-centered instruction to support diverse learners. Using the techniques from this course, you'll be able to incorporate technology into your instruction and assessments to engage your students in solving complex real-world problems, foster cooperative learning in the classroom, and ensure their success in the contemporary world. This course is offered through Advancement Courses.

**TSTX 526 Flexible Seating 3 credits**

The physical space of our classrooms is one of the components of our teaching practice over which we have some control. The way we utilize the space we are given can help or hinder classroom management, facilitate or limit collaboration in group work, and impact how we are able to differentiate instruction. For these reasons, more teachers are turning to flexible seating design to best meet the needs of their students. Flexible seating is one of the cornerstones of the student-centered classroom and is backed by research that supports the impact of movement on learning. Flexible seating is more than just a variety of seating; instead, it's a space organized to provide academic growth and student engagement with accountability and ownership of learning. Teachers who choose flexible seating need to know that there is some prep work involved and guidelines to follow to ensure flexible seating works for you and your students. This course will provide the tools for you to implement flexible seating in your classroom. In each module, we will look at how teachers content guides the organization of the space for student learning. The course will provide ways for you to look at the purpose of flexible seating and how to assess the needs of the classroom with your philosophy of teaching in mind, but also setting up an effective classroom for active learning and increasing student accountability. The modules will also explain research on brain-based methods for improving learning that can be achieved through changing a classroom from traditional to flexible seating. This course is offered through Advancement Courses.

**TSTX 527 Flipping Your Classroom: Redefining Homework and Instruction 3 credits**

Would you be willing to turn your traditional classroom on its head if you thought it would increase student engagement and achievement? Flipped learning—a new framework for instruction—does just that. In a flipped classroom, the teacher inverts traditional teaching methods by delivering instruction online and through videos outside of the classroom and moving homework into the classroom. This method provides students with ample opportunities to engage in authentic, application-based learning with timely and consistent feedback from the teacher. In this course, you will examine different flipped learning models and select one that works for your students' diverse interests and needs. Next, you will develop strategies for overcoming the potential challenges of switching to this model, and also set up a learning management system to help you streamline your course content. Finally, you will plan differentiated learning activities and assessments that will help your students master the knowledge and skills they need to succeed. In a flipped learning environment, you can increase student motivation, manage student behavior, and differentiate instruction in a brand new way. This course gives you all the tools you need to flip your classroom in a way that works for your teaching style and your unique population of students. This course is offered through Advancement Courses.

**TSTX 528 Fostering Teacher Collaboration within Small Groups 3 credits**

In the midst of grading, lesson planning, parent communications, and the myriad other responsibilities teachers have, collaborating with other teachers can sometimes feel like the last thing you want to add to your plate. However, when you have the right tools and mind-set for it, collaboration can actually make your teaching and lesson planning a stronger and less stressful experience. In this course, you will explore your personal mind-set about collaboration among teachers. Whether or not you're experienced with this type of collaboration, you'll learn the benefits of partnering with other teachers to improve your own practice and benefit student learning. You'll also explore how building on social capital can create an improved learning environment and how you might be able to plan lessons and projects with other teachers. In addition, you'll gather the resources you need to facilitate professional learning communities, including book studies, action research projects, lesson studies, and peer observation. Using the strategies from this course, you will be able not only to find the time for building a strong learning community, but also to maximize your collaboration for the benefit of yourself and others. This course is offered through Advancement Courses.

**TSTX 529 Grading for Mastery: Guiding Students Through the Learning Process 3 credits**

As teachers, we've all had the frustrating experience of students memorizing enough to get an "A" on the test, only to forget the material a week later. This type of grading and learning doesn't help students grow and doesn't help you know where they are actually succeeding or needing additional help. Mastery grading may be just the solution you need to solve this problem. Unlike traditional grading, mastery grading focuses on evaluating whether students have actually mastered a learning standard (rather than whether they attained a certain letter grade) before they move on to the next level. In this course, you will examine the history and purposes of grading, including your own beliefs about the practice. You'll compare and contrast traditional grading with mastery grading and see how mastery grading aligns with Common Core State Standards. In addition, you'll consider the impact of zeros, deductions for late submissions, homework completion, and test redos on student learning. Finally, you'll learn how to incorporate mastery grading principles even if your school or district doesn't, and how to create buy-in among parents and colleagues. Using the techniques from this course, you will be able to implement mastery grading in your classroom to encourage students to focus on learning, not simply earning a grade. This course is offered through Advancement Courses.

**TSTX 530 Highly Effective Questioning Strategies for Teachers 3 credits**

According to Brandon Cline (2018), "while asking questions may seem a simple task, it is perhaps the most powerful tool we possess as teachers." Through questioning, we have the power to push our students' thinking to the highest levels. We have the power to create challenging, rigorous tasks that help our students grow academically, think deeply, and spark their curiosities. In this course, you will learn exactly how to implement highly effective questioning strategies into your daily instruction so that your students can reach beyond their potential. This course will introduce you to highly effective questioning strategies by clearly explaining the purpose behind questioning and how it impacts student achievement. After developing a clear understanding of why teachers ask questions, you will begin to explore the Bloom's Taxonomy framework and use it to create questions at various levels. Next, you will learn exactly what makes a question "high quality" and then use this knowledge to create your own rigorous questions. After creating questions, it is important to know what to do and how to respond after your students answer your questions. You will learn how to give specific feedback that addresses confusion as well as pushes students to think even more deeply. Finally, you will apply all that you learned in this course to shift the balance of power in your classroom so that your students become good questioners and take charge of their own learning. By the end of this course, you will be equipped with the knowledge and skills necessary to use questioning as a daily instructional strategy in your classroom. This course is offered through Advancement Courses.

**TSTX 531 How to Stop Playing Catch-Up: Time Management for Teachers 3 credits**

For many teachers, it feels like there is never enough time to do everything for work and still have time to breathe, reflect, and spend time on outside interests. Time management is the thread that runs through almost all aspects of teaching – planning and organizing the day/week/month/year, dealing with interruptions, communicating with colleagues and parents, planning lessons, grading, and the list goes on. With a more efficient approach to instruction, teachers experience increased work performance and less stress, and, as a result, better personal and academic outcomes for students. In this course, teachers will gain concrete, practical tools to assess how they currently spend their time, identify where they can streamline or eliminate tasks, manage the challenges posed by unplanned interruptions and distractions, and increase efficiency with work email, lesson and assessment planning, grading, and other daily tasks. By the end of the course, teachers will be equipped with an actionable set of best practices to successfully tackle any time management challenge—and stop playing catch-up. This course is offered through Advancement Courses.



**TSTX 532 Level Up! Student Achievement Through Gamification and Game-Based Learning 3 credits**

Video games are characterized by compelling storylines, immediate feedback, and rewards for achievements, all of which make them engaging and motivating to players. Game-based learning and gamification use these and other game-based strategies to transform how students learn. In a gamified learning environment, the coursework is the game and the students are the players! In this course, you will take an in-depth look at games, gaming culture, and game design to identify the characteristics of gameplay that make it such a powerful learning tool. Regardless of whether or not you use technology, you can incorporate best practices to gamify your instruction to leverage the benefits of gameplay, and develop strategies to move the classroom from teacher centered to student centered. In addition, you'll learn methods for transforming lessons into multiplayer games that engage all types of learners, including gifted learners and students with special needs. By the end of this course, you will be equipped with strategies for creating and selecting educational games that are best suited for your content, your grade level, and your students' unique interests and needs. This course is offered through Advancement Courses.

**TSTX 533 Making the Grade: Crafting Measurable and Meaningful Learning Outcomes 3 credits**

Learning outcomes have become a staple of most educational settings. However, many teachers still struggle with creating learning outcomes that are both measurable by assessment and meaningful to their classroom and students' learning. In this course, you will learn the basics of learning outcomes, including their importance to student learning and their role in assessment. You will explore how to write measurable learning outcomes using frameworks such as Bloom's taxonomy and ensure that these outcomes are meaningful in immediate learning as well as 21st-century learning skills. In addition, you'll cultivate specific strategies and practices for improving learning outcomes and assessments and explore the role of backward design in creating learning outcomes that will most benefit your students and overall practice. Using the techniques from this course, you will be able to create learning objectives that truly measure the skills you want your students to demonstrate and ensure that your lessons and assessments align to create a powerful, cohesive learning experience. This course is offered through Advancement Courses.

**TSTX 534 Making Thinking Visible 3 credits**

What is thinking? It's a process you probably reference in your classroom every day, but how often do you stop and consider what effective thinking really looks like? What are the best instructional practices to promote active, higher-level thinking that is visible to both you and your students? In this course, you will learn to create an environment that fosters and supports an active culture of thinking and learning in the classroom. You'll plan explicit instruction that encourages students to "show" their thought processes so both you and they can measure their level of understanding. As students develop a greater awareness of their own metacognitive strategies and problem-solving skills, they become more independent and capable of directing their own learning through the use of specific thought mechanisms. With the techniques you learn in this course, you will be able to guide your students to be deep, independent thinkers who can approach any new topic using sound metacognitive exercises. This course is offered through Advancement Courses.

**TSTX 535 Motivating Unmotivated Students (Research and Practice) 3 credits**

Students come to class with varying levels of motivation. Some are ready and eager to learn, while others struggle to engage in content. Why do students' levels of motivation differ so greatly? And is there anything you can do to motivate unmotivated students? For better or worse, motivation affects student learning, but luckily, you have the unique opportunity to positively impact all students regardless of their motivation level when they enter the classroom. In this course, you will explore the major theories of motivation, your role in encouraging and promoting student motivation, and strategies you can implement to develop students' mind-set toward learning. You'll examine learning approaches, the concepts of growth mind-set and grit, and the importance of encouraging academic risk. In addition, you'll learn how to set up your classroom physically, socially, emotionally, and intellectually so the environment itself is motivating to your students. Using the techniques from this course, you will be able to motivate even the most reluctant student to come to class ready to learn. This course is offered through Advancement Courses.

**TSTX 536 Operation Organization: Establishing Order in Your Classroom 3 credits**

A well-organized classroom is an important instructional tool. When everything has a place and there is a clear system for maintaining order, students and teachers can focus on learning. In an organized classroom, desks are tidy, papers are filed, materials are accounted for, and the physical layout matches the needs of instructional activities. But with the many tasks and responsibilities teachers juggle on a daily basis, keeping the classroom organized often loses top priority. In this course, you will garner practical, proven methods for creating and maintaining an organized classroom throughout the school year. You will design a personalized organization plan that best supports students and instructional goals, including everything from eliminating clutter to creating a functional filing system for storing important resources and curriculum materials. In addition, you'll learn how to motivate students to be active participants in your classroom's organization and take ownership of your shared space. By the end of this course, you will be able to implement organizational strategies that reduce distractions and promote productivity, a sense of control, and efficiency for the benefit of both you and your students. This course is offered through Advancement Courses.

**TSTX 537 Personalized Professional Development Practicum 3 credits**

How many times have you sat through a professional development session that had little to do with your professional situation or learning needs? Research tells us that differentiated instruction leads to positive outcomes in the classroom, and teachers are no exception to this idea. That's why it's so important to know that what you're learning is relevant, useful, and worthy of your time. Personalized professional development allows you to customize your professional development to ensure that the content is meaningful to you and fuels your passion for the art of teaching. In this course, you will have the opportunity to create your own personalized professional development experience. You'll develop your own goals, learning objectives, learning methods, and timeline for pursuing the knowledge and skills you need most for where you are in your career. Using an ePortfolio to track your journey, you will curate and build highly practical artifacts that will help you in a way that is authentic to you and your teaching situation. In addition, you'll develop methods for sharing what you learn with others. Reflect on these questions: • What do you feel passionately about when it comes to teaching? • In which area could you improve the most as a teacher? (This one can be hard to confront, but remember, you want to grow from this experience.) • What trends have you noticed in education (pedagogy, content, behavior management) that inspire you? What trends concern you? • Is there a unit that you would love to develop for your class? Perhaps a unit you have taught before that needs revamping or a completely new topic that supports the standards in your content area? • Have you led (or will you lead in the near future) an extracurricular experience that you could use as inspiration for your professional development? Could you use your experience (for example, a trip with students to Washington, D.C.) to create a virtual experience for future students? • Have you attended (or will you attend in the near future) a professional conference? Could you share that learning with colleagues? By the end of this course, you will learn how to leverage learning experiences that are meaningful to you and create tools that you can start using in your classroom today. This course is offered through Advancement Courses.

**TSTX 538 Project-Based Learning in the Elementary Classroom 3 credits**

If you want to create consistently engaging lessons that promote critical thinking, capture student attention, and provide real-world connections, project-based learning may be for you. In project-based learning, students work for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach engages students in solving real-world problems and often encourages them to reach across subject areas and see connections between disciplines. In this course, you will learn exactly how project-based learning works and review numerous examples of a variety of projects. You will then brainstorm project ideas, driving questions, and culminating products. Using backward design, you will create projects based on student interests and curricular requirements to ensure that students are mastering important topics in an authentic and engaging way. By the end of the course, you will be equipped to plan and implement project-based learning in your classroom in a way that inspires and motivates your elementary school students. This course is offered through Advancement Courses.

**TSTX 539 Project-Based Learning in the Middle and High School Classroom 3 credits**

If you want to create consistently engaging lessons that promote critical thinking, capture student attention, and provide real-world connections, project-based learning may be for you. In project-based learning, students work for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach engages students in solving real-world problems and often encourages them to reach across subject areas and see connections between disciplines. In this course, you will learn exactly how project-based learning works and review numerous examples of a variety of projects. You will then brainstorm project ideas, driving questions, and culminating products. Using backward design, you will create projects based on student interests and curricular requirements to ensure that students are mastering important topics in an authentic and engaging way. By the end of the course, you will be equipped to plan and implement project-based learning in your classroom in a way that inspires and motivates your middle and high school students. This course is offered through Advancement Courses.

**TSTX 540 Rewiring Education: Teaching and Assessing Essential 21st Century Fluencies 3 credits**

We hear about 21st-century skills all the time in education, in the news, and in governmental policies. But what does this term really mean? What skills are essential for young people to succeed in this digital age? In this course, you will learn the essential skills and techniques you need to effectively integrate 21st-century fluencies into your curriculum. You'll develop strategies for cultivating students' knowledge and skills in solution fluency, information fluency, creativity fluency, media fluency, and collaboration fluency. In addition, you'll learn practical methods for integrating technology into your teaching, and for assessing 21st-century fluencies. Using the techniques from this course, you will be able to define and teach your students the skills they need to succeed in the digital world and workforce. This course is offered through Advancement Courses.

**TSTX 541 Study Smarter, Not Harder: A Practical Guide to Teaching Study Skills 3 credits**

Effective study skills are essential to student success at every grade level. Students must know how to identify what to study, develop a study plan, and implement effective study tactics without having to rely constantly on their teachers. However, researchers have found that many of the study methods that are taught in schools are ineffective and do not advance learning or memory retention. In this course, you will build pedagogical approaches for teaching study skills that increase students' independence, retention, and confidence. You'll learn practical, scientifically based best practices grounded in cognitive science and educational research to help your students succeed. In addition, you will examine common study weaknesses and how to model and scaffold metacognitive techniques to help students build strategies that will work for them. Using the techniques from this course, you will be able to integrate explicit study instruction into your existing curriculum so you can build students' skills for academic success and lifelong learning. This course is offered through Advancement Courses.

**TSTX 542 Teachers as Leaders 3 credits**

Teachers lead their students every day in the classroom, but there are so many more opportunities for teachers to make an impact. Through leadership roles, teachers can help support retention in their schools, create a pathway to school-wide and district leadership, encourage professional development, participate in sustained school improvement efforts, and more. In this course, you will explore the various roles of teacher leaders in your school and district. You'll learn the value of distributed leadership in the school community and how you can establish yourself in leadership roles to support these structures. In addition, you'll gain concrete tools for running effective meetings, supporting colleagues in engaging in constructive dialogue, and implementing practices that build leadership and collaborative structures. Finally, you'll examine the impact of teacher leadership on school improvement through research and case studies. With the knowledge and techniques from this course, you will be able to sharpen your leadership skills so you can better serve your colleagues and improve your team, school, and district. This course is offered through Advancement Courses.

**TSTX 543 Teaching for Rigor in K-12 Classrooms 3 credits**

It seems everywhere you turn, there's an article or blog post emphasizing the importance of "rigor" in the classroom. But what exactly is rigor, and how do you incorporate it on a practical level in your classroom? In this course, you will examine how to effectively implement rigorous instruction in every stage of the lesson cycle and in the classroom as a whole. Through an interactive and hands-on approach, you will learn how to promote participation, independent thought, and critical thinking, and how to structure rigorous activities to best facilitate meaningful and purposeful engagement in the classroom. Examples include using gamification, project-based learning, small-group discussion, Socratic questioning, and writing exercises to challenge students to interact more deeply and authentically with content. In addition, you'll either gather or create a set of activities, scaffolding devices, and graphic organizers that you can start using in your classroom immediately to help your students grow and succeed. Using the strategies from this course, you will be able to prepare your students for life outside the classroom by pushing them to learn and grow in a way that's appropriately rigorous for their level of understanding. This course is offered through Advancement Courses.

**TSTX 545 The 4 C's of Project Based Learning 3 credits**

The idea of project-based learning (PBL) has been around for a while now, and as with any popular strategy, its impact can become diluted over time if not used correctly. Although students working on a long-term project may have some inherent benefits, there's always a risk that class projects can drift into directionless (albeit related) busywork that doesn't look beyond the classroom. To solve this problem, PBL has evolved to include a new Gold Standard that incorporates the "Four Cs" of the Partnership for 21st Century Learning: communication, collaboration, critical thinking, and creativity. These are the core skills students will need to succeed in modern-day careers, and you can effectively instill them in your students through Gold Standard PBL. In this course, you will take an in-depth look at will examine project-based learning (PBL) and discuss its evolution to Gold Standard PBL practices and how they compare to the projects you currently use in your classroom. You'll practice creating PBL questions and units that address the Four Cs, and review a number of ideas and examples of projects and rubrics you might be able to use in your classroom. In addition, you'll consider the challenges you might face when instituting PBL and create plans for addressing those challenges. We will compare and contrast PBL and adding projects to a classroom assignment. We will also explore the rationale for using PBL. We will address how the components of the "Four Cs" of 21st-century learning—communication, collaboration, critical thinking, and creativity—relate to PBL. After completing the course Using the strategies from this course, the student you will be able to know how to implement a Four Cs-focused PBL unit into his or her your classroom and provide reasoning for its use to set your students up for college and career success. This course is offered through Advancement Courses.

**TSTX 546 The 4 Levels of Depth of Knowledge (DOK) 3 credits**

Recent educational standards and best practices have put a great deal of emphasis on "rigor" and "college and career readiness." Although important, these concepts can be difficult to define, much less apply to classroom activities. Webb's Depth of Knowledge (DOK) tool can help all teachers, regardless of grade or subject, ensure that students are engaging new concepts at the appropriate level to help them build the knowledge and skills they need to grow. In this course, you will learn how to design lessons that are appropriately complex, rigorous, and engaging for students in the 21st-century classroom. You will review the historical foundations of Webb's Depth of Knowledge, explore the four DOK levels, and use Webb's DOK in conjunction with Bloom's Taxonomy to design lessons. In addition, you will evaluate student objectives, activities, questions, and assessment tasks to ensure that they are appropriately aligned and challenge students at various levels of mental processing. Using the resources and techniques from this course, you will be able to develop lessons that vary in complexity and engage students in deeper levels of thinking. This course is offered through Advancement Courses.

**TSTX 547 The What, Why, and How of Universal Design for Learning 3 credits**

Are you looking for ways to engage all students? Do you notice how students learn in different ways, but aren't quite sure how to address all of their needs? Universal Design for Learning (UDL) is a framework that can help you plan lessons that meet the needs of all of your students. Based on brain research, UDL will help you meet the needs of diverse learners by planning lessons that consider the wide variability among learners. In this course, you will examine the brain research behind UDL principles and how you can leverage that knowledge to create deeper engagement and comprehension. After gaining a clear understanding of these principles, you will be able to plan lessons that engage students in making sense of the information presented to them while expressing their knowledge in meaningful ways. You'll learn how to incorporate student choice and technology into lessons while still fulfilling Common Core State Standards. With the knowledge and strategies you learn in this course, you will be able to use UDL to implement your standards, meet your learning objectives, and support all students in your classroom. This course is offered through Advancement Courses.

**TSTX 548 Using Anchor Charts: Teaching Tools to Maximize Instruction and Differentiation 3 credits**

Anchor charts are not new, but their purposes and benefits continue to grow. In the past, teachers bought laminated anchor charts to hang on the walls for students to reference occasionally. But now, you can use them as a teaching tool, allowing your students to create their own anchor charts to help them become more engaged and take ownership over their learning. In this course, you will explore best practices for creating anchor charts and their many benefits in academics and classroom management. You'll review the different types of charts and how you can use them, including how to create charts that are interactive (i.e., that students can fill out and change throughout the year). In addition, you'll learn how to design charts for a variety of purposes, such as personal goal setting, making abstract concepts more concrete, creating expectations for group behaviors or projects, and much more. Using the techniques from this course, you'll be able to work with your students to create personalized, classroom-specific anchor charts to increase their engagement and deepen their learning. This course is offered through Advancement Courses.

**TSTX 549 Using Data to Drive Continuous Improvement in Education 3 credits**

Changes in culture and mind-set can be overwhelming to implement, and even more challenging to do so with a positive, hopeful attitude. However, by adopting a cycle of continuous improvement, you can foster large-scale change by focusing on daily cycles of renewal and by creating a shared mind-set among all stakeholders in an educational setting. Such change will result in a more positive, celebratory school culture that is always looking to do what is best for its students. In this course, you will learn how a continuous improvement mind-set leads to multifaceted success in the modern learning community. You will also examine the continuous improvement process and see how it connects to having a shared vision among students, families, and colleagues. You will determine how to collect and analyze quality data to inform the continuous improvement process, and explore best practices for addressing the needs you identify based on the data. With the knowledge you gain in this course, you will be able to develop a school improvement initiative that fosters collaboration, responsibility, innovation, best teaching practices, and success for all stakeholders. This course is offered through Advancement Courses.

**TSTX 550 Students are not Customers 3 credits**

Since the beginning of the Industrial Revolution, business models have trickled into education—and not always for the better. The current business trend that's permeating the education world is to view students as customers, which leads to a damaging dynamic in which teachers feel pressured to appease students rather than challenge them. This trend in turn hinders teachers' ability to individualize and personalize the education experience to promote curiosity and a sense of ownership in students. In this course, you will learn how to transform your classroom into a learning environment where you partner with students to help them reach their highest potential. You will develop techniques to build rapport with your students and their parents and create a differentiated curriculum focused on relevance, creativity, and rigor. In addition, you'll learn how to integrate strategies such as Habits of Mind and the design thinking process to help students take ownership of their learning. Finally, you'll create a plan to arrange your physical classroom space to align with your students' learning preferences. Using the techniques from this course, you will be able to shift away from a customer service mentality and instead build relationships with your students to design personalized and differentiated learning experiences. This course is offered through Advancement Courses.

**TSTX 551 Building your School's Brand 3 credits**

Stories capture our attention. Stories allow us to identify, feel, connect, and remember. Whether the stories come in the form of print, oral, film or social media, the experiences we have through stories impact our identities, beliefs, values, and relationships. This course is designed for administrators, school leaders, and teachers invested in the idea that a school is a community. You will explore how to brand your school and understand the role of all stakeholders in the process. You will examine your school's purpose, beliefs and core values as you reflect on the importance of vision and mission. You will gain an understanding in developing a road map that leads to your school's identity and actions that each stakeholder will and should emulate. The foundations of your school culture will be reflected in the strategies and techniques you design to promote and reflect your school brand. Utilizing strategic planning techniques learned in this course, you will be able to build and promote your brand that will result in a stronger school community and maximize your ultimate goal - student learning. This course is offered through Advancement Courses.

**TSTX 552 Jumpstarting Online Assessments 1 credit**

As the move to online learning becomes more prevalent, traditional elements of instruction must also find their way into the online space. Moving assessments online provides a wealth of opportunity to empower student learning, but it presents specific challenges as well. In this course, you'll examine how to effectively map out, design, and leverage a range of assessment types to maximize student learning over the course of a unit. Using educational technology tools, you can develop authentic formative and summative assessments, while tracking students' progress to inform future instruction. Additionally, you'll gain strategies for offering timely, meaningful feedback that fits the format and medium you're working in. Finally, you'll learn how to design online assessments that follow the best practices of accessibility to provide an equitable experience for all learners. By incorporating dynamic, engaging online assessment into your class, you will be able to help your students navigate the online learning space and achieve the same standards as a face-to-face classroom.

**TSTX 553 Summer Learning Strategies: Combatting the Summer Slide 1 credit**

The “summer slide” is all too real. One study by the Northwest Evaluation Association showed that over the summer middle school students may lose as much as 36% of their learning gains in reading and 50% of their school-year gains in math! Although teachers have the best intentions to create great ways for their students to learn over the summer, they are often overwhelmed by the end of the school year and don’t have time to put together resources to combat the summer slide. This course offers tools that teachers can quickly and easily implement so that their summer learning suggestions are ready to go long before the end of the year nears. During the course, you’ll learn how to increase motivation through student choice and get parents involved so they can support student learning even in the midst of summer travel and vacation plans. You’ll also see how you can set up e-mail templates so you can stay in touch with students and parents without having to compose e-mails over the summer. By the end of this course, you’ll have a plan and the resources you need to help your students be active learners over the summer and guard against the summer slide.

**TSTX 554 Teaching Early Learners Through Math and Literacy PBL 3 credits**

Math and literacy are subjects that students will study throughout their school careers and use throughout their adult lives. So how can you lay a foundation that will not only help students understand the content, but also grow in their love and enthusiasm for the subjects? For many teachers, the answer is project-based learning. A project-based approach allows children to direct their learning through inquiry, problem-solving, and meaningful real-world applications, to prepare them to take on a lifetime of intellectual challenges. In this course, you will learn how to design lessons for project-based learning, how to differentiate instruction in this approach, and how to effectively assess and measure students’ learning. As you plan instruction that encourages hands-on investigation, meaningful research, and engaging activities, you’ll learn strategies for building students’ autonomy and fostering a growth mindset to help them become independent learners. In addition, you’ll learn how to identify students’ individual needs and readiness levels so you can plan instruction and involve parents accordingly. With the tools and strategies from this course, you’ll be able to build lesson plans that will foster a love of learning in your students during their formative years.

## Technology (TECX)

**TECX 500 ePortfolio Tools for the Classroom 3 credits**

Learning portfolios have been a best practice in the classroom long before the digital age. However, with advancements in content hosting and curation, portfolios have gotten a 21st-century upgrade in the form of e-portfolios. But how do you manage a large Web-based project like this? What structures do you put in place to keep students on task and engaged, and what programs do you use that will ensure appropriate accessibility and privacy? In this course, you will construct an e-portfolio strategy for your classroom and incorporate best practices to enhance the learning experience for your students. You’ll survey research supporting the positive impact of this type of project, and select the e-portfolio tools that will work best for your students’ diverse needs and your specific educational context. In addition, you’ll learn how to structure your assessment plans to better integrate a portfolio project so you can more easily compile students’ learning artifacts. This course is offered through Advancement Courses. By the end of this course, you will have a comprehensive plan to implement an e-portfolio project that will help students reflect on their previous learning, demonstrate alignment with course standards, and showcase their proficiency to the outside world. This course is offered through Advancement Courses.

**TECX 501 Essential Classroom Technology for Teachers 3 credits**

The importance of technology in our society cannot be overstated. However, teaching with technology can be overwhelming, if not frustrating. How do you sort through all the options available, make sure you know how to use what you select, and keep students on task while using technology? This course arms you with concrete strategies for how to choose, use, and monitor technology in the classroom. You will learn to use technology as a teaching and planning tool, design meaningful learning experiences, incorporate technical terminology in your speech, and accommodate underserved populations such as special education and English language learners. You will also learn how to plan instruction that meets the standards for technological literacy set forth by the International Society for Technology in Education (ISTE) and the Common Core State Standards (CCSS). After finishing this course, you’ll be able to immediately implement technology-based activities in your classroom, allowing your students the opportunity to connect to content in new and engaging ways and giving them skills they will use far beyond your classroom. This course is offered through Advancement Courses.

**TECX 502 Fostering Computer Literacy 3 credits**

It goes without saying that computer literacy is essential in today’s world. Every career, every mode of communication, every aspect of life is touched by computers and technological devices, and our students must be prepared to enter that world. Regardless of what subject or grade you teach, you can help your students develop and master computer literacy skills. In this course, you will learn how to integrate computer literacy lessons into any classroom to meet Common Core and ISTE standards and prepare your students for a lifetime of computer use. You will develop strategies for teaching students typing skills, the difference between hardware and software, and how to be good digital citizens. In addition, you will explore how you can take advantage of Google tools for education and coach students on how to care for school-owned and personal devices. With the knowledge and techniques from this course, you will be prepared to provide your students with a plethora of engaging learning opportunities to encourage computer literacy in your classroom. This course is offered through Advancement Courses.

**TECX 503 Social Media Tools for Teaching and Learning 3 credits**

Although some teachers may view social media as nothing but a distraction, it can actually be an effective instructional tool when used correctly. Social media can help students become media literate and teach collaboration, communication, and critical-thinking skills they will need for future success in this technological age. In this course, you will receive an in-depth guide to successfully planning and implementing authentic, integrated social media tools regardless of what grade you teach. You'll cultivate strategies for how to integrate a variety of social media applications into core curriculum content areas, prepare students to participate safely through digital citizenship practices, and support the needs of diverse learners through social media platforms. In addition, you will examine how you might use social media for formative and summative assessment, and how to create rubrics for these assessments. Using the methods from this course, you will be able to increase student engagement and improve overall achievement through the use of various social media tools. This course is offered through Advancement Courses.

**TECX 504 Teaching Computer Science in 6-12 3 credits**

Our society's increased dependence on technology is generating a need for highly qualified individuals who have the skills to support and create that technology. Therefore, it is essential to equip middle and high school students with the fundamentals of computer science so they have a foundation upon which to navigate the world and their future careers. In this course, you'll learn how to prepare students to meet the needs of our modern economy through an overview of what computer science is, a discussion of how it affects our society, and tools for bringing computer science skills into a variety of learning environments. You'll review several resources and choose which ones will work best in your classroom setting given your level of access to technology. In addition, you'll examine the long-term benefits of teaching students computer science skills and how to be good digital citizens. With the techniques from this course, you'll be able impart skills that students will use for a lifetime and also give them a head start in a highly valuable vocational field. This course is offered through Advancement Courses.

**TECX 505 Teaching Computer Science in K-5 3 credits**

Our society's increased dependence on technology is generating a need for highly qualified individuals who have the skills to support and create that technology. Thus, it is never too early to introduce the fundamentals of computer science to elementary school students—and this course will help you do just that. In this course, you'll learn strategies for preparing children to meet the needs of our modern economy, starting with the basics of computational thinking in K–3 and moving into beginning programming in grades 4–5. You'll review a variety of resources and choose which ones will work best in your classroom setting given your access to technology. In addition, you'll learn the long-term benefits of teaching students computer science skills and how to be good digital citizens. With the techniques from this course, you'll be able impart skills that students will use for a lifetime and also give them a head start in a highly valuable vocational field. This course is offered through Advancement Courses.

**TECX 506 The Role of Technology in the Inclusive Classroom 3 credits**

Both individualized education programs (IEPs) and new technologies can sometimes feel like overwhelming additions to your already-packed curriculum. However, in reality, technology tools can be a great solution for you when planning differentiated instruction for the diverse needs of your students, and can also be a valuable way for your students to become more independent learners. In this course, you will discover how to use technology to engage your students and help meet their special needs, thereby improving behavior and attention span and increasing the likelihood of academic success. Using Universal Design for Learning principles, you'll learn how to plan instruction that will motivate a wide variety of learners, and how to stay organized and efficient while managing a scaffolded, individualized curriculum. In addition, you'll explore digital tools (including assistive technology) that you can use to present core content so all students can access the curriculum according to their specific needs. With the strategies from this course, you'll be able to use technology to foster a sense of independence and empowerment among all your students to encourage them to grow and succeed. This course is offered through Advancement Courses.

**TECX 507 Using Tablets to Support 21st Century Instruction 3 credits**

Some teachers cringe at the thought of having tablets in their classroom. Why introduce yet another thing you have to compete with for students' attention? However, tablets actually have numerous practical and educational benefits; you just have to know how to manage them effectively in your class. In this course, you will explore how tablets can extend and enhance student learning, improve 21st-century skills, and engage reluctant learners. Moreover, you will learn how tablets can assist in nearly every component of effective teaching and learning, including lesson planning, classroom management, and meeting the needs of diverse learners. You'll cultivate strategies to help students become independent technology users who can create, explore, discover, problem solve, and innovate while fostering the 21st-century skills they need to thrive in college and careers. Using the techniques from this course, you'll be able to successfully and appropriately integrate tablet technology into your classroom to increase student achievement and engagement. This course is offered through Advancement Courses.

**TECX 508 Using Technology to Support Students With Special Needs 3 credits**

Today's teachers are tasked with meeting the needs of students who have a diverse range of abilities and learning styles, and differing levels of prior knowledge in specific content areas. Students who have learning differences face even more challenges than their peers in accessing the general education curriculum. Fortunately, teachers have the opportunity to use technology to inspire and ignite their students' interest in learning before these challenges become true roadblocks to academic success. In this course, you will learn all about the wide variety of technology resources available to teach subjects such as reading, writing, math, science, and social studies. You'll develop strategies for incorporating assistive technologies to help all students access curriculum, and further, how to use technology to differentiate instruction and motivate students with disabilities. In addition, you will explore methods for choosing the right technology tools for your classroom and finding funding to help ensure your students with special needs get the resources they require. Using the techniques from this course, you will be equipped to select and implement technology into your curriculum for a wide variety of subjects to meet the needs of all students in your classroom. This course is offered through Advancement Courses.

**TECX 509 Computerless Coding: Play-Based Strategies and Tools 3 credits**

Coding has quickly become one of the most important 21st-century skills. Coding is behind every app, every web page, and every social media post, and it will only become more integral to our students' lives and careers as technology advances. But how can you teach this essential skill to students without depending on constant access to a classroom's worth of computers? In this course, you will learn basic coding skills and how to teach these skills to students through play-based classroom activities—no computer and no previous coding knowledge required! You'll develop lesson plans and classroom activities to help students develop the logical thinking and problem-solving skills they need for coding. Algorithms, patterns, flowcharts, conditionals, and variables will all transform from scary words into fun classroom games. You'll also learn how to create a classroom environment where the word coding is associated with fun and where you are nurturing the next generation of coding masters. With the knowledge and skills from this course, you will be equipped to teach coding foundations to your students in a way that supports their future success as coders and critical thinkers. This course is offered through Advancement Courses.

## The Arts (ARTX)

**ARTX 500 Arts Education for Early Learning and Emergent Literacy 3 credits**

Although funding and consideration for art classes has waned in recent years, you can still incorporate artistic strategies into the topics you teach. When used correctly, arts-based educational strategies can enhance and deepen learning and help students see the art in everything around them. In this course, you will cultivate arts-based educational strategies that foster creative thinking skills and nurture the growth of children's literacy skills and cognitive development. You will learn what the arts are; why they are important; how they contribute to students' social-emotional, cognitive, creative, and psychomotor learning; and how they can be a part of everyday literacy instruction. Regardless of what subject you teach, incorporating sounds, images, movements, and stories can help students engage in the topic and retain information in a more meaningful way. With the easy-to-use pedagogical models from this course, you will be able to intentionally plan arts activities and lessons to deliver classroom content in an effective, powerful way. This course is offered through Advancement Courses.

**ARTX 501 Be Versatile with Verse: Poetry in the Classroom 3 credits**

Even though we may not realize it, our lives are infused with poetry. Adults sing rhythmic lullabies to babies; children learn nursery rhymes and key concepts like the months of the year by chanting ("Thirty days have September, April, June, and November!"); and teenagers rock to the beat of their favorite songs' rhythm and lyrics. Poetry has the power to inspire, transform, enlighten, and stir our emotions. From simple limericks to complex elegies, poetry can enrich English Language Arts instruction by exposing students to its unique literary features and demystifying the practice of interpreting abstract or symbolic verse. In this course, you will develop robust strategies for incorporating poetry into your teaching practice. You will learn how to help students understand the conventions of poetry, interpret different styles of poetry, creatively express their responses to poems, and write original poetry. In addition, you'll learn to create a classroom environment where all students are comfortable sharing their own poetry and their personal responses others' works. Using the tools from this course, you will be able to fortify your English Language Arts curriculum and help students discover a lifelong appreciation for this unique literary form. This course is offered through Advancement Courses.

**ARTX 502 Crafting Student Assessment in the Arts 3 credits**

Applying traditional assessment to arts instruction poses many challenges because what matters in the arts classroom (instilling a love of art, creativity, experimentation, etc.) can't always be measured. The nature and diversity of art-based disciplines in schools means that assessments like multiple-choice tests and essays often can't adequately assess student learning. So how can you determine if students are meeting your learning objectives in a way that also supports student growth? In this course, you will evaluate the importance of authentic formative and summative assessment strategies for your arts classroom. You'll examine assessment in the context of the National Core Arts Standards and explore several different techniques for evaluating students' performance according to your learning objectives. In addition, you'll learn how to use effective formative assessment and feedback to drive instruction and facilitate student progress. Using the strategies from this course, you'll be able ensure that your students take away from your curriculum what you intended and develop a long-lasting and meaningful appreciation of the arts. This course is offered through Advancement Courses.

**ARTX 503 Fostering Artistic Literacy Using the National Core Arts Standards 3 credits**

Although arts-based curricula are first to be eliminated when school districts face budget cuts, according to the National Coalition for Core Arts Standards, researchers "consistently identify the arts as core subjects—i.e., subjects that all students need to study;" thus, every school has a "responsibility to ensure that all of its students master a core curriculum that includes the arts." Moreover, electives have been shown to keep students interested in school, as they break the monotony of the school day, help students develop key twenty-first century skills, and prepare them for college and careers. As traditional core subjects (e.g., math, ELA) have undergone shifts in standards so American students become more competitive in a global market, so have arts standards. In this course, you will identify what is important for students to know and be able to do in the artistic disciplines of music, theatre, visual arts, dance, and media arts. You will also unpack the Core Arts Standards Conceptual Framework, which includes the philosophical foundations of the new art standards, lifelong goals, enduring understandings, essential questions, and model cornerstone assessments you can integrate into your arts curriculum. By the end of the course, you will be able to design high-quality art instruction and assessments that emphasize the collaborative nature of artistic production and support students in honing their artistic literacy, critical thinking, creativity, and communication skills. This course is offered through Advancement Courses.

**ARTX 504 Integrating Music Across the Content Areas 3 credits**

Make your curriculum sing by integrating music into your classroom. Many teachers and parents mourn the fact that the arts are disappearing from schools' curricula, but the reality is that music still has a place in every classroom—including yours! Music stimulates your students' capacity for attention, memory, and motivation (among other things), and with the right tools, you can harness these benefits to promote your students' learning. In this course, you will discover the many ways that you can incorporate music into your curriculum, regardless of what subject you teach. You will explore a myriad of ideas, lesson plans, and resources that will enhance your teaching through the use of music. In addition, you'll cultivate techniques for connecting music to language arts, history, and STEM subjects, and see how music can encourage your students' cultural awareness and social-emotional learning. By the end of this course, you will have a toolkit of strategies that will light up your students' brains, spark their interest, and create an environment of empathy, passion, and connectedness in your classroom. This course is offered through Advancement Courses.

**ARTX 505 Managing the Art Classroom 3 credits**

What art teacher doesn't crave a controlled learning environment where students are respectful of each other, task oriented, and willing to take risks and make mistakes? However, creating an environment like this can be challenging. In a high-energy art classroom where students are busy creating, many art teachers struggle with striking a balance between chaos and a sense of flow. In this course, you will build strategies for effectively managing your art classroom, regardless of the size of your class or the energy level of your students. You will learn how to motivate, inspire, and create with your students, while also teaching them respect for materials, the space, and their classmates. This course gives you the time and tools you need to establish procedures, routines, and rules for optimal engagement; maximize learning time; and cultivate positive relationships with your students. With the techniques you gain in this course, you will be able to design your art classroom to be a safe space that fosters self-expression, creativity, and whimsy. This course is offered through Advancement Courses.

**ARTX 506 Teaching Classical Music: History and Appreciation 3 credits**

Classical music is a genre often unfamiliar to children, but one that has the potential to teach positive academic and emotional skills to students. In this course, the teacher will learn about the evolution of classical music, from the Baroque Period of the 17th century to the Impressionistic Period of the 19th century. The teacher will learn how to teach about the key composers, instruments, compositional styles, and historical context of each period. After taking this course, the teacher will be equipped with historical information that traces the development of classical music to enhance his or her students' knowledge of and appreciation for this important genre of music. This course also provides the teacher with audio recordings of important works of classical music that can be an important resource in the classroom. This course is offered through Advancement Courses.

**ARTX 507 Teaching Jazz: History and Appreciation 3 credits**

Many believe that jazz is the most important original American contribution to the world of creative arts. It is deeply intertwined with American history and the artistic, social, and political movements led by African-Americans in the 20th century. Jazz changed the way the world looked at music, introducing musical techniques never heard before. In this course, you will review the development of jazz music and its various styles, its historical context, and the leading figures who popularized jazz and made it a worldwide musical treasure. You'll develop strategies for instilling in your students a musical appreciation for jazz by teaching the elements of jazz (improvisation, rhythm, etc.) and by listening to original performances by musicians such as Louis Armstrong, Miles Davis, Ella Fitzgerald, and Duke Ellington. In addition, you'll explore resources for showing your students how social and cultural issues contributed to the development of jazz and how it intersected with key events in our country's history. Using the knowledge and techniques from this course, you will be able to teach your students not only about the history and finer points of jazz, but also how it helped shape and contribute to American culture and the musical world. This course is offered through Advancement Courses.

**ARTX 508 The A in STEAM Stands for Art 3 credits**

The U.S. Department of Education reports that the number of STEM and STEAM jobs in the United States will increase by 14% from 2010 to 2020. In the last several years, STEM schools have cropped up across the country, but their curricula often lack meaningful instruction in creative arts. Art, creativity, and design are poised to transform the 21st-century economy just as science and technology did in the last century, so it is essential to equip our students with these important skills. The inclusion of the arts in STEM makes education more engaging for students, as they are able to learn in an open-ended way and apply their knowledge to the real world. In this course, you will develop strategies for integrating arts into STEM lessons; designing, implementing, and managing STEAM projects; incorporating the four Cs (collaboration, creativity, critical thinking, and communication) into instruction; and assessing students in a way that supports the development of key 21st-century skills that students need in today's classrooms and tomorrow's careers. Using the methods from this course, you will be prepared to weave the arts into your entire curriculum to inspire your students' creativity and digital literacy. This course is offered through Advancement Courses.

**ARTX 509 The Learning Science of Music 3 credits**

"Music makes you smarter." Any music teacher is happy to share this truism with students, but learning science actually lends proof to the statement. Research shows strong links between music and essential brain processes and skills such as language acquisition and social-emotional learning. Music can benefit learners in any subject area—if teachers know how to integrate it appropriately. In this course, you will explore the most current research on the science behind learning music and its impact on the brain. Whether you teach music or another subject area, you will learn how formal music training enhances the learning process and how it can have positive effects on students' psychological and emotional health. You'll also see how you can use music to reach at-risk students, as music can have healing and therapeutic effects for children of all ages. Using the tools and strategies from this course, you will be equipped to incorporate music into any academic discipline for the benefit of all students, and also be able to advocate for more formal music training in your school as a whole. This course is offered through Advancement Courses.



**ARTX 510 Flipping the Special Area Classroom 3 credits**

The flipped classroom model has been around since the early 2000s, but most resources available focus on the general education classroom or core subject areas. However, the flipped model can provide for rich experiences in special area classrooms, as students can learn about the basics at home, leaving you free to create fun, hands-on lessons in the classroom. In this course for art, music, PE, health, and other special area teachers, you'll learn best practices for flipping your classroom in a way that's tailored to your subject area. You'll explore different media you can use to engage your students and create lesson plans that will challenge them to think at a higher level. In addition, you'll discover how to make your lessons differentiated and inclusive, to ensure equitable outcomes for students regardless of learning style or access to technology at home. Using the tools and strategies from this course, you'll be able to find highly engaging resources and design interactive lessons that will make your special area classroom fun, memorable, and educational for your students.

## Theatre (THR)

**THR 101 Introduction to The Theatre 2 credits**

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.

**THR 111 Theatre in Practice 0-2 credits**

Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop 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 112 Theatre in Practice II 0-2 credits**

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 131 Improvisation 2 credits**

This course will provide basic instruction in performance improvisational techniques for the theatre.

**THR 160 Introduction to Dance 2 credits**

This course examines the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. A special emphasis is placed on Cultural Folk Dances from around the world, their origin, purpose, history, function, costume, music, and dance steps. The basics of modern, ballet, tap, and jazz dance movement are incorporated into warm ups to provide a wide overview of dance technique. Through readings, research, and film viewing, students are introduced to basic dance forms and history. Students are 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 201 Dance for Musical Theatre 3 credits**

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 221 Acting I 4 credits**

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 credits**

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 credits**

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 credits**

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 3 credits**

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 263 Jazz Dance Technique 3 credits**

This course will introduce and practice the basic movement, dance terminology, and style of jazz dance technique, focusing on stretch, strength, body awareness, rhythmic ability, and coordination. An appreciation and study of the origins and evolution of jazz dance, along with its major contributors, will be emphasized. The technique class will focus on jazz dance vocabulary and steps, isolations, center combinations, and across the floor patterns. Students will learn a choreographed jazz dance and perform in a final student showcase.

**THR 264 Hip Hop Technique 3 credits**

This course is focused on the original Hip Hop dance form known as 'Breaking.' Students will learn about the origins and history of Breaking and will be introduced to various levels of the dance such as: Toprock, Go-Downs, Footwork, Powermoves, and Freezes. Technique class will toggle between practicing moves with repetition to letting go and freestyling to the music. Performance skills will be experienced through choreography, battles and cyphers. Studying, discussing and reflecting on videos and individual/peer performance will be essential to understanding the values of the dance such as: resourcefulness, playfulness, resilience, creativity and confidence. The semester will end with a final performance that will include choreography and freestyle. No dance background is needed.

**THR 291 Topics in Theatre 1-4 credits**

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 301 New York Theatre Tour 2 credits**

Faculty will lead a one-week exploration of contemporary theatre in New York City. Participants will attend several productions and will participate in discussions following each performance. Tour is scheduled during the second week of January even numbered years. Additional fee for housing and transportation. A reaction paper is required at the conclusion of the tour.

**THR 302 London Theatre Tour 2 credits**

An immersion into London's vibrant theatre scene, this course explores numerous aspects of the English stage, including both the classical and modern theatre traditions. Participants will attend several productions and visit historic literary sites. Students may also participate in a workshop offered by various theatre organizations. In preparation for this work, participants may be asked to prepare a Shakespeare monologue. The tour will include a day trip to Stratford Upon Avon and the Royal Shakespeare Company. Assessment will be based on two play reviews as well as a final paper on a selected topic. Additional Fees Required.

**THR 321 Acting II 4 credits**

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: THR 221 or consent of instructor)

**THR 326 Voice, Diction & Dialects 2 credits**

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.

**THR 355 Scenic Design 4 credits**

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: THR 251 or consent of instructor)

**THR 356 Costume Design 4 credits**

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: THR 251 or consent of instructor)

**THR 357 Lighting and Sound 4 credits**

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: THR 251 or consent of instructor)

**THR 364 Tap Technique 3 credits**

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 (brush, spank, shuffle, flap, cramp roll, Buffalo, Maxie Ford, Shim Sham, Time Steps) while concentrating on proper articulation and execution of movement. Film viewing, projects, and quizzes on vocabulary are given in addition to the technique class. A choreographed piece is taught which students perform in the final Student Showcase.

**THR 365 Dance History 3 credits**

A survey of dance history from its origins in ancient civilizations up to present day, this course examines the function of dance in a social, political, religious, and cultural context. Through test reading, research projects, and film viewing, students will analyze the development of dance, its significance, and role in history. Students learn dance steps and dances from primitive societies, ancient Egypt, Medieval and Renaissance times, as well as dances of the 19th and 20th centuries, and perform a choreographed piece in the final Student Showcase.

**THR 366 Choreography 3 credits**

This course will explore the process of dance making by studying the principles of composition, thematic development and organization of movement material. Students will learn how to use the basic elements of dance (Time, Space, Energy) for the development of dance phrases and combinations. Choreographic devices and structures, as well as various means for inspiration, are explored through movement studies. Students use these creative skills to develop small group dances which are performed in the final Student Showcase.

**THR 367 Ballet Technique 3 credits**

This course will introduce the basic technique, style and movement vocabulary of classical ballet. Students learn the basic positions of the feet and arms, fundamental ballet steps, and French terminology through barre exercises, center floor work, combinations, and across the floor patterns. This class emphasizes ballet vocabulary and style, proper placement, body alignment, strength, flexibility and musicality. Quizzes are given on ballet terms and vocabulary. Students learn a choreographed ballet piece and perform in the final Student Showcase.

**THR 445 Theatre History, Theory, and Literature I 4 credits**

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.

**THR 446 Theatre History, Theory, and Literature II 4 credits**

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, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

**THR 478 Directing 4 credits**

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: THR 241)

**THR 488 Independent Study in Theatre 1-4 credits**

Independent study offers students an opportunity to investigate and study an area of theatre of their own choosing.

**THR 498 Theatre Internship 4-16 credits**

Students participate in a first-hand 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)

# UNIVERSITY ORGANIZATION AND FACULTY

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- Administrative Organization and Faculty (p. 267)
- College and Departmental Organization and Faculty (p. 267)
- Faculty (p. 269)

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