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UNIVERSITY SAINT PAUL

Academic  
Catalog



Continuing Education, Degree Completion, Graduate & Undergraduate

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- [Kyle's Bill Achieves Important Milestone](#)



A Concordia student-led effort to pass The Kyle Herman Bill was approved in

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committee today with great media fanfare. Check out tonight's local news for more coverage.

- [Dead Sea Scrolls Lecture Series](#)



Concordia University will present a series of four free public lectures on the Dead Sea Scrolls beginning in February in conjunction with the exhibition coming to the Science Museum of Minnesota in March 2010.

- [Harr to Receive Posthumous Hall of Fame Honors](#)



The Association of Training Officers of Minnesota (ATOM) will honor Scott Harr, who served as chair of Concordia's Criminal Justice department from 2002-2008, when was called to his eternal home.

## In The News

## Events

- [Minnesota Early Childhood Conference](#)

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ACT: 2106 | SAT: 6114 | GMAT: 913-MN-57 | FAFSA:

002347





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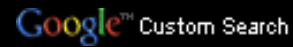
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## Contact Us

Concordia University is an open learning community. If you are interested in any of our programs or services, please contact us using the phone numbers posted below.

Email addresses to specific colleges and departments are available on our web site. Links to our web site are available below.

Contact information for staff and faculty is available from the Staff and Faculty Directory our web site.

### Telephone Numbers

Main Switchboard	(651) 641-8278
Academic Affairs	(651) 641-8730
Admission/Undergraduate and Graduate	
Local:	(651) 641-8230
Toll-Free:	(800) 333-4705
Alumni Relations	(651) 641-8223
Athletics	(651) 641-8854
BEAR Center	(651) 603-6300
Bookstore	(651) 641-8262

Business Office	(651) 641-8206
Career Services	(651) 603-6241
Center for Hmong Studies	(651) 641-8870
Colleges	
Arts and Sciences	(651) 641-8248
Education	(651) 641-8200
Business and Organizational Leadership	(651) 641-8863
Vocation and Ministry	(651) 641-8892
Disability Services	(651) 641-8272 (V) (651) 603-6222 (TTY)
Financial Aid	(651) 603-6300
Helpdesk	(651) 641-8866
Library Circulation Desk	(651) 641-8237
Hoffmann Institute	(651) 641-8701
Registrar (BEAR Center)	(651) 603-6300
Residential Life	(651) 641-8228
Student Affairs	(651) 641-8216

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**An Invitation from Rev. Dr. Robert Holst  
President  
Concordia University, St. Paul**

Thank you for your interest in the academic programs of Concordia University, St. Paul, Minnesota. On the following pages you will learn of the programs of our College of Arts and Sciences, College of Education, College of Business and Organizational Leadership and College of Vocation and Ministry.

I am proud of our curriculum and the evidence of expertise and commitment to quality that it carries. I hope that it meets your needs because I am confident that you would receive a quality education at Concordia. We remain committed to providing access to academic excellence at an affordable price. We strive to offer an outstanding, student-centered learning environment where the Christian faith provides the context for intellectual inquiry and for committed service to church and society. As a campus providing and requiring access to electronic technology, our students do research and communicate in ways that prepare them for future technological advances. In addition, our location in a dynamic urban center offers opportunities to learn and have experiences that will prepare our students for life in an era of demographic change and global opportunities.

On behalf of the present faculty, staff and students of Concordia University, St. Paul, I invite you to examine our programs, visit our campus and join us in the wonderful world of inquiry and learning. We look forward to helping you get the most out of your chosen educational program.

Sincerely,

Robert A. Holst

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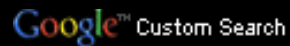
## Calendars

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## Accreditation

Concordia University, St. Paul, is accredited by The Higher Learning Commission and a member of the North Central Association\*. Concordia University, St. Paul has been accredited since 1967, with re-accreditation given in 2008.

All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education\*\* since 1969. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The programs were most recently re-accredited in 2003. The graduate programs in education are also accredited by NCATE. Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching.\*\*\* The most recent approval was completed in 2008.

Concordia University is nationally accredited by the Association of Collegiate Business Schools and Programs\*\*\*\* to offer the following business degrees: Bachelor of Business Administration with Majors in:

- Accounting
- Finance
- Marketing
- Double major - Accounting and Finance
- Double major - Finance and Marketing

The most recent accreditation for the Bachelor of Business Administration was granted in April 2005.

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

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

\*\*\*Minnesota Board of Teaching, 1500 Highway 36 West, Roseville, MN 55113-4266; (651) 582-8833.

\*\*\*\*Association of Collegiate Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211; (913) 339-6226

\*\*\*\*\*Council for Higher Education Accreditation, One Dupont Circle NW, Suite 510, Washington, DC 20036; (202) 955-6126

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 recognizes 60 institutional and programmatic accrediting organizations.

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## Campus

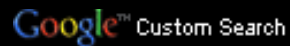
Concordia is located in the Midway district of St. Paul, Minnesota, on Marshall Avenue between Snelling and Lexington, immediately south of Interstate 94, which joins St. Paul and Minneapolis, often referred to as the "Twin Cities."

The 41-acre campus includes residence halls; classrooms, science and music buildings; theatre arts center; library technology center; chapel; cafeteria; gymnasium and health and fitness center; administration and faculty complexes; and the student union. These facilities are conveniently located and many of them are interconnected. Athletic fields and university-owned apartment buildings are nearby. All teaching, activity, and ground level housing areas are accessible to those with disabilities.

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

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## Facilities

### **Arndt Science Hall**

The Arndt Science Hall was constructed in 1965, and rededicated in 1989 following remodeling and completion of the facilities. These changes included remodeling and expansion of the physics and chemistry areas, and development of new laboratories in biology, science methods and research facilities. New audio-visual facilities, faculty offices, and general modernization also were included in this project. Professor Edward L. Arndt, in whose memory the building is named, served at Concordia from 1897-1910 as the "first professor of science" and taught physics, geology, botany, zoology, and physiology.

### **Buenger Education Center**

During the first 50 years of the university's existence the library was housed in various rooms of the classroom buildings. A new and separate library building was constructed in 1951. In 1984 the library was expanded, renovated and rededicated. The building is named in honor of Dr. Theodore Buenger, Concordia's first president, who served in that capacity from 1893-1927, and continued as a faculty member until 1943. In 2003, the Buenger Library was replaced by the Library Technology Center (LTC) as the university's main library. The Buenger Memorial Library building has been renamed the Buenger Education Center which houses the department of University Enrollment, Marketing and Recruitment. The bookstore is located on the lower level of the Buenger Education Center.

### **Herbert P. Buetow Memorial Music Center**

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



### **Meyer Hall**

Constructed in 1917, Meyer Hall was Concordia's first administration building. An excellent example of eclectic architecture, the front entrance is surrounded by a magnificent Tudor-style stone arch trimmed with rosettes in the form of Luther's coat of arms. The university seal is carved near the top of the building. Although primarily used for instructional purposes, the building also accommodates a few administrative offices.

### **Dining Hall**

The Dining Hall is located at the northern end of the campus' six main buildings which form a corridor. The Dining Hall is on the second floor, the Hoffmann Institute and Health Center are located on the top floor, and the President's Dining Room is on the lower level.

### **Gangelhoff Center**

Gangelhoff Center was completed in 1993 and is named after the benefactors, Ronald and Doris Gangelhoff. The center serves the university's academic, health, physical fitness, and recreational needs. This magnificent structure features a 45,000-square-foot arena that boasts four full-size basketball courts; a 200-meter running track and a 40-foot-high climbing wall; an arena floor that accommodates basketball, volleyball, tennis, badminton, and indoor soccer; a strength and conditioning room; the Sandberg classroom and lounge areas for breakout sessions including a concession stand for refreshments and a fully staffed athletic training department. The Gangelhoff Center arena has a seating capacity of over 3,000 and has hosted conventions, concerts and trade shows.

### **Graebner Memorial Chapel**

Graebner Memorial Chapel, built in 1911, was formerly the school's gymnasium. The transformation of the gymnasium into a modern chapel was completed in 1955. It currently accommodates approximately 400 people. The chapel is named for Dr. Martin Adolph Henry Graebner, who served as second president of Concordia from 1927-1946.

### **Library Technology Center**

The Library Technology Center, completed in 2003, provides students, faculty, and staff with books, periodicals, music scores, compact discs, videotapes, and other types of resources necessary for the academic community. It houses the help desk, reference desk, and circulation desk to facilitate communication with Information and Technology staff. The lower level houses the majority of the approximately 124,000 circulating collection of books, and also provides space for special collections, meeting rooms and staff offices. The circulation desk and reference desk, as well as the curriculum and reference collections, are located on the main floor of the building. The upper level of the Library Technology Center is comprised of seven classrooms and the Faculty Scholarship Center.

An online catalog (CLICnet) provides bibliographic information for over 1.5 million holdings representing over one million unique titles volumes held by Concordia and the other CLIC (Cooperating Libraries In Consortium) libraries. Circulation among the college libraries, as well as the University of Minnesota libraries through MINITEX, is facilitated by twice daily courier service. Through the virtual library page on the Web site, access is provided to a variety of online indexes and full-text databases.

### **Luther Hall**

The top floors of Luther Hall serve as student housing, however the lower level houses the majority of the Student Affairs offices and the Luther Art Gallery. The Poehler Administration Building was attached to Luther Hall and the Classroom Building in 1979. This resulted in a corridor connecting six of the campus' main buildings.

### **Lutheran Memorial Center (LMC)**

The Lutheran Memorial Center was completed in 1953 and is dedicated to those young men and women who lost their lives during World War II. The building houses the College of Graduate and Continuing Studies, the graduate programs, and continuing education. The LMC also houses athletic department offices, and locker room and weight facilities for the football team.

### **Poehler Administration Building**

Partially completed in the spring of 1970 and finished in 1979, this three-story structure houses several of Concordia's administrative offices; the College of Education; department of religion and theology; department of social and behavioral sciences; department of English; department of communication studies; department of business and public policy; department of modern languages; department of history; and the College of Vocation and Ministry. The building is named in honor of Concordia's third president, Dr. William A. Poehler, who served from 1946-1970.

### **BEAR Center (Business-Enrollment-Advising-Registration)**

The BEAR Center, located on the first floor of the Poehler Administration Building, is a single location where students may take their questions about enrollment, financial aid and student accounts. The BEAR Center offers: dedicated computers for students to access Bear Path; one phone number, (651) 603-6300, to call for answers to questions; an e-mail address for sending questions (bearcenter@csp.edu); and staff cross-trained in Financial Aid, Registrar, Advising and Business Office functions. BEAR is an acronym for Business, Enrollment, Advising and Registration.

### **Student Union**

The Student Union contains the student campus mailboxes, a snack bar, student senate offices, lounges the Bear Den Fitness Center, and recreational areas. Completed in 1972, this structure received nationwide attention and a merit award by the Minnesota Society of Architects for design excellence, sensitivity to human and functional needs and the building environment. The Union Station Restaurant was added in 2001.

### **Theatre Arts Center**

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

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## Campus Map

You will need the Adobe Acrobat Reader to view and/or print the campus map linked below. The software is available free at the [Adobe Acrobat web site](#).

[Concordia University St. Paul Campus Map](#)

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## Diversity Initiatives

### **Diversity Affairs Office**

The Diversity Affairs Office serves as an advocate and resource for students, and works collaboratively with staff and faculty to promote an inclusive, Christ-centered campus community. With support from others, the Diversity Affairs office provides:

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

### **Students of Color Mentoring Program**

To orient new Students of Color to services, activities and opportunities at Concordia University, a mentoring program is available to all freshmen and transfer students of color.

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- provide leadership, advice, communication, direction and support to new students of color
- promote awareness of various services and activities
- foster familiarity and comfort with the campus and other students and
- motivate students in social, academic and extracurricular activities.

Monthly group activities or events are planned for new students of color, as well as individual opportunities for conversations, interactions, study time, and fellowship. New students who are mentored can serve as mentors in future years. Skills such as team building, responsibility, communication, leadership, time management, and planning are all shared and learned within this program.

### **United Minds of Joint Action (UMOJA)**

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

The mission of UMOJA is to:

- foster academic achievement and service,
- address issues and concerns affecting students of color,
- promote an understanding and appreciation of cultural differences, and
- create unity among students of multi-cultural heritage within Concordia University and the surrounding community.

### **Southeast Asian Student Association (SEASA)**

Concordia has an active Southeast Asian club and support program, which provides advocacy, leadership experiences, internship opportunities and social connections. SEASA's mission is to provide mutual support for students, and to address the particular concerns of students. SEASA offers students a channel to make meaningful connections with other students and the overall campus. From intramural sports to the Annual Asian Festival, SEASA's presence on campus is widely known and highly respected.

The goals of the association are:

- To promote Southeast Asian identity, unity, understanding and cooperation among SEASA's members and the Concordia University community;
- To promote academic achievement of members;
- To develop leadership skills among its members; and
- To promote communication among its members and the University community.

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

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## History

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 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 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 responded to a growing need for minority teachers in the public schools by forming Metropolitan Teacher Education Program Selection (M-TEPS), 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 forever with the formation of a pioneering program that allowed students to complete their B.A. degree in an accelerated format. In 1990, an accelerated M.A. program was added. The first of its kind in Minnesota, accelerated B.A., M.A. and M.B.A. programs represent more than half of the institution's enrollments.

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, St. Paul, and adopted the semester system.

The University also developed its current mission and vision statements and refined its strategic priorities. Today, four colleges comprise Concordia University: College of Arts and Sciences, College of Business and Organizational Leadership, College of Education, College of Vocation and Ministry.

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

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

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## Legal Notices

The material contained in this catalog is for information only. The university reserves the right to revise policies, amend rules, alter regulations and change financial charges at any time in accordance with the best interests of the institution.

### **MN Statute 136.67:**

Concordia University-St. Paul is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

### **Nondiscriminatory Policy**

Concordia University admits students regardless of age, race, color, disability, sex, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of age, race, color, disability, gender, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other university-administered programs.

Concordia does not discriminate on the basis of handicap (cf. Section 504 of the Rehabilitation Act of 1973 as amended). Inquiries regarding compliance and grievance

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procedures may be directed to Rita Kenyon, Compliance Officer, [kenyon@csp.edu](mailto:kenyon@csp.edu).

## Family Educational Rights and Privacy Act

### **Confidentiality**

Students enrolled in Concordia University, St. 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 officials responsible for the use of student records require that there be no communication of such records outside of Concordia University except under proper written authorization or as provided elsewhere in this policy statement.
4. 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.
5. 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.
6. 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.

7. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.

Student Education Records

### **Directory Information**

#### **Category I**

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

#### **Category II (For Athletes Only)**

Past and present participation in university sponsored sports, physical factors (height, weight of athletes) and birth date are considered directory information for athletes only.

#### **Other Student Education Records**

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

- a. The student and others on written authorization by the student;
- b. Persons within Concordia University who have a legitimate interest in the information for educational, administrative, or research purposes;
- c. 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;
- d. 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;
  - e. 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;
  - f. Appropriate persons in connection with an emergency, provided the information is necessary to protect the health or safety of the student or other individuals;
  - g. 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;
  - h. 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;
  - i. 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 Records**

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 Carolyn Chesebrough, Title IX Compliance Officer.

### **Federal Title II Reporting for Teacher Education**

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

Concordia University	Basic Skills	Professional Knowledge	Academic Content	Total
2004/2005	95	97	95	93
2005/2006	98	98	96	95
2006/2007	83	92	92	84
2007/2008	96	98	95	91

State of Minnesota	Basic Skills	Professional Knowledge	Academic Content	Total
2004/2005	97	99	93	91
2005/2006	95	98	93	90
2006/2007	96	99	95	92
2007/2008	95	99	94	91

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](#).

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## Mission

The mission of Concordia University, a university of the Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, all within the context of the Christian Gospel. This mission is achieved when students pursue programs grounded in the liberal arts and focused on education for vocation in home, workplace, community, and congregation.

Therefore, the university pursues the following purposes:

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

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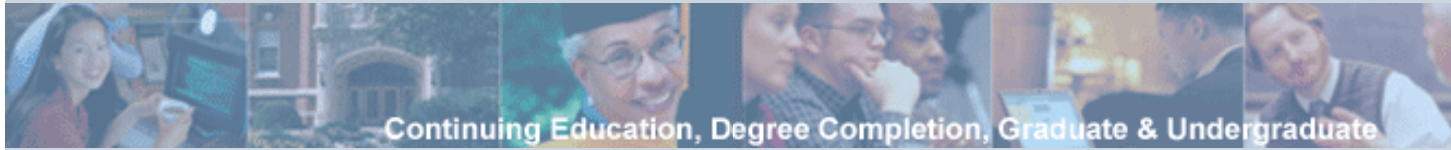
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## Faculty

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### Sally Baas

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### Leanne Bakke

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### Debra J. Beilke

Professor of English (1997)

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Ph.D., University of Wisconsin-Madison, Madison, WI, 1997; M.A., University of Wisconsin-Madison, Madison, WI, 1990; B.A., University of Wisconsin-Madison, Madison, WI, 1985.

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#### **Richard E. Carter**

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**Jean Rock**

Instructor of Organizational Management (2003)

M.A., University of Minnesota, Minneapolis, MN, 1989; B.S., Bemidji State University, Bemidji, MN, 1984.

**Mark Rosenwinkle**

Assistant Professor of Theatre (2009)

M.F.A., Florida State University, Tallahassee, FL, 1981; B.A. Concordia College, St. Paul, MN, 1977.

**Thomas Saylor**

Professor of History (1995)

Ph.D., University of Rochester, Rochester, NY, 1993; M.A., University of Akron, Akron, OH, 1985; B.S., University of Akron, Akron, OH, 1982.

**Joel Schuessler**

Assistant Professor of Information Technology in Management (1999)

M.S., Capella University, 1998; B.A., Concordia College, St. Paul, MN, 1983.

**Mark T. Schuler**

Professor of Theology and Greek (1994)

Th.D., Concordia Seminary, St. Louis, MO, 1991; S.T.M., Concordia Seminary, St. Louis, MO, 1988; M.Div., Concordia Seminary, St. Louis, MO, 1981; B.A., Concordia Senior College, Fort Wayne, IN, 1977.

**Susan Starks**

Instructor of Teacher Education (2005)

Ed.D., Argosy University, Eagan, MN, 2009; M.A. Concordia University, St. Paul, MN, 2000; B.A. Concordia College, St. Paul, MN, 1989.

**Dale M. Trapp**

Professor of Physics (1982)

Ph.D., University of Minnesota, Minneapolis, MN, 1995; M.S., University of Michigan, Ann

Arbor, MI, 1972; Colloquy, Concordia College, River Forest, IL, 1968; B.M.E., General Motors Institute, Flint, MI, 1967.

**Thomas H. Trapp**

Professor of Religion (1982)

Th.D., University of Heidelberg, Germany, 1980; M.Div., Concordia Seminary, St. Louis, MO, 1971; B.A., Concordia Senior College, Fort Wayne, Indiana, 1967.

**Michael Walcheski**

Professor of Child & Family Studies (1998)

Ph.D., Western Michigan University, Kalamazoo, MI, 1998; M.A., Western Michigan University, Kalamazoo, MI, 1993; B.A., Concordia College, St. Paul, MN, 1983.

**Keith J. Williams**

Professor of Art & Art History (1992)

M.F.A. University of Iowa, Iowa City, IA, 1989; M.A., University of Iowa, Iowa City, IA, 1988; B.S., University of Wisconsin-Madison, Madison, WI, 1981.

**Alan D. Winegarden**

Professor of Communication Studies (1988)

Ph.D., University of Missouri, Columbia, MO, 1989; D.C.E., L.T.D., Concordia Teachers College, Seward, NE, 1979; M.A., University of Washington, Seattle, WA, 1976; B.A., University of Wisconsin-Madison, Madison, WI, 1973.

**Lee Pao Xiong**

Instructor of Asian Studies (2005)

M.A., Hamline University, St. Paul, MN, 1997; B.A., University of Minnesota, Minneapolis, MN, 1990.

**Carolyn Zapor**

Instructor of Social & Behavioral Sciences (2006)

M.A., Simon Fraser University, Burnaby, British Columbia, Canada, 1990; B.A., Queen's University, Kingston, Ontario, Canada, 1986.

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Gerhardt Wilfred Hyatt (1976-1983)

Alan Frederick Harre (1984-1988)

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Mr. Lonn Maly, Vice President for Academic Affairs

## Academic Affairs

Lonn Maly, Vice President for Academic Affairs

Alan Winegarden, Associate Vice President for Academic Affairs

Debra Beilke, Chair of the Faculty Senate

Rita Kenyon, Section 504/ADA Compliance Officer

Carol Klempka, Associate Dean, School of Continuing Studies

David Stueber, Director of Institutional Research

Cate Vermeland, Director of Faculty Scholarship Center

Lee Pao Xiong, Director of the Center for Hmong Studies

Michael Walcheski, Dean of the Graduate School



## College of Arts and Sciences

Marilyn Reineck, Dean

David J. Bredehoft, Chair, Department of Social and Behavioral Sciences

David Woodard, Chair, Department of History

Robert Krueger, Chair, Department of Biology

Robert Krueger, Chair, Department of Mathematics

Robert Krueger, Chair, Department of Physical Sciences

David L. Mennicke, Chair, Department of Music

Debra Beilke, Chair, Department of English and Modern Languages

Alan Winegarden, Chair, Department of Communication Studies

Stephanie Hunder, Co-chairs, Department of Art

Kay Robinson and James Seemann, Co-chairs, Department of Theatre

## College of Education

Julie Jochum Gartrell, Interim Dean

Michael J. Walcheski, Associate Dean

Sally Baas, Director, Southeast Asian Teacher Licensure Program; Coordinator, Special Education and ESL

Fred P. Bartling, Coordinator, MA in Classroom Instruction and Educational Leadership

Lynn Gehrke, Chair, Department of Child and Family Education

Julie Jochum Gartrell, Coordinator, MA in Differentiated Instruction

Karen L. Moroz, Chair, Department of Teacher Education

Eric LaMott, Chair, Department of Kinesiology and Health Sciences

Karen L. Moroz, Coordinator, MA in Classroom Instruction with Reading endorsement

Nedra R. Robinson, Coordinator, Early Childhood Teacher Education

Michael J. Walcheski, Chair, Department of Graduate Studies in Education

## College of Business and Organizational Leadership

Bruce Corrie, Dean

Craig Lien, Associate Dean

Bruce Corrie, Chair, Bachelor of Business Administration Program

Rita Kenyon, Interim Chair, Department of Criminal Justice and Director, Criminal Justice Institute  
Christine Kudelka, Chair, Food Retail Merchandising Marketing and Management  
Carol Rinkoff, Chair, Master of Business Administration Program  
Rita Kenyon, Chair, Department of Leadership Program, Human Resource Management  
Craig Lien, Program Chair, Marketing Management and Innovation  
Steven V. Manderscheid, Chair, MA, Organizational Leadership  
Jean Rock, Chair, Department of Organizational Management and Leadership  
Joel Schuessler, Chair, Information Technology in Management

## College of Vocation and Ministry

David A. Lumpp, Dean

Jeffrey E. Burkart, Director of Drama Ministry  
Richard Carter, Director of Pre-Pastoral and Pre-Deaconess Program  
James Gimbel, Chair, Department of Christian Ministries, Director of Cohort Religion Modules Studies  
Kevin Hall, Director of Christian Education Program  
Phillip L. Johnson, Director of Christian Outreach Program  
Mary Lewis, Director of Placement  
David L. Mennicke, Director of Parish Music Program  
Michele Pickel, Director of Lutheran Classroom Teacher Program  
Mark Schuler, Chair, Department of Religion and Theology  
Steve Stohlmann, Director of Colloquy Program, Lay Leadership Institute

## Hoffmann Institute

Mark Press, Director of Hoffmann Institute

## School of Continuing Studies

Carol Klempka, Associate Dean

## School of Graduate Studies

Phillip Tesch, Dean

## **Athletics**

Tom Rubbelke, Director of Athletics

Tom Mauer, Assistant Athletic Director

Joe Alianiello, Head Women's Soccer Coach

Bob Bartel, Head Women's Softball Coach

Kelly Boe, Head Men's Basketball Coach

Jonathan Breitbarth, Head Men's & Women's Cross Country Coach

Paul Fessler, Head Women's Basketball Coach

Jennifer Foley, Sports Information Director

Matthew Higgins, Head Men's & Women's Golf Coach

Mark Mauer, Head Football Coach

Mark McKenzie, Head Baseball Coach

Lisa Raitz, Senior Women's Administrator

Jarred Sampson, Head Men's & Women's Track Coach

Brady Starkey, Head Volleyball Coach

Ted Trzynka, Head Athletic Trainer

## **Congregational and Community Relations**

Amy Scholz, Director of Church Relations

## **Finance**

Michael Dorner, Vice President for Finance

Mary Arnold, Director of Human Resources

Pa Nhia Thor, Controller

## **Information Technology and Operations**

Eric E. LaMott, Vice President for Administration

Jonathan Breitbarth, Director of Computer Services

Charlotte Knoche, Director of Library Services  
Michael Mulso, Director of Security  
Jim Orchard, Purchasing & Project Management Coordinator  
Beth Peter, Director of Administrative Computing  
Anthony Ross, Bookstore Director  
Tom Rubbelke, Director of Athletics

## **Student Life, Conference Services and Residence Life**

Jason Rahn, Associate Vice President for Student Life and Conference Services

Kelly Dotson, Service-Learning & Leadership Coordinator  
Eric Goodrich, General Manager, Sodexo Food Service  
Heidi Goettl, Residence Life Manager  
Chad Horrmann, Fine Arts Center & Audio Visual Coordinator  
Sharon Krueger Schewe, Residence Life Manager  
Sara Mulso, Risk Manager  
Angie Pearson, Conference and Events Coordinator  
Jennifer Sila, Assistant Director of Conference & Event Services

## **Student Services**

Miriam Luebke, Vice President for Student Services

Janice Baumgart, Coordinator of Learning Assistance  
Rosie Braun, Director of Traditional Academic Advising  
Melissa Fletcher, Disability Services Coordinator  
Daniel Hess, Director of Counseling Services  
Josie Hurka, Disability Specialist  
Janine Pappenfus, Director of Career Services  
Vicki O'Day, Assistant Director of Employer Relations  
Jody Ragan, Registrar  
Cher Rafferty, Director of Health Services  
Renee Rerko, Coordinator of Tutoring Services  
Gretchen Walther, Lead Cohort Academic Advisor

## **University Admission, Financial Aid & Marketing**

Carolyn Chesebrough, Director of Financial Aid

Kim Craig, Director of Graduate and Accelerated Degree Admission

Jill Johnson, Director of University Marketing

Kristin Schoon, Director of Undergraduate Admission

## **University Advancement**

Jennifer Downham, Director of Development

Sarah Erkkinen, Director of Alumni Relations and Annual Fund

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## Term Faculty

### **Phyllis Burger**

Graduate Education

M.A.Ed., University of Nebraska, Kearney, NE, 1979; B.A. University of Nebraska, Kearney, NE, 1976.

### **Thomas Berkas**

Organizational Management

Ph.D., University of Minnesota, Minneapolis, MN, 1993; M.S., University of Minnesota, Minneapolis, MN, 1982; B.S.C.E., University of Minnesota, Minneapolis, MN, 1980.

### **James Brooks**

Graduate Education

Ed.D., Catholic University of America, Washington, D.C., 1982; B.S. Wake Forest University, Winston-Salem, NC, 1973.

### **Michael H. Conner**

Criminal Justice

M.A., Concordia University-St. Paul, St. Paul, MN, 2005; B.A. Ferris State University, Big Rapids, MI, 1976.

### **Theresa FitzPatrick**

Writing Center/English & Modern Language

M.A., Western Kentucky University, Bowling Green, KY, 2008; B.A., Concordia University, St. Paul, MN, 2001.

### **Laurel Forsgren**

Criminal Justice

M.A., Concordia University-St. Paul, St. Paul, MN, 2004; B.A., Concordia University-St. Paul, St. Paul, MN, 2001.

**Carol Klempka**

Leadership

M.A. Concordia University-St. Paul, St. Paul, MN, 2002; B.A., Concordia University-St. Paul, St. Paul, MN, 1998.

**Christine Kudelka**

Marketing Management

M.A., Concordia University-St. Paul, St. Paul, MN, 2005; B.A., Kean University, Union, NJ, 1973.

**C. Craig Lien**

Marketing Management

M.A.Ed. University of Minnesota, Minneapolis, MN, 1994; M.B.A., University of St. Thomas, St. Paul, MN, 1985; B.S., St. Cloud State University, St. Cloud, MN 1990.

**Samuel Lotegeluaki**

Visiting Associate Professor of Social and Behavioral Sciences

Ph.D., Aquinas Institute of Philosophy and Theology, River Forest, IL, 1980; M.A, Luther Seminary, St. Paul, MN, 1970; B.A. Marangu Teacher's College, 1958.

**Renata Mayrhofer**

Organizational Management

M.S., Boston University, Boston, MA, 1985; B.A., University of Minnesota, Minneapolis, MN 1982.

**Matthew Ryan**

English

J.D., Thomas M. Cooley Law School, Lansing, MI, 1995; B.A., Indiana University, Bloomington, IN, 1990.

**Rhoda Schuler**

Religion

Doctor of Theology, Luterh Seminary, St. Paul 2002; M.A., College of St. Bennedict-St. Johns University, St. Joseph, MN, 1993; B.A. Valparaiso University, Valparaiso, IN, 1973.

**James Seemann**

Theatre

M.A., Illinois State University, Normal, IL, 1973; B.S., Valparaiso University, Valparaiso, IN, 1969.

**Alonso Sierralta**

Art

M.F.A., University of Nebraska-Lincoln, Lincoln, NE, 1997; B.F.A., University of Nebraska at Omaha, Omaha, NE, 1993.

**Kurt Spearing**

Biology

M.S., Michigan State University, East Lansing, MI 1998; B.S. Eastern Illinois University, Charleston, IL, 1994.

**Shari Speer**

Music

M.Mus., Westminster Choir College of Rider University, Lawrenceville, NJ, 1986; B.M.E., Augustana College, Rock Island, IL, 1980.

**Kerri Stockwell**

Education

M.Ed., St. Mary's University, Minneapolis, MN, 1999; B.S., Southwest State University, Marshall, MN, 1995.

**Julie Tschida**

Human Resource Management

M.A., College of St. Catherine, St. Paul, MN 2004; B.A., Metropolitan State University, St. Paul, MN, 1993.

**Cate Vermeland**

Art

M.F.A., University of Minnesota, Minneapolis, MN, 1993; B.A., University of Minnesota, Minneapolis, MN, 1983.

**Kasya Willhite**

Education

M.A., St. Cloud State University, St. Cloud, MN, 1999; B.A., University of St. Thomas, St. Paul, MN, 1994.

**Craig Witthaus**

Organizational Management and Communication

M.A., University of Minnesota, Minneapolis, MN, 1996; B.A., University of Minnesota, Minneapolis, MN, 1989.



**David Woodard**

History

Ph.D., University of Minnesota, Minneapolis, MN, 1996; M.A., Southern Illinois University, Carbondale, IL, 1986; B.A., Western Illinois University, Macomb, IL, 1976.

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## **Emeritae/Emeriti Professors**

Steven F. Arnold, Education (1986-2009)  
Robert E. Barnes, Physical Education (1947-1988)  
Frederick A. Bartling, History (1961-1994)  
Frederich E. Brauer, Music (1967-1989)  
John E. Buegel, Biological Science (1960-2002)  
Jeffrey E. Burkart, Religion (1977-2009)  
David E. Carlstrom, Chemistry (1978-1997)  
Robert E. DeWerff, Organizational Leadership (1986-2009)  
Victor Gebauer, Music & Religion (1966-1995)  
George A. Guidera, Education (1993-2009)  
Joan L. Hagman, Education (1982-1991)  
Eleanor Heginbotham, English (1994-2004)  
Theodore G. Heinicke, Education (1969-1992)  
Robert E. Holtz, Biology (1962-1998)  
Edith J. Jones, Education (2001-2008)  
Kenneth P. Kaden, English & Education (1955-1993)  
Judith Klingsick, Education (1978-1993, 1994-1996)  
Charlotte M. Knoche, Library (1986-2009)  
Roy E. Kramer, English (1961-1997)  
Robert W. Leininger, Music (1965-1997)  
Kay L. Madson, Sociology (1989-2007)

Loma R. Meyer, Education (1967-1993)  
Marvin L. Middendorf, Greek and Latin (1957-1989)  
William A. Niebergall, Education (1988-1997)  
Charles R. Nuckles, Organizational Management (MAOM) (1997-2006)  
Glenn W. Offermann, Library (1967-2000)  
Carroll E. Peter, Physical Science (1955-1995)  
Robert E. Rickels, Art (1962-1992)  
Kathryn E. Schenk, Music (1969-2007)  
Carl J. Schoenbeck, Education (1981-2006)  
Barbara F. Schoenbeck, Education (1978-2005)  
Donald H. Sellke, Education (1988-2005)  
John M. Solensten, English (1977-1994)  
Carol Stellwagen, Chemistry (1995-2004)  
Stephen C. Stohlmann, Religion (1976-2008)  
Eunice Streufert, Education (1988-2001)  
Phillip C. Tesch, Applied Ethics (1986-2009)  
Wilbur W. Thomas, III, Business (1986-2009)  
John W. Wenger, Mathematics (1967-1999)  
Herman K. Wentzel, Education (1980-1993)  
Dennis K. Zimmerman, Business (1997-2009)

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## Other Faculty

### **Distinguished Professor of Future Studies**

Joel A. Barker, Masters of Business Administration Program

D.Litt, Concordia University-St. Paul, St. Paul, MN, 2006; B.S., University of Minnesota, Minneapolis, MN, 1966.

### **Grant Program Faculty**

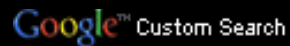
Cynthia Croft, State Special Needs Director, Project Exceptional

M.A., Concordia University-St. Paul, St. Paul, MN, 2000; B.A., Lubbock Christian University, Lubbock, TX, 1978.

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## Student Services

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- [Career Services](#)
- [Counseling Services](#)
- [Disability Services](#)
- [Health Services](#)
- [Service-Learning](#)
- [Tutoring Services](#)
- [Writing Center](#)

## Academic Advising

**For students in traditional programs:** To help students make informed decisions regarding their educational and career goals, Concordia provides faculty advising and peer advising services. New students are assigned a faculty advisor based on indicated interests or intended academic major. Students are required to meet with their faculty advisor upon initial entry to the university, and at least once a semester thereafter. Faculty advisors will discuss career goals, choice of major, course selection, class scheduling, degree requirements and other academic concerns. Peer advisors are assigned to First Year Seminar classes (FYS) and to incoming transfer students. They are available in the academic advising office to assist with pre-planning and academic program implementation. For more information about faculty advising in the traditional programs, contact Rosie Braun, director of [academic advising](#), (651) 641-8708.

**For students in cohort and graduate programs:** Students enrolled in cohort based graduate and undergraduate programs are assigned an academic advisor to help them determine how they will meet their academic requirements and reach their educational goals. Advisors are assigned based on the student's current program. They help students navigate various university processes, familiarize them with university policies and procedures, and advise and encourage them during their higher education journey. For more information about academic advising in the cohort programs, contact Gretchen Walther,

lead advisor, (651) 603-6271.

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## BEAR Center

### **The Business, Enrollment, Advising, and Registration Center or The B.E.A.R. Center**

The name comes from the University's athletic teams who are called the Golden Bears. The BEAR Center has all the resources you need to answer any of your financial aid, payment plan, enrollment, or registration questions in a one-stop shop. On CSP Connect, you will be able to check on your financial aid, your student account, your transcript, and register with your ID number and PIN number. Visit the [BEAR Center on the web](#).

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## Career Services

Career Services at Concordia University is committed to preparing individuals to make thoughtful and informed choices about their vocation, to integrating career planning with academic and life experience, and to teaching skills that contribute to successful career management. A career counselor is on staff to assist students in connecting their academic studies to the world of work, to explore interests and values, and to learn strategies for marketing themselves to prospective employers. Books and web resources targeted to assist students in investigating different careers, internships, and job opportunities are available. Part- and full-time job posting and internship listings are available for viewing both in the office and online. Coordination of student participation in the annual job and internship fairs is also provided.

### **Career courses are also available and include:**

- **Career Exploration and Assessment (SSS150):** Students relate self-understanding, life-style choices, personality inventory results, and career information to decisions about their own careers. Students will apply new insights about themselves to their investigation of career options and future life plans.

For those students unsure of a career direction, career assessment and counseling are available to help in career planning and decision-making. Contact: Janine Papenfuss, Director of Career Services, (651)603-6241 or [Papenfuss@csp.edu](mailto:Papenfuss@csp.edu), or visit [Career Services](#).

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## Counseling Services

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

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## Disability Services

Concordia University is committed to providing an accessible education to students who have disabilities. Enrolled students who have a disability that significantly limits one or more major life activities (e.g. walking, talking, hearing, seeing, and in some cases, learning) are eligible for services. Appropriate documentation from a medical practitioner who specializes in the area of the disability is required for services. If students are unsure if they have a learning disability, screenings can be arranged, but additional referrals may be required before accommodations can be provided. Temporary disabilities and medical conditions will be reviewed on a case by case basis. Concordia University-St. Paul reserves the right to obtain additional information from practitioners when appropriate.

Reasonable accommodations that reduce barriers to the learning environment are determined in accordance with state and federal laws. Confidentiality of medical and diagnostic information is maintained; however, faculty and staff may have "need to know" regarding academic information. In order to provide accommodations for their courses, faculty must be involved in the accommodation process along with the student. Additionally, Disability Services has no authority to impose any sanction or provide waivers for students regarding attendance issues. Disability Services can work with students to help them address attendance issues with faculty.

Students who would like further information or believe they will be in need of accommodations should contact the Director of Disability Services at (651)641-8272 (v/tty). Students who already have accommodation plans but need services arranged should contact the Disability Accommodations Specialist at (651)603-6318. Information is also available at there [Disability Services](#) website.

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## Health Services

Health Services is supervised by a registered nurse, who works in conjunction with local health care providers.

State law requires that all students be immunized and that Health Services has a record of these immunizations on file. Please provide this information to the Health Services prior to the start of classes.

All students with special health needs and/or chronic illness should contact the health center nurse. Together, the student and the nurse will formulate a plan to meet those needs while the student is at Concordia.

All care and counseling received at Health Services is confidential. No information is released without written permission of the client.

#### Health Insurance

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

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## Learning Services

Learning Services is designed to assist students in learning skills and strategies that help them become independent and active learners and to achieve academic and personal success. Learning assistance is provided through individual academic counseling or through one of the several courses offered. Handouts and brochures on study skills such as time management, test anxiety, and note taking are also available by request. To schedule a time to meet one-on-one for individual assessment and instruction, contact Jan Baumgart at (651) 641-8769 or [Baumgart@csp.edu](mailto:Baumgart@csp.edu), or visit the [Learning Services](#) website.

Learning Services courses include:

- **College Foundations (SSS100):** Covers skill-building for achieving educational goals in college. Includes study skills such as textbook reading, note taking, test preparation, test taking, and research skills. Life skills such as communication skills, time management, stress management, and memory and concentration strategies are also important components.
- **College Reading (SSS110):** Focuses on the types of reading that students will encounter in various academic disciplines. The course begins with general reading instruction and progresses toward the application of reading skills for different disciplines within the core curriculum. Instructions and practice on vocabulary development and speed-reading are also key elements of this class.
- **College Turning Points (SSS120):** Designed to teach students on academic alert or probation successful strategies, learning techniques, and practical knowledge for success in college. Personal ideas and decision-making is reflected upon and written about in journals as well as discussed with peers in a similar academic



situation.

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## Service-Learning

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

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## Tutoring Services

Tutoring is available free of charge to Concordia students to help them achieve academic success and independence, 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. Tutoring Services allows students to explore their learning styles and discover appropriate study skills and learning methods which best match their styles.

Students who excel in subjects may apply to become Learning Consultants (a.k.a 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 Wendy Vargas , Tutoring Coordinator, at [vargas@csp.edu](mailto:vargas@csp.edu) or 651-603-6216 for more information.

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## Writing Center

Students are encouraged to use the Writing Center, located in Administration 200, at any stage during the writing process. Writing Center tutors, who include students, staff, and faculty, are trained to assist writers with focus, content, clarity,

grammar, and mechanics in their works-in-progress. Students not only receive help on their writing projects, but also learn how to improve their writing skills. Some of these skills may include prewriting, planning, drafting, using sources, revising, and editing. Students may sign up for a half-or full-hour appointment by stopping by the Center or calling (651) 603-6233.

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## Student Life

Concordia is an academic community in the Lutheran tradition. Life at Concordia is designed to encourage students to have experiences that will lead them to responsible actions and to make proper moral decisions.

Concordia is a coeducational university that seeks to create an environment that encourages students to participate in many aspects of campus life. In turn, the university benefits from the diversity of its student body.

Download the [Concordia University St. Paul Student Policies Handbook](#) and [Student Athlete Handbooks](#) here.

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## Campus Ministry

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

### **Vision**

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

### **Ministry Opportunities**

#### **Devotion and Worship**

- Morning and Evening Chapel
- Chapel Assistants
- Lectors
- Liturgical Assistants
- Musician
- Sound Technicians
- Scripture Study

#### **Scripture Study**

- Small Group Ministry
- Faith Talks

- Specialized Scripture Study Groups
- Special Topic Studies
- Campus Ministry Center Organizations

### **Prisms**

- Fellowship of Christian Athletes
- AEX (Pre-pastoral/pre-deaconess students)
- FISH
- Matthew 25 (Christian service)
- Lutheran Student Fellowship

### **Worship in the Christian Community**

The university's sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition. Worship and devotions are at the center of campus life and relates to all campus activities, whether academic, social, cultural, or co-curricular. All members of the community are welcomed as participants in the devotional assembly: campus devotions each morning and evening, seasonal evening or afternoon services, festival celebrations, devotional activities in residential units, or individual rooms. Campus worship is facilitated by the Deacon of the Chapel and normally takes place in Graebner Memorial Chapel.

### **Pastoral Care**

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

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## Residence Hall and Food Service

### **Residence Hall Policies**

First-year students are required to live in university-owned housing unless living with their parents. Exceptions to the policy must be approved by the Vice President for Student Affairs.

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

All residence students are charged an inclusive room and board fee, which assumes students are at times unable to eat in the University dining hall. Refunds are not made for meals missed during the week or for weekends.

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

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

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

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

Resident Assistants (RAs) aid the associate dean for Residence Life in the management of the residence halls. Occupants of residence halls are responsible for rooms and furnishings supplied by Concordia.

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

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

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

### **Food Service**

The university contracts with Sodexo to provide meals in the Dining Hall and Student Union and other special functions on campus. Sodexo is the exclusive food vendor on campus. No other group, individual, or organization may provide food or food services without the expressed written permission of the food service director.

Residential and commuting students are offered several options for meals on campus. Any resident student, commuting



student, faculty, and staff member can purchase a declining balance account of any amount through the director of food service. This allows them to use their Concordia I.D. card to purchase items at Union Station or the dining hall for themselves or their guests. A 10 percent incentive bonus is also added to these accounts.

Cash purchases are always welcome at any food service location on campus for students, families, employees, and friends of the university.

### **University-Owned Apartments**

The university makes apartment units available on a limited basis to those for whom residence hall life is not well suited. Priority is given based on the date of application and personal circumstances. Apartment agreements with deposits are required. Information about priority and availability of housing may be obtained from Tom Mauer, Facilities Manager, (651) 641-9955 or [mauer@csp.edu](mailto:mauer@csp.edu).

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## Security

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

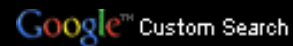
The Department of Security works closely with the St. Paul Police Department as well as other state and local authorities. Concordia University receives timely police services to help protect life and property in a manner, which is sensitive to both the rights of the individual and the values of the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

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

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## Parking

Concordia University parking policy requires that all motor vehicles driven by Concordia students, faculty, and staff be registered with the Department of Security. Vehicles parked in Concordia's lots must have a valid Concordia University Parking Permit properly attached to the rear view mirror, facing the windshield. The cost to register a motor vehicle is free. The following information will be needed to receive a parking permit: a picture ID, vehicle plate number, model and make of the vehicle, and proof of ownership. Permits are not transferable and separate permits must be purchased for each vehicle registered. Permits may only be distributed by the Security Department and are not valid if exchanged among or between individuals. Failure to register motor vehicles will result in ticketing, immobilizing, and/or the eventual towing of illegally parked vehicles at the owner's expense. Registration of motor vehicles may be completed in the Security Office located on the first floor of the Classroom Building at 275 North Syndicate Street or during Welcome Week.

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

Concordia is not responsible for any loss or damage to vehicles parked on Concordia property. For further information, contact the Department of Security at (651) 641-8717 or check out the Department of Security web site at [Security](#).





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## Co-Curricular Activities

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

### **The Student Association**

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

### Clubs & Organization

- Business Club
- CHAMPS-Health, PE & Kinesiology Club
- Chemistry Club - Tetra Delta
- College Democrats
- College Republicans
- Communication Club--Concordia
- Communication Association (CCA)
- Communication Honor Society-Lambda Pi Eta

Collegiate Chapter of the National Association for Music Education

Criminal Justice Club

CSEA-Concordia Student Education Association: Students develop professional and networking skills

CSO-Concordia Science Organization

DCESnet - anyone with church work interest

Detail-The CSP Student TV show

EXTREME Club-Rock climbing, etc.

History Club

Mathematics Club

Psychology Club

SEASA-Southeast Asian Student Association

StAC - Student Alumni Council

Student Senate/Concordia Activities Board-Elected to represent students, voice their concerns, and take action on their behalf.

The Club - for all commuter and transfer students

The Sword-Campus newspaper

UMOJA-United Minds in Joint Action; Develops unity, a deeper consciousness, and a greater sense of service among African-American students.

## **Intramural Activities**

Aerobics classes

Ballroom Dancing

Basketball (includes 3-person and 5-person team formats)

Billiards

Football (Co-ed)

Floor Hockey

Kickboxing

Soccer

Softball (Co-ed)

Sand Volleyball Tournaments

Volleyball (Co-ed)

Racquetball

Table Tennis

The Director of Intramural Sports plans the intramural program for men and women. Different sports and game competitions are offered throughout the year. A student advisory council provides input to the director. The Student Senate partially funds the program.

Students traditionally compete in co-ed football, volleyball, slow-pitch softball, basketball, soccer, racquetball, and tournament events.

### **Music, Theatre, and Visual Art**

Art Club

Chapel Band

Christus Chorus and Jubilate choir (audition)

Drama Ministry: Creation and performance of Christian themes and issues

Instrumental Groups: Concert Band, Jazz Band (auditioned) Chamber Ensemble, instrumental ensembles (Brass, Flute, Guitar, Handbell,

Jazz Combo, Percussion, Saxophone, String, Woodwind), and vocal ensembles

Shades of Harmony Multicultural Gospel Choir

S.T.A.G.E.-Student Theatre Association for Greater Education

Theatre productions

New York and London Theatre tours

### **Ministry Opportunities**

AEX-Adelphoi en Xristou (Brothers in Christ); Students interested in learning about the pastoral ministry

Campus Ministry Center

CBS-Campus Bible Studies

CMS-Concordia Mission Society; Plans and implements service projects at various mission sites, i.e. Jamaica, Mexico, Florida & Texas

FISH-Wed. night Praise & Prayer

PRISMS-Outreach program, reaching youth through weekend retreats

### **Athletic Associations and Activities**

Cheer Squad (by tryout)

Dance Team (by tryout)

FCA (Fellowship of Christian Athletes)

Super Fan: Pep club for games

NCAA Division II Athletics

Baseball, Men

Basketball, Men

Basketball, Women

Cross Country, Men

Cross Country, Women

Football, Men

Golf, Women

Golf, Men

Soccer, Women

Softball, Women

Track, Men

Track, Women

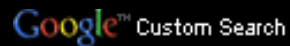
Volleyball, Women

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## Athletics

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

### **First Time Entering Freshman must meet the following entry level requirements set forth the by NCAA:**

A student-athlete who enrolls in a Division II institution as an entering freshman with no previous full-time college attendance shall meet the following academic requirements, as certified by an initial-eligibility clearinghouse approved by the Executive Committee, and any applicable institutional and conference regulations, to be considered a qualifier and thus be eligible for financial aid, practice and competition during the first academic year in residence.

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

1. A minimum grade point average of 2.00 (based on a maximum 4.00) in a successfully completed core curriculum of at least 14 academic courses.)
2. The record of the above courses and course grades must be certified by the initial-eligibility clearinghouse 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
3. A minimum combined score on the SAT verbal and math sections of 820 or a minimum score of 19 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

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

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

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

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

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

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

Returning student-athletes are governed by these rules:

- A. 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.
- B. 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.

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

D. 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.

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

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

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

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

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

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

Competition is available for women in volleyball, basketball, soccer, golf, softball, track and field, and cross country; for men in cross country, football, basketball, baseball, and track and field. Membership on the teams provides opportunity for teams and individuals to compete in conference, regional, and national competition.

The university does NOT provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.

### **Cheer Squad and Dance Team**

Members of these groups are chosen through tryouts. The groups may perform during the fall and winter seasons.

### **Director of Athletics**

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

### **Intramural Program**

The university offers intramural programs that are designed to provide recreational opportunities for both male and female students. These programs are supervised and coordinated through the intramural director. Participation is voluntary. Some intramural activities are coeducational. Offerings may include basketball, billiards, table tennis, soccer, softball, volleyball, racquetball, football, and floor hockey.

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## Fine and Performing Arts

### **All Student Juried Art Exhibition**

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

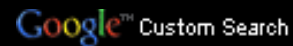
### **Music Groups**

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

### **Theatre Arts Opportunities**

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

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## Book of the Year

Each year Concordia University, St. Paul selects a "Book of the Year" for students, faculty, and staff to read. The Book of the Year selection committee is comprised of faculty from various academic departments, staff members, and students. Some previous years' selections have been *The Greatest Generation Speaks* by Tom Brokaw, *Pay It Forward* by Catherine Ryan Hyde, *Profiles in Courage For Our Time* introduced and edited by Caroline Kennedy, *Choice of Weapons* by Gordon Parks, and *Growing An Inch* by Stanley Gordon West.

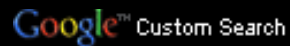
The Book of the Year committee selects books based on the following criteria:

- Quality of the literature
- Connection to classes
- Potential to involve students, faculty and staff and to generate meaningful campus-wide activities; connection to fine arts
- Relevance to our university's mission, vision and strategic priorities
- Potential for convocations and presentations.

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## Center for Hmong Studies

In the fulfillment of Concordia's mission to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, the Center for Hmong Studies was founded in 2005 to provide a significant place to cultivate the heritage of the Hmong people, promote education and empower the Hmong community to pursue their respective vocations, recognize their strengths and abilities, and utilize their skills for service. The Center for Hmong Studies seeks to cultivate the past, interpret the present, and enrich the future through research and publication, curriculum and teaching, and conference and convening. The Center for Hmong Studies is now home to the Hmong Archives as well. The Hmong Archive has more than 75,000 books, videos and artifacts related to the Hmong people.

### **Our Vision**

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

### **Our Mission**

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

### **Our Goals**

- I. Make Concordia University, St. Paul a higher educational institution of choice for Hmong as well as for non-Hmong students throughout the world who have an interest in Hmong history, culture and language.
- II. Make Concordia University, St. Paul the place to go to for Hmong scholars, researchers, the media, businesses and government institutions on Hmong related issues and topics.
- III. Enrich the lives of each graduating student and expand their knowledge about the Hmong people through the teaching and



learning of Hmong history, culture and language.

IV. Encourage, promote and facilitate scholarly research in the Hmong community.

### **Our Objectives**

I. Offer a minor degree in Hmong Studies.

II. Offer a conference every other year for scholars to promote and share their research findings on the Hmong people and society.

III. Initiate one scholarly research a year on topics that would be beneficial and of interest to the Hmong and the community at large.

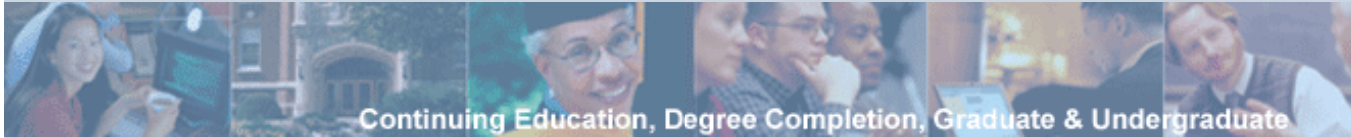
IV. Conduct one Hmong study tour a year to Asia.

For further information, contact Lee Pao Xiong, Director of the Center for Hmong Studies, [xiong@csp.edu](mailto:xiong@csp.edu) or (651) 641-8870.

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Please contact [Jody Ragan](#) about content on this page last updated on September 08 2005.

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## Financial Aid for Concordia University Students

### Philosophy

Concordia is committed to providing financial assistance that will ensure educational access for all eligible students.

Awards of financial aid will be made after students have been accepted for admission, and all required information has been received. Aid awards are based on the number of credits taken and may be adjusted according to changing circumstances, the availability of funds, and the students' maintenance of satisfactory progress.

Concordia cooperates with federal, state, church, and private agencies in the awarding of scholarships, grants, loans, and work assistance to qualified students.

Students receiving financial aid have the right to:

- apply for and receive fair and equitable consideration for financial aid based on eligibility and availability of funds.
- discuss eligibility with a financial aid staff member.
- request consideration for unique and extenuating financial circumstances.
- appeal decision regarding eligibility.
- request information regarding his/her loan indebtedness and repayment options.

Students receiving financial aid have the responsibility to:

- read and respond to all information from the financial aid office in a timely manner.
- be informed about application processes and eligibility requirements and apply annually by published deadlines.
- maintain Satisfactory Academic Progress as defined in the Concordia academic catalog.
- inform the financial aid office of receipt of any third party scholarships.

### Application Procedures

All students applying for financial aid must: be accepted for admission and maintaining good academic standing.

1. Be accepted for admission and maintain good academic standing.
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's code is 002347). **A FAFSA must be completed every year.**

### **Church Vocation Students**

Church Vocation Scholarships are available to those students enrolled in an undergraduate church work program in the College of Arts and Sciences, College of Education, or College of Vocation and Ministry. To receive this scholarship, students must apply to their home church district and to their home congregation. Contact the pastor or Concordia for details. Submit written response to the financial aid office.

### **Current Concordia Students**

Due to the limitation of funding, applications from current Concordia students must be submitted by May 1 for full consideration for Concordia aid. When budgeted funds have been expended, applications will be processed for federal and state aid only. All information is strictly confidential and will be exchanged only with other aid-granting organizations unless otherwise permitted.

### **Eligibility**

To maintain eligibility for financial assistance, students must be enrolled for at least six credits per semester. Students enrolled for 3-5.5 credits may qualify for Pell Grant or MN State Grant only. In addition, students must not owe a repayment on any Title IV aid or be in default on a Perkins Loan and/or a Direct/Guaranteed/Federally Insured Loan.

Financial aid awards are made for one academic year (fall and spring semesters) unless otherwise requested. Application procedures must be completed each year financial aid is requested. Students must be U.S. citizens or eligible non-citizens.

### **Summer School Financial Aid**

Limited financial aid is available for summer school at Concordia.

### **Satisfactory Academic Progress (SAP)**

Each student at Concordia must maintain satisfactory progress to receive financial aid. Federal regulations require institutions to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the Title IV programs. The criteria will outline the definition of student progress toward a degree and the consequences to the student if progress is not achieved.

### **Quantitative Standards**

Maximum Accumulation of Credits

Each academic program has a published standard credit load for completion. Students will not be eligible for financial aid for any credits that are attempted credits in excess of 150% of the standard credit load for their program. Credits transferred to the University shall be included in the calculation of attempted and completed credits for each student if the transfer credits are applied to their degree.

Examples:

Program	Published Program Length	150% Credit Limit
Associate's	3 years (6 semesters)	96 credits
Bachelor's	6 years (12 semesters)	192credits
Graduate Degree	27 months (8 semesters)	72 credits

Minimum Necessary Credits Earned for Undergraduate		Minimum Necessary Credits Earned for Graduate	
1 <sup>st</sup> year	26	1 <sup>st</sup> year	12
2 <sup>nd</sup> year	48	2 <sup>nd</sup> year	24
3 <sup>rd</sup> year	72	3 <sup>rd</sup> year	36
4 <sup>th</sup> year	96	4 <sup>th</sup> year	48

## Qualitative Standards

### Minimum Grade Point Average

### Traditional Undergraduate:

To be eligible to register continuously without conditions, a student must maintain good academic standing by maintaining a 3.00 Cumulative GPA and complete a minimum of 12 credits each semester. Incompletes (I) and withdrawals (W) do not count toward completion but, do however count towards the 150% rule. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students.

### Cohort Undergraduate:

To be to register continuously without conditions, a student must achieve satisfactory progress by maintaining a 2.00 Cumulative GPA and Accelerated Program Cohort Students taking 12 or more credits must complete at least 12 credits each term. (Student taking 9-11 credits will need to pass 9 credits and students taking 6-8 credits will need to pass 6 credits). Incompletes (I) and withdrawals (W) do not count toward completion but, do however count towards the 150% rule.

### Refund Policy for Financial Aid

If a student received financial aid, but drops below full-time status or terminates their enrollment (e.g., drop-out, withdraw) at Concordia, then the school or the student may be required to return some of the federal funds awarded to the student. If the student received financial assistance from outside of the family, then a portion of the refund will be returned to the grant, scholarship or loan source from which the assistance was received.

If a student will be withdrawing, then the student should complete the "Change of Status". This procedure will enable Concordia to refund the maximum possible institutional charges. Worksheets used to determine the amount of refund or the return of Title IV aid are available upon request from the BEAR Center.

### **Study Abroad**

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

### **Financial Aid Programs Available**

\* Denotes undergraduate students only

\*\* Denotes traditional undergraduates enrolled in the College of Arts and Sciences, College of Business and Organizational Leadership, College of Education, or College of Vocation and Ministry

### **Federal**

Consult the U.S. Department of Education Student Guide to Financial Aid. The Student Guide is available through the financial aid office or the undergraduate admissions office. The Student Guide is also available through most high school counselors.

- Federal College Work Study Program (FCWS)
- Federal Stafford Student Loan
- Federal Perkins Loan
- \* Federal Parent Loan for Undergraduate Students (FPLUS)
- \* Federal Pell Grant
- \* Federal Supplemental Educational Opportunity Grant (FSEOG)
- \*Federal Academic Competitiveness Grant (ACG)
- \*Smart Grant
- TEACH Grant
- Federal PLUS Loan (Graduate Students)

### **State**

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

- \*Acheive Grant

## **Institutional**

### **Athletic Scholarships**

Athletic scholarships are available in all sports offered at Concordia. 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. These are renewable under NCAA guidelines.

### **\*\*Concordia 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. The amounts of the merit scholarships range from \$2,500 to \$10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Academic Achievement. They are renewable for 3 additional years if a certain GPA is maintained.

### **\*\*Presidential Student of Color Merit Scholarship**

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

### **\*\*Lutheran Heritage Scholarship**

The Lutheran Heritage Scholarship is available to new, full time, first year and transfer students from LCMS congregations who meet regular admissions standards. This is renewable with the appropriate GPA.

### **\*\*Concordia Church Vocation Scholarship**

Scholarships up to \$2,000 to undergraduate students who intend to serve The Lutheran Church-Missouri Synod in a full-time professional ministry after graduation. Students must enroll full-time in a church vocation program and apply to their home congregations and districts. The scholarship, as well as any assistance given by the student's congregation and district, will be part of the financial aid package, reducing need-based loans and work-study. This is renewable with the appropriate GPA.

### **\*\*Church Assurance**

New first year and transfer students from LCMS congregations (who are preparing for church professions) may be eligible for a \$10,000 assurance. This means that meeting the requirements, a student preparing for a church profession will be assured of receiving at least \$10,000 of grants from all sources (not counting church and district grants). These are renewable with the appropriate GPA.

### **\*\*Need-based Grants**

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

### **\*\*Dean's Scholarship in Art**

The Dean's Scholarship in Art is available to new students who are enrolled full-time and planning to major or minor in Art. Scholarship recipients are expected to participate in the Art club or other departmental activities. The scholarships ranging from \$500 to \$2,500 are renewable for returning students who have declared a major or minor in Art and met other criteria. For more information, contact Prof. Keith Williams at (651)641-8251.

### **\*\*Dean's Scholarship in Mathematics**

The Dean's Scholarship in Mathematics is available to continuing students who have declared a mathematics major or minor and to new students who are enrolled full-time and have indicated an interest in mathematics. Scholarships are awarded based on performance in recent math courses. Recipients of the scholarship are expected to complete two math courses a year and to be involved in math department activities. For more information, contact Dr. Robert Krueger at (651)641-8848.

### **\*\*Dean's Scholarship in Music**

The Concordia Music Scholarship competition is open to new freshman in the traditional undergraduate program who are enrolled full-time. Scholarships ranging from \$500 to \$3,000 are granted to students demonstrating musical ability who also enroll in at least one private lesson and major ensemble each semester. The scholarships are renewable. Students must complete a separate application and audition on-campus on one of the announced dates (usually late January to mid-February). Students living a significant distance from the campus may, by special arrangement, submit an audition tape or CD. For more information, contact Dr. David Mennicke at (651)641-8828.

### **\*\*Dean's Scholarship in Natural Sciences**

The Dean's Scholarship in Natural Sciences is available to new students who are enrolled full-time and have indicated an interest in a science major or minor. Scholarships are awarded based on high school performance in science courses. Recipients of the scholarship are expected to complete two courses of science in the fall of their first year and one science course in the spring of their first year. The scholarships are renewable to students who have declared a science major and meet other criteria. For more information, contact Dr. Dale Trapp at (651)641-8499.

### **\*\*Dean's Scholarship in Theatre**

The Dean's Scholarship in Theatre is available to new students who are enrolled full-time and have indicated an interest in Theatre. Scholarships ranging from \$500 to \$2,500 are awarded based on a live audition/ interview and two letters of recommendation. Recipients of the scholarships are expected to participate in Theatre department productions and enroll in Theatre courses. The scholarships are renewable to students who have declared a Theatre major and met other criteria. For more information, contact Prof. Michael Charron at (651)641-8266.

### **Miscellaneous Scholarships**

#### **District-Lutheran Church-Missouri Synod (LCMS)**

Grants, scholarships and/or loans to church work students. Some LCMS district Lutheran Laymen's Leagues (LLL) and Lutheran Women's Missionary Leagues (LWML) may also offer financial assistance. Amounts, types and criteria vary by 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.

**\*\*Endowed Funds** Endowed 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 for years to come. The funds allow the university to further its mission and maintain its ministry.

David Aasved Scholarship - church work students

The Richard M. and Susan G. Arndt Scholarship - church work students; elementary teacher education program

Athletic Scholarship Fund - students in athletic programs

The Leon Avenson Family Scholarship - church work students

The 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 LCMS

Kenneth Behm Scholarship - church work students; preference given to students of Trinity Lutheran Church, Janesville, MN

Marvin and Luella Behm Scholarship - pre-ministerial students

Larry and Judy Behnken Scholarship - pre-ministerial students

Dr. W. Leroy and Marie L. Biesenthal Scholarship - pre-ministerial or Director of Christian Outreach students

Earl D. and Helen Bohlen Family Scholarship - church work students

Rev. Traugott P. and Ilse Bradtke Scholarship - pre-ministerial students; preference given to Christ

Lutheran Church in Marshfield, WI. or students from the North Wisconsin District/LCMS

The 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 & 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; financial need students

L.H.B. Scholarship - general

Coach John Chiapuzio Scholarship - teacher education students; emphasis in Physical Education

The 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. Dobberfuhl Scholarship - pre-ministerial students

Kenneth Duerr Scholarship - church work students

Earth Science Scholarship - earth science students; high cumulative GPA

Pastor Henry F. and Marie C. Eggers Ministerial Scholarship - LCMS pre-ministerial students

Paul W. Eggert Scholarship - church work students

The 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

Arnold W. and Sylvia A. Georg Scholarship - pre-ministerial students

Michael Gangelhoff Scholarship - church work students

The 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

The Kaden Family Scholarship - church work students

Warren & Marilyn Kluckman Scholarship - church work students

The Otto F. and Gertrude B. Krause Scholarship - Director of Parish Music students

Martin H. and Alma H. Kretzschmar Scholarship - pre-ministerial students

The William H.O. Kroll Scholarship - church work students

The 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

The Kenneth O. and Kathleen D. Lenz Scholarship - church work students

Rev. Dr. Martin W. & Lucille E. Lieske Scholarship - church work students

Rev. Walter Luedtke Scholarship - pre-ministerial students

The 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 Church of the Holy Spirit Scholarship - church work teacher education students; junior or senior

Charlotte Mack Scholarship - Director of Christian Outreach students

The Dr. and Mrs. Paul Martens Scholarship - church work students

The Harold Mattfeld Family Scholarship - church work students

Dr. R. Brownell and Ann McGrew Scholarship - Oswald Hoffman School of Christian Outreach students

The Rev. Dr. August Mennicke Scholarship - church work students; music or psychology emphasis

Dr. Gerhard and Dr. Loma Meyer Scholarship - church work students; priority given to teacher education students

The 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 Freshman having graduated in the top 20%; continuing students must have a minimum 3.0 GPA

Stanley and Miriam Oexemann Scholarship - U.S. citizens enrolled in Christian mission work; preference given to Freshman 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 2 quarters remaining, demonstrating academic excellence

Frank & 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

The 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

The 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

The Fritz Schneider Scholarship - church work students

Mr. and Mrs. Herman Scholl Scholarship - church work students

The Ray Schrader Family Scholarship - church work students

Mr. and Mrs. Edward C. Schroeder Scholarship - general; financial need & academic leadership students

Ted and Edna Schroeder Scholarship - general; financial need students

Arthur J. Schuette Scholarship - church work students

The 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

The 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 St. Peter's Evangelical Lutheran Church, Edina, MN

Gary and Eileen Specketer Scholarship - pre-ministerial students

John and Elsie Stach Scholarship - general; 3.0 overall GPA and 3.25 GPA religion classes

Arthur Stanz Scholarship - pre-ministerial students

Albert J. Stehr Scholarship - church work students

Alfred and Ruth Steinberg Scholarship - church work students; Minnesota North District

Mary Behrens Stelter Scholarship - pre-ministerial students

Rev. Roger and Lois Stoehr Scholarship - pre-ministerial students

Paul W. Stor Biology Scholarship - biology students; preference given for teaching or pastoral vocations

Paul W. Stor Chemistry Scholarship - chemistry students; preference given for teaching or pastoral vocations

Jim and Candi Storm Annual Scholarship - freshman students of color; arts related program

Rachel Tegtmeier Scholarship - general; preference given to students working with mentally challenged individuals

Esther S. Tiernan Pre-ministerial Scholarship - pre-ministerial students

Dr. and Mrs. Leon Titus Band Scholarship - active band member students

Carl and Wilhelmina Toensing Scholarship - church teacher and/or church music program students; seniors

Carol Anne Trapp Scholarship - pre-ministerial students

Thomas Trapp Pre-Ministerial Scholarship - pre-ministerial students

Treichel Family Scholarship - minority; financial need students from St. 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, MN

The Leroy Vogel Scholarship - pre-ministerial students

Volkert Family Scholarship - church work students

Mr. Hubert and Mrs. Audrey Voth Scholarship - church work students

The Harvey C. Wagner Family Scholarship - church work students

Erlo Warnke Math/Science Scholarship - math or science students; sophomore or juniors with high GPA's

Richard and Jeanne Wegner Director of Christian Outreach Scholarship - Director of Christian Outreach students

The Dr. and Mrs. Henry Werling Scholarship - church work students in social science programs

The 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

The Steve Wise Family Scholarship - church work students

Della Wolf Scholarship - church work students

Max Wolf Scholarship - speech department students

The Rev. Otto H. Zemke Family Scholarship - pre-ministerial students

George C. and Erna B. Zielske Scholarship - general

The Rev. E.W. Zimbrick Scholarship - church work students

### **Annual Gift Scholarships**

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.

Nettie G Adamek Memorial - female students; financial need

Charles and Ellora Alliss Scholarship - general; full-time undergraduate students

Concordia Publishing House Scholarship - church music students

Fine Arts Scholarship - art, drama or music students; junior or senior

Carmen P. Henschen Scholarship - general; financial need

Donald L. Hohenstein Memorial Fund for Church Musician Awards - church work music students

Kopp Investment Advisors President Scholarship - teacher education minority students; financial need

LCMS Evangelism Scholarship - Director of Christian Outreach students

Daniel Lillehaug Annual Scholarship - church work; pre-ministerial or teacher education students

Carroll E. and Helen L. Bierwagen Peter Scholarship - music and natural science majors; students with a 3.0 or higher GPA

Randalin Powell Scholarship - Concordia School of Accelerated Learning students

Pre-Ministerial Greek Scholarship - pre-ministerial students

Redeemer Lutheran Church, New Ulm, Minnesota Scholarship - church work students

Adolph Schmidt Scholarship - Director of Christian Outreach or Director of Christian Education students

Norma H. Stevens Scholarship - church work students

Hulda Suomi Scholarship - general; freshman students experiencing challenges

### **International Students**

#### **International Students Church Work Scholarship**

Students who are members of a Lutheran Church-Missouri Synod congregation or partner church and are enrolled in a church work program in the College of Education or College of Arts and Sciences are eligible. Applications are available in the Financial Aid Office.

#### **Concordia Work Study**

All full-time international students in F1 status are eligible to work on campus. See the Financial Aid Office in the Bear Center for application.

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## Undergraduate Admissions: Traditional Programs

### **General Admission Information**

Candidates for undergraduate admission to Concordia must be graduates of a regionally accredited high school, home school, or hold the GED certificate. Applicants must be persons of good moral character. First year students may apply for admission beginning with fall and spring terms. Transfer students may apply for admission for the fall, spring or summer terms. Early application is encouraged.

### **Acceptance to Concordia University**

All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the undergraduate admission committee.

### **Academic Requirements**

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.

### **Application Contacts**

Persons seeking undergraduate admission should direct all correspondence to the Office of Undergraduate Admission, Concordia University, St. Paul, 275 Syndicate Street North, St. Paul, Minnesota 55104-5494. Students may also submit an on-line application at [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, St. Paul and sent to the Office of Undergraduate Admission.

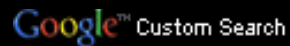
### **Immunization**

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

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## Application Procedures: Traditional Undergraduate Programs

Applicants (full- or part-time) should do the following:

### Freshmen

1. Complete the application for admission and include a \$30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, [www.csp.edu](http://www.csp.edu). Fall term deadline is August 1st, and winter term is December 1st.
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 GED scores may be accepted in lieu of verification of graduation.
3. Complete the ACT and have an official Student Profile Report sent directly to the Concordia University Office of Undergraduate Admission. Arrangements for taking the ACT should be made through the high school counselor's office. The SAT or the PSAT may be substituted for admission purposes only.
4. Submit one letter of recommendation on forms provided by the Office of Undergraduate Admission. The form is to be completed by a guidance counselor and also serves as the high school transcript release request.
5. First-time freshmen who graduated from high school three or more years before application may submit a statement of educational objectives in lieu of items 3 or 4 above.

### Transfer Students

Complete the application for admission and include a \$30 non-refundable application fee. Applications are encouraged to be submitted via the admission website, [www.csp.edu](http://www.csp.edu). Fall term deadline is August 1st, and winter term is December 1st.

1. 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

- 30 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.
2. Submit a letter of recommendation on the form provided by the Office of Undergraduate Admission from the dean of students of the institution last attended.
  3. Submit a letter of recommendation from a non-relative, (e.g. pastor, teacher, employer) on the form provided by the Office of Undergraduate Admission.

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: 8 credits of religion and requirements within majors that include general education courses not previously completed. Final 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.

### **Licensure Students (T.E.A.C.H.)**

Persons possessing an undergraduate degree from an accredited institution may satisfy teaching licensure requirements in any of the licensure areas listed by completing the undergraduate requirements for the license or endorsement desired. Students have the option of attending as full-time students or as part-time students in Concordia's T.E.A.C.H. (Teacher Education at Convenient Hours) program. Students enrolled in the T.E.A.C.H. program attend late afternoon/early evening classes and complete daytime student teaching experiences the last semester of residence. T.E.A.C.H. classes are offered each semester and summer. Secondary and K•12 licensure students may need to take day courses to complete content area coursework. Contact the George Guidera (651) 641-8212 for more information.

### **SEAT (Southeast Asian Teacher Licensure Program)**

Concordia offers a program leading to a degree and/or teacher licensure for adults currently working in schools. Contact SEAT Director Sally Baas (651) 603-6188 or baas@csp.edu or the Office of Undergraduate Admission (651) 641-8230 for more information.

### **Visiting Students**

Concordia 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 that may not be available at the other institution, to meet a temporary special interest, or to provide course work in the student's present local environment.

In order to be admitted as a "visiting student," the student is asked to complete a basic demographic information form and have approved by the previous college (where student was regularly admitted) 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 are enforced by the Office of Undergraduate Admission.

### **Post-Secondary Enrollment Option Program**

Minnesota High School Juniors and Seniors from public, private and home schools may apply for admission into Concordia's Post Secondary Enrollment Option (PSEO) program. Application procedures include submitting the following:

1. A special application form available from the Office of Undergraduate Admission that waives the customary application fee. The deadline for applying for this program is May 1.
2. Notice of Student Registration (available from MN Dept. of Children, Families & Learning)
3. General Letter of Recommendation.
4. High School Counselor Letter of Recommendation
5. Official High School Transcript

A limited number of students are initially accepted on a part-time basis without tuition charge on a space available basis.

Private lessons, independent study, internships and simultaneous enrollment courses are excluded. Special fees (art, music, physical education, lab fees, etc.), which are normally paid in addition to tuition, are not waived by this agreement. Because of our status as a laptop university, there is an additional fee for use of the laptop.

#### *Post-Secondary Enrollment Option (PSEO) Probation*

Any PSEO student who receives a semester GPA of less than 2.00 will be on academic probation. If PSEO students receive a semester GPA of less than 2.00 the following semester, they will not be permitted to continue the PSEO program at Concordia. Students may appeal to the academic appeals committee.

### **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, 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) be sent to the registrar.

### **International Students**

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.
2. Submit evidence of one or more of the following:
  - a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test.
  - b. Equated score of at least 70 on the Michigan test.
  - c. Completed level 112 from English Language Services (ELS). Based on these test results, Concordia's testing program results, and the student's classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.
3. Demonstrate ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.
4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.
5. Any transcripts provided must be evaluated by an outside agency for American equivalents

### **Advanced Placement Program**

Concordia will grant credit for most College Board Advanced Placement 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 at [www.csp.edu/registrar/current.htm](http://www.csp.edu/registrar/current.htm).

### **College-Level Examination Program (CLEP)**

Concordia will grant credit for most CLEP Examinations 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, St. Paul (code number 6224).

Information about the CLEP examinations can be found at [www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html). Concordia University's CLEP credit policy is posted at [www.csp.edu/registrar/CLEP.htm](http://www.csp.edu/registrar/CLEP.htm).

### **New Student Orientation (NSO)**

First year students are required to attend one New Student Orientation session offered in June or August. Students begin to build relationships with other students, faculty, and staff. They receive pertinent non-academic information, meet with an academic advisor, and then helped to register for classes.



Transfer students are required to attend one New Student Orientation (NSO) session in June or August. Students are advised by a faculty member and then helped to register for classes. They also receive information about non-academic aspects of life at Concordia relative to parking permits, voice-mail, books, technology, and co-curricular activities, etc.

Fall Semester: All first year students begin the First-Year Seminar class on the first day of Welcome Week. Students are assigned their First-Year Seminar according to their top choices from the list of topics provided. During Welcome Week, they spend time with other students interested in that topic, along with a Peer Advisor and Faculty Advisor. Transfer and returning students are invited to attend Welcome Week activities prior to the beginning of classes. Welcome Week activities build a foundation for enhancing community and promoting academic growth in a Christian environment.

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

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## Undergraduate Admission: Continuing Studies and Accelerated Programs

### General Information

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

### Acceptance to Concordia University

All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the undergraduate admission committee.

### Academic Requirements

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.

### Application Contacts

Persons seeking undergraduate admission should direct all correspondence to the Office of Undergraduate Admission, Concordia University, St. Paul, 275 Syndicate Street North, St. Paul, Minnesota 55104-5494. Students may also submit an on-line application at [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, St. Paul and sent to the Office of Undergraduate Admission.

#### Immunization

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

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Continuing Education, Degree Completion, Graduate & Undergraduate

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## Application Procedures Accelerated Degree Programs

Admissions requirements are:

- A minimum of 36 semester credits, transferable, from accredited colleges or universities, or a combination of transferable credits and extra collegiate learning experience equaling 36 semester credits.
- A cumulative grade-point average of 2.0 or better.
- A resume documenting at least three years of work experience.
- Two letters of recommendation.
- A two-page essay on personal and professional goals.
- \$30 application fee.
- Technology agreement.

Upon receipt of official transcripts, an academic advisor will review them and determine the number of transferable credits which academic requirements have been satisfied. When the above requirements have been met and the University's Admissions Office has received and processed the application, two letters of recommendation, resume, application fee, and for some programs a writing sample and interview, the file will be reviewed for acceptance.

### **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, 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) be sent to the registrar.

## International Students

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.
2. Submit evidence of one or more of the following:
  - a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test.
  - b. Equated score of at least 70 on the Michigan test.
  - c. Completed level 112 from English Language Services (ELS). Based on these test results, Concordia's testing program results, and the student's classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.
3. Demonstrate an ability to meet the expenses of university fees, tuition, room and board, transportation, and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.
4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.
5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

## Advanced Placement Program

Concordia will grant credit for most College Board Advanced Placement 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 at [www.csp.edu/registrar/current.htm](http://www.csp.edu/registrar/current.htm).

## College-Level Examination Program (CLEP)

Concordia will grant credit for most CLEP Examinations 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, St. Paul (code number 6224). Information about the CLEP examinations can be found at [www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html). Concordia University's CLEP credit policy is posted at [www.csp.edu/registrar/CLEP.htm](http://www.csp.edu/registrar/CLEP.htm).

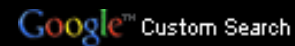
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## Graduate Admission

### General Information

Candidates for graduate admission to Concordia 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.

Acceptance to Concordia University

All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the graduate admission committee.

### Application Procedures

Each program shall require the following:

1. official documentation (transcripts) of an accredited baccalaureate degree.
2. an overall G.P.A. of 2.75 on a 4.0 scale, or a 3.0 on a 4.0 scale for the last two years of the undergraduate degree.
3. an application (application fee waived for CSP alumni) and application fee.
4. Letters of recommendations from non-relatives
5. Professional resume
6. A signed copy of the technology agreement.
7. Personal interview with department

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

MA in Education (College of Education):

- Students must have completed at least 13 semester credits of baccalaureate work in education, psychology, or sociology. If students lack these required credits, life experience essays demonstrating proficiency in the specific emphasis area selected by the student may be accepted.
- Submit a portfolio or essay that describes the following:
  - Work experience and how it prepared the student for this degree;
  - Leadership positions held, memberships in professional organizations, service on boards and committees;
  - Evidence of personal leadership potential;
  - Educational and professional goals.

MA in Christian Outreach (College of Vocation and Ministry)

- A letter of recommendation from the applicant's pastor; two letters of recommendation from individuals who can verify applicant's outreach ministry experience or knowledge;
- Outreach work experience resume;
- Written expression of applicant's rationale for pursuing the degree.
- transcripts indicating a CGPA of 2.75 on a 4.0 scale, with a 3.0 on a 4.0 for the last two years of undergraduate study or demonstration of the ability to perform at a masters level;
- Undergraduate courses in Old Testament, New Testament, and Christian doctrine, or demonstration of competency in course areas must be completed by the beginning of the second summer residency.
- A personal or phone interview may be requested by the Entrance Committee.

MA in Education - emphasis in differentiated instruction (College of Education)

- Submit a portfolio that contains a current resume and a 1-3 page statement of personal philosophy regarding students with diverse learning needs.
- Complete an interview, in person or by telephone, with the Director of MAEDI

Appeal of Policy and Procedure

A. Graduate students may appeal decisions made by program faculty or administrators regarding admission to the program or questions that may arise as a result of a candidate's academic performance.

B. Steps for appeal include:

1. The student should first consult directly with the director of graduate admission. The formal appeal process will be offered and explained in detail.
2. Students submitting a formal written appeal will be reviewed by the Graduate Admission committee, academic dean(s) and program representatives.
3. Appeals will be reviewed within two weeks.
4. Communication of formal appeal will be provided in written letter to the graduate applicant.
5. Any appeal shall be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed.

#### Application Contacts

Persons seeking graduate admission should direct all correspondence to the Office of Graduate Admission, Concordia University, St. Paul, 275 Syndicate Street North, St. Paul, Minnesota 55104-5494. Students may also submit an on-line application at [www.csp.edu](http://www.csp.edu)

Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, transcripts, and fees. Remittances should be made payable to Concordia University, St. Paul and sent to the Office of Graduate Admission.

#### Immunization

Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs.

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

1. Apply for re-admission through the Office of Graduate Admission. No application fee is required.
2. Submit information concerning activities since last attending Concordia, 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) be sent to the registrar.



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## Tuition and Fees 2009-2010-Traditional Undergraduate Programs

### Traditional Undergraduate Programs

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

### Undergraduate Costs by College and Programs

**Traditional Programs** (including BA, BBA, Certificate and Licensure students)

	Fall/Spring Semesters	Academic Year
Tuition	\$13,200	\$26,400
Residence Hall / Food Services	\$3,625	\$7,250
Totals	\$16,835	\$33,650

Undergraduate (per credit hour, for students registered for 6-11 credits)	\$1,100
Undergraduate (per credit hour, for students registered for 1-5 credits)	\$550
Summer School (2010) per credit hour	\$450
Auditing (per class)	\$150
Course overload (per credit hour, over 19 credits)	\$250
DCE or DCO Internship (in lieu of on-campus tuition)	\$13,200

### Optional Fees

Parking	No charge
Single Room (additional charge per semester)	\$650
Room Charge (per day for early-arrival students)	\$25
Extra institutional credit (includes credit by examination-per credit hour)	\$270
Colloquy tuition rate (per credit hour)	\$270
<b>Technology fee for part-time students</b>	
9-11 credits	\$100
6-8 credits	\$200
1-5 credits	\$400
PSEO	\$100
Private Music Instruction (private lessons)	\$200
Private Music Instruction (honors lessons)	\$400
Science Lab Fees (varies by course)	\$25-\$50
Fine Art Fees (varies by course)	\$25-\$50
Biology and Chemistry Research Fee	\$100

### Required Fees

Application for admission	\$30
Credentials	\$8
Graduation	\$125
Transcript(s)	\$7*

\*additional fee of \$10 if requesting a faxed copy of transcript

Note: Transcripts are only released by written request of the person who received credit at Concordia University. Requests may be sent via mail, fax, or the student may fill out a form in the registrar's office. We regret that telephone and emailed requests cannot be honored.

Transcript Request: Allow two-three business days for processing. Transcripts are \$7 each. Transcripts can be faxed for an additional charge of \$10.

### Deposits

<p><b>Undergraduate Enrollment Deposit:</b></p> <p>The enrollment deposit is due within 30 days of acceptance to the university, nonrefundable after May 1st, and is applied toward the first semester costs.</p>	\$100
<p><b>Residence Hall Damage Deposit:</b></p> <p>The residence hall damage deposit is to be paid with initial residence hall application and must be received before a housing assignment is made and residence hall keys issued. The damage deposit will be refunded to the resident upon cancellation or separation from the university, provided the cancellation deadline was met and there is no balance due on the student's account. Specific criteria for the return of the damage deposit are outlined in the residence hall housing agreement.</p>	\$125
<p><b>Residence Hall Down Payment for Returning Students:</b></p> <p>The residence hall down payment is paid by students when re-applying for housing for the next academic year. The down payment is credited to fall semester room and board charge. It is not refundable after June 15.</p>	\$100

**Apartment Damage Student Deposit:**

\$500

The apartment damage deposit is to be paid after student's apartment application has been approved and before keys are issued. Specific criteria for the return of the apartment damage deposit are outlined in the apartment housing agreement.

**Payment of Fees**

Fees are due each semester as follows:

- Fall Semester: Due on or before August 15
- Spring Semester: Due on or before January 15

Registrations may be canceled at any time for nonpayment of fees. Late registrants must provide an acceptable payment arrangement before registering. Acceptable payment arrangements are as follows:

**Payment Option #1-Cash**

Pay for each semester in full by the following dates:

Semester one (Fall) - August 15

Semester Two (Spring) - January 15

If you receive any financial aid it will appear on your account and you would owe the remaining balance by the above dates. A finance charge of 1% is added to outstanding balances at the beginning of each month. If you have a Concordia University ID you can make credit card or bank transfer payments 24/7 by going to <http://concordia.csp.edu/BEARCETNER/> and clicking on "Make on-line payments" on the bottom left of the screen.

**Payment Option #2- Payment Plan**

A budgeted nine-month payment plan is available through Sallie Mae. The payments start in August. A ontime fee is paid with your first payment and no interest is paid for the year. Sallie Mae will automatically withdraw money from your checking or savings account and the money would be applied to your student account within 15-30 business days.

To enroll in this plan, a link is available for student who have a Concordia University ID. Go to <http://concordia.csp.edu/BEARCENTER> and click on "Sign up for a payment plan" heading on the bottom left of the screen. Then click on Traditional Students to enter the site.

Registrations may be canceled and WebCT disabled for registrants who fail to comply with the payment option they select.

Payments not received by the due date will be assessed the 12% annual finance charge, 1% monthly, each month it remains unpaid.

Only those students with bills paid in full will have access to grades, receive transcripts of credits, and diplomas.

Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the student account. This takes place when the student has completed all the necessary paperwork for receiving financial aid.

All fees must be paid in full before next semester's registration or you will not be allowed to register.

### **Refunds**

Traditional students who discontinue their studies during the first five (5) weeks of the semester may receive a refund of tuition, fees, room and board, according to the following schedule:

During the first week of classes	90%
During the second week of classes	80%
During the third week of classes	50%
During the fourth week of classes	33%
During the fifth week of classes	17%
After the fifth week of classes	No Refund

Refunds for room and board charges are determined by the last date of occupancy based upon the above schedule. This date is determined by a combination of the date keys are returned, the date the student moved out of the residence hall, and the last day the student was on the meal plan. The refund dates for room and board are sometimes different than the date of discontinuance from the university. (See official procedures under "Withdrawal from the University" section of this catalog.)

Date of discontinuance is determined by filing a "Change of Status" form with the director of advising.

Courses and sessions that are not of the standard fifteen-week semester length have these standards applied proportionally.

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## Tuition & Fees 2009-2010- Undergraduate Accelerated Degree Programs

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

Once a student enrolls in a cohort, tuition will not change for that student as long as the student is continuously enrolled in that cohort.

### College of Business and Organizational Leadership

<b>Per Credit Fee</b>	<b>\$400</b>
<ul style="list-style-type: none"> <li>• Food Retail Merchandising, Marketing, and Management,</li> <li>• Human Resource Management</li> <li>• Information Technology in Management</li> <li>• Marketing Management and Innovation</li> <li>• Organizational Management &amp; Leadership</li> <li>• Business Management</li> </ul>	



<ul style="list-style-type: none"> <li>• Criminal Justice</li> </ul>	\$375
Application Fee	\$30
Auditing (per class)	\$150
Graduation Fee	\$100
Change of Status Fee (after 2nd change)	\$75

### College of Education

<b>Per Credit Fee</b> <ul style="list-style-type: none"> <li>• Child Development</li> <li>• Family Life Education</li> <li>• Exercise Science</li> <li>• Pulmonary Science</li> </ul>	\$375
Application Fee	\$30
Auditing (per class)	\$150
Graduation Fee	\$100
Change of Status Fee (after 2nd change)	\$75

## Payment of Fees

Fees are due each semester as follows:

### ***Payment Option #1***

Payment in full by the due date(s) listed below; reflected on your bill.

\*Select this option if Financial Aid is your primary source of funding\*

\*\*Term 1 is due on the 3rd week of class.

\*\*Subsequent terms are due by the 1st class night of each new term.

### ***Payment Option #2***

Employer Reimbursement plan offers a 30 calendar day grace period from the last night of class. With this plan, tuition payment is not required until the end of the course, but there is a 1% finance charge applied each month on the unpaid balance. To qualify, please complete the Employer Reimbursement Agreement form and submit a complete copy of your employer's tuition reimbursement policy. (Note: If your employer/sponsor requires proof of payment before being reimbursed, please select another option.)

### ***Payment Option #3***

TuitionPay, offers the opportunity to enroll in a monthly payment plan that can automatically deduct from your checking or savings account each month for the entire duration of your program. To enroll, please access it online at <http://concordia.csp.edu/BEARCenter/> and click on "Sign up for a payment plan."

Note: Concordia reserves the right to modify your payment plan in accordance with the duration of your program.

Registrations may be canceled and WebCT disabled for registrants who fail to comply with the payment option they select.

Payments not received by the due date will be assessed the 12% annual finance charge, 1% monthly, each month it remains unpaid.

Only those students with bills paid in full will have access to grades, receive transcripts of credits, and diplomas.

Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the student account. This takes place when the student has completed all the necessary paperwork for receiving financial aid.

All fees must be paid in full before next semester's registration or you will not be allowed to register.

## **Refunds**

Students in undergraduate programs who discontinue their studies before the beginning of the third class of Term One may receive a refund.

Date of discontinuance is determined by filing a Change of Status form with the student's academic advisor. A charge of \$75 will be assessed for Change of Status forms exceeding two changes of status per student during their entire course of study at Concordia University.

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## Tuition & Fees 2009-2010-Graduate Programs

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

Once a student enrolls in a cohort, tuition will not change for that student as long as the student is continuously enrolled in that cohort.

<b>Per Credit Fee</b>	
College of Arts and Sciences	
<ul style="list-style-type: none"> <li>MA in Strategic Communication Management</li> </ul>	\$450
College of Business and Organizational Leadership	
<ul style="list-style-type: none"> <li>MA in Organizational Management (through Fall 09)</li> <li>MA in Leadership and Management (Begins Jan. 2010)</li> <li>MA in Human Resource Management</li> </ul>	\$450
<ul style="list-style-type: none"> <li>MA in Criminal Justice Leadership</li> </ul>	\$425
<ul style="list-style-type: none"> <li>Master of Business Administration (MBA)</li> <li>Master of Business Administration (with Healthcare Emphasis)</li> </ul>	\$560
College of Vocation and Ministry	
<ul style="list-style-type: none"> <li>MA in Christian Outreach</li> </ul>	\$425
College of Education	
<ul style="list-style-type: none"> <li>Education: Early Childhood Education Emphasis</li> <li>MA in Family Life Education</li> </ul>	\$425
<ul style="list-style-type: none"> <li>Education: Classroom Instruction Emphasis</li> <li>Education: Classroom Instruction with K-12 reading Endorsement</li> <li>Education: Differentiated Instruction Emphasis</li> <li>Education: Educational Leadership Emphasis</li> </ul>	\$348
Application Fee	\$50
Change of Status Fee (after 2nd change)	\$75
Graduation Fee	\$100

## Payment of Fees

Fees are due each semester as follows:

## Payment Option #1

Payment in full by the due date(s) listed below; reflected on your bill.

\*Select this option if Financial Aid is your primary source of funding\*

\*\*Term 1 is due on the 3rd week of class.

\*\*Subsequent terms are due by the 1st class night of each new term.

## Payment Option #2

Employer Reimbursement plan offers a 30 calendar day grace period from the last night of class. With this plan, tuition payment is not required until the end of the course, but there is a 1% finance charge applied each month on the unpaid balance. To qualify, please complete the Employer Reimbursement Agreement form and submit a complete copy of your employer's tuition reimbursement policy.

(Note: If your employer/sponsor requires proof of payment before being reimbursed, please select another option.)

## Payment Option #3

TuitionPay, offers the opportunity to enroll in a monthly payment plan that can automatically deduct from your checking or savings account each month for the entire duration of your program. To enroll, please access it online at <http://concordia.csp.edu/BEARCenter/> and click on "Sign up for a payment plan."

Note: Concordia reserves the right to modify your payment plan in accordance with the duration of your program.

Registrations may be canceled and WebCT disabled for registrants who fail to comply with the payment option they select.

Payments not received by the due date will be assessed the 12% annual finance charge, 1% monthly, each month it remains unpaid.

Only those students with bills paid in full will have access to grades, receive transcripts of credits, and diplomas.

Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the student account. This takes place when the student has completed all the necessary paperwork for receiving financial aid.

All fees must be paid in full before next semester's registration or you will not be allowed to register.

## Refunds

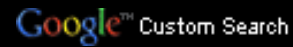
Students in graduate programs who discontinue their studies by the end of the second class of Term One may receive a refund.

Date of discontinuance is determined by filing a Change of Status form with the student's academic advisor. A charge of \$75 will be assessed for Change of Status forms exceeding two changes of status per student during their entire course of study at Concordia University.

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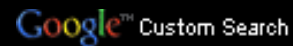
## School of Continuing Studies Tuition and Fees 2009-2010

Per credit hour undergraduate (face to face)	\$275
Per credit our human relations in-service	\$275
Per credit hour graduate (face to face)	\$375
Per credit hour undergraduate (on-line)	\$275
Per credit hour graduate (on-line)	\$375
Certificates (Marketing)	\$275
Auditing (per class)	\$150
Workshop fee full day	\$150
Workshop fee full day - alumni	\$100
Workshop fee half day	\$75
Workshop fee half day - alumni	\$65

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### Assessment Program

The assessment program at Concordia University, St. 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 students compare in certain subject areas to students across the country. Many of the assessment activities will be part of courses and some will be a part of the process of applying for an academic major. Other assessments

will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

## **Registration**

The average academic load for a full-time student is 16 credits. The maximum load without payment of additional fees is 19 credits. Students who desire an academic overload without the required cumulative grade point average must petition through the advisor for permission.

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

## **Classification of Students**

Students are placed by class according to the number of credits they have earned:

Freshmen: up to 31 credits

Sophomores: 32/63

Juniors: 64/95

Seniors: 96 credits and above

### **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. 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**

Part-time students are those who have satisfied certain requirements for admission to the university but carry fewer than 12 credits per semester. 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.

### **Repeating a Course**

Student may repeat a course. If students repeat a course, only the higher/highest grade is used in computing cumulative grade point average (CGPA).

### **Auditing Courses**

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

### **Co-Curricular Activities**

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

### **Independent Study**

Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 42 clock hours of work.

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair and the dean

of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of classes in a semester. Forms are available in the academic advising office, on the web, and the registrar's office.

### **Internships**

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

### **Attendance at Class**

Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of extreme emergencies and unforeseen circumstances students are expected to notify their instructors and arrange to make up assignments. Instructors will record attendance and specify procedures for handling absences in course syllabi.

### **Withdrawal from Courses/Withdraw without Record**

#### *Full semester courses*

Students may withdraw from a course without record during the first ten class days of a semester.

#### *Half semester courses*

Students may withdraw without record within the first five days of half semester courses.

#### *Less than half semester courses*

Students may withdraw without record through the first one-seventh of the class meeting times.

Withdrawal with Record

#### *Full semester courses*

Students may withdraw from full semester courses anytime from the eleventh day through the fiftieth day and receive a "W" grade.

#### *Half semester courses*

Students may withdraw from half semester courses anytime from the sixth day through the twentieth-fifth day and receive a "W" grade.

#### *Less than half semester courses*

Students may withdraw from less than half semester courses and receive a "W" through the first five-sevenths of the class meeting times.

#### Withdrawal Procedures

1. Students are able to drop courses on-line through the drop dates posted on the academic calendar.
2. After the drop period is over, student must submit a signed course change form with instructor and advisor signatures when withdrawing from a course.
3. Effective dates for withdrawals will be determined by the date when the properly completed Course Change form is received in the office of the registrar.

#### **Grading System** -- Effective Fall Semester 2005

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 point

D-	0.67 grade points
F	0.00 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

Prior to the end of the term the student files a form with the professor requesting the "I" grade and indicating a planned completion date. Normally, an "in-progress" (I) grade should be removed by the end of 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. 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 vice president for academic affairs and filed with the registrar.

### **Pass/No-Pass Grading**

A course usually graded A-F may be taken P-N by a student if the course is an elective. A course is designated as elective when it is not used by a given 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-F as a P-N course, a student must file the appropriate P-N form with the Office of the Registrar before the end of the seventh week of the term. The "P" grade is equated to the normal "A" to "C" grade range. P-N courses transferred in by students as required courses (a course is designated as required when it is used by a given students 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. Other courses and internships (see below) which are graded by the P-N system do not count towards these limits.

**In courses only graded P-N**

Field experiences required in liberal education, business/economics, professional programs (teacher aide, student teaching, internship, practicum) 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 music/drama majors, minors or emphases. Although these courses apply toward graduation requirements, they are not calculated into the cumulative grade point average.

### **In-Progress Grades**

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. However, any in-progress grade could affect the student's probationary and disqualification status (See Satisfactory Progress Policy). Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

1. All course requirements must be completed within four weeks from the last day of class of the current term.
2. Extensions may be requested for a maximum of six months from the last day of the course if students are unable to complete the work in four weeks.
3. The grade will automatically turn to an "F" if the course requirements are not completed within six months.
4. The maximum number of In-Progress grades students may carry at one time is two (2).

### *Student in Good Standing*

A student in good standing is one who:

1. Is registered for the current term;
2. Is attending class in accordance with the class attendance policy;
3. Has no financial obligations to the university;
4. Is not on disciplinary probation; and
5. Is not on academic probation.

Eligibility to participate in certain inter-scholastic activities necessitates the fulfillment of additional requirements.

### **Satisfactory Progress Policy**

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

Students are expected to meet satisfactory academic progress standards for each term. Students not maintaining the specified standards will be required to meet with their advisors to assist in detecting and alleviating problems they may be experiencing. To be eligible to register continuously without conditions, a student must achieve satisfactory progress by maintaining a 2.00 Cumulative Grade Point Average and:

1. Traditional Term Students must complete a minimum of 12 credits each term. Incompletes (I) and withdrawals (W) do not count toward completion. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students. (Students taking 9-11 credits will need to pass 9 credits and students taking 6-8 credits will need to pass 6 credits).
2. Accelerated Program Cohort Students taking 12 or more credits must complete at least 12 credits each term. (Students taking 9-11 credits will need to pass 9 credits and students taking 6-8 credits will need to pass 6 credits). Incompletes (I) and withdrawals (W) do not count toward completion.

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

1. **Traditional Term Students**

- a. **Academic Alert:** Academic alert is a warning that students either did not complete 12 credits or a proportional number of the registered courses for the term, or their CGPA was below 2.0 for their first term at Concordia. Students will be notified that they are on academic alert. Students placed on academic alert may enroll for no more than 16 credits for the following term without written permission of the dean of their college. Students are required to meet with their academic advisor within the first two weeks of the new term to determine a plan of assistance. The plan of assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. A student success class may be required. Students must submit a copy of their plan of assistance to the director of academic advising to remain registered for the term. Financial aid continues for the term. An academic alert appears on the student's internal records, but it is not part of the permanent transcript. The status of academic alert is only in effect during a student's second term of attendance.

- b. **Academic Probation:** Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following term, without written permission of the dean of their college. Academic probation status appears on the student's internal records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new term to determine a plan of assistance.



c. **Disqualification (unsatisfactory progress for two consecutive terms)** Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

## 2. **Accelerated Cohort Students**

a. **Academic Probation:** Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following term. Academic probation status appears on the student's internal records, but it is not part of the permanent transcript. A student on academic probation must contact his or her advisor to determine a plan of assistance.

b. **Disqualification (unsatisfactory progress for two consecutive terms)** Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

### **Disqualification Appeal Process**

An appeal form must be submitted to the academic appeals committee. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. 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.

If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only.

Traditional Term Students being readmitted by appeal who have not attended Concordia in the five years prior to the appeal will be readmitted under academic alert. Accelerated Cohort Students being readmitted by appeal who have not attended Concordia in the five years prior to the appeal will be readmitted under academic probation.

### **Withdrawal from the University**

Students wishing to change their status by discontinuing, taking a leave of absence or changing their cohort will discuss their plans with their advisor. Traditional students will contact the director of academic advising, Rosemary Braun [AD121, (651) 641-8708, or braun@csp.edu.] for an exit interview. It is the student's responsibility to fulfill all necessary obligations for these offices: 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 unpaid accounts.

If you leave Concordia as a result of administrative dismissal or academic disqualification, you may appeal. Contact the director of academic advising, Rosemary Braun [AD121, (651) 641-8708, or [braun@csp.edu](mailto:braun@csp.edu).] for the appeal form.

## **Honor Recognition**

### *Dean's List*

Traditional program full-time students, who earn a grade point average (GPA) of 3.50 and above in a given academic semester, are included on the dean's list. To be considered, all incompletes must be removed by the end of the second week after exam week.

### *Graduation Honors*

Full-time students in bachelor degree programs in Concordia University, St. Paul who have earned at least 64 credits at Concordia 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 3.75-3.89 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 at Concordia University, St. Paul who have earned fewer than 64 credits and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 64 credits and have a GPA between 3.75 and 3.89 will be recognized as graduating "with distinction."

### *Academic Honors Convocation*

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

## **Honorary Societies**

### *Lambda Pi Eta*

Concordia University, St. Paul is home of the Nu Beta chapter of Lambda Pi Eta, having been chartered in 2001.

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). 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. Lambda Pi Eta became a part of the National Communication Association (NCA) in 1988, and the official honor society of the NCA in July 1995. Lambda Pi Eta represents what Aristotle described in his book, *Rhetoric*, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics.

The goals of Lambda Pi Eta are to:

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

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

### *Sigma Tau Delta*

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

### **Off-Campus Study**

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

Off-Campus Enrollment

Students wishing to apply for an Off-Campus Enrollment (OCE) for required courses must be (1) an admitted student, (2) currently registered for six or more credits, (3) maintaining satisfactory progress as defined in this catalog, (4) have a serious unavoidable class conflict which prevents the student from graduating on time, or (5) planning to take a course that is a part of the approved majors and minors but not currently taught at Concordia. Although new courses, majors and minors will not be created through an OCE, the student may earn majors and minors at other institutions and transfer them to Concordia. The student who meets these criteria may proceed to apply by contacting their advisor and completing the OCE form, which is available from the academic advising office. Following approvals, the student accounts office will provide authorization to register at the host institution. Students must request the host institution to send a transcript to Concordia's office of the registrar for final documentation. If the transcript is not received by the registrar within three months of the OCE completion, the student's account will be assessed for fees paid to the host institution.

#### *Global Off-Campus Enrichment Study*

Another off-campus study option available to students is the Global Off-Campus Enrichment (GOE). The student must be (1) in good standing and (2) request approval through the academic advising office. The student will complete a GOE form with their advisor and turn the form into the academic advising office. New programs are being approved yearly. Check in the academic advising office for the latest information.

### **ROTC**

#### Air Force ROTC

A cooperative program between Concordia and the University of St. Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at St. 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 St. 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 St. 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.

#### **Simultaneous Enrollment**

The Simultaneous Enrollment program is a method for Concordia University, St. Paul students to enroll for classes and other educational opportunities on another Concordia University System campus for up to one year without loss of credits. Any student currently enrolled and in good standing is eligible to apply for the Simultaneous Enrollment programs of the Concordia University System. Students must have completed at least one term at the home campus, have at least a sophomore standing and have at least a 2.00 cumulative GPA. Visiting students are limited to 2 semesters (3 quarters) visiting other campuses. Students should contact the registrar's office for details. Many of the universities have strict quotas and a limited number of applicants are accepted.

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## Curriculum

### Framework for Learning

The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia students-both in and out of the classroom-is placed within an overarching structure called the Framework for Learning.

### Goals and Competencies

#### Aesthetic

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

Competencies: With the help of the Concordia community the student will:

- understand the importance of artistic expression in reflecting and shaping the life of human communities;
- appreciate the arts by exploring them in relation to philosophical, religious and social thought;
- appreciate the arts by experiencing major forms of artistic communication;
- appreciate and examine the relationship of the arts and ineffable aspects of human experience;
- value one's self as a contributor to, appreciation of and participant in various avenues of artistic expression.

## **Intellectual**

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

Competencies: With the help of the Concordia community the student will:

- A. reason logically, reflectively and independently;
- B. examine, analyze and integrate ideas, applying inductive, quantitative and abstract thinking;
- C. synthesize and formulate new ideas;
- D. arrive at thoughtful, informed and ethical decisions;
- E. use appropriate and current technology in problem solving, research and analysis.

## **Physical**

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

Competencies: With the help of the Concordia community the student will:

- A. demonstrate strategies that promote lifelong health;
- B. implement and evaluate a personal physical fitness plan;
- C. implement a health-conscious lifestyle, including intellectual and emotional wellness;
- D. balance health of physical self and service to God and humanity.

## **Spiritual**

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

Competencies: With the help of the Concordia community the student will:

- A. appreciate and understand the content of the Bible, with appropriate reference to the Gospel and Lutheran theology;
- B. describe the Christian tradition, noting the university's Lutheran heritage and examine the range of Christianity's influence on human history and culture;
- C. relate with sensitivity to various religious traditions;
- D. understand the complexities of the intersections of religion and society, including questions of ethics and vocation;

E. serve the larger community and reflect on the significance of that service.

## **Communication**

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

Competencies: With the help of the Concordia community the student will:

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

## **Interpersonal**

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

Competencies: With the help of the Concordia community the student will:

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

## **Civic**

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



Competencies: With the help of the Concordia community the student will:

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

## **Global**

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

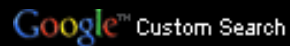
Competencies: With the help of the Concordia community the student will:

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

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

## **General Education Requirements**





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## Definition of Terms Traditional Undergraduate Programs

The **academic year** consists of two fourteen week semesters plus final examination days.

**Bachelor of Arts degree** consists of a major, or two minors, general education courses, and elective courses totaling the minimum credit requirements (128) to graduate with a B.A. Degree from Concordia.

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

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

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

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

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

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

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

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

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

A **major** normally consists of thirty-two (32) to forty-four (44) credits taken in courses in one area or related areas of study prescribed by the faculty.

A **minor** normally consists of twenty (20) to twenty-four (24) credits taken in courses in one area or related areas of study prescribed by the faculty.

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

A **program** is a course of study leading to licensure (teaching) or certification (DCE, DPM, DCO).

A **specialization** is a focused group of courses required in addition to a major or minor to attain a certification.

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.

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## General Education Requirements

### General Education

The general education curriculum is represented by the areas listed alphabetically below.

Concordia students will be given the opportunity to grow in their ability to (a) discover, confront and explore unfamiliar information and ideas; (b) use available academic resources and skills to think analytically, critically and synthetically; (c) use appropriate and current technology for research and problem solving; and (d) ideally move beyond the academic data itself to formulate and express new insights and ideas.

FINE ARTS (a total of 4 credits over two areas required)

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

ART101	Approaching Art #	2
MUS120	Music and Human Experience #	2
THR101	Introduction to Theater Arts	2

(# Recommended for Teacher Education)

## 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.

HIS111	Western Civilization to 1648	4
HIS113	Western Civilization since the Reformation	4
HIS212	Introduction to History	4
<b>HMG110</b>	<b>Introduction to Hmong History</b>	<b>4</b>
POL131	American Government	4
POL241	International Relations	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.

COM103	Communication Fundamentals:	4
<b>COM 212</b>	<b>Public Speaking</b>	<b>4</b>

## GLOBAL STUDIES (4 CREDITS REQUIRED)

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

COM309	Intercultural Communication	4
ECO101	Macroeconomics	4

ENG290	Language and Society	4
GRK211	Beginning Greek I	4
<b>GER101</b>	<b>Beginning College German I</b>	<b>4</b>
<b>GER102</b>	<b>Beginning College German II</b>	<b>4</b>
HIS121	World History	4
HIS221	World Culture: Greece and Rome	4
HIS267	Introduction to Latin America	4
<b>HMG201</b>	<b>Hmong Culture and Society</b>	<b>4</b>
RLG350	Religions of the World	4
SPA101	Beginning College Spanish I	4
SPA102	Beginning College Spanish II	4
	<b>Foreign Study Programs (see catalog)</b> <b>England, India, Mexico, Jerusalem,</b> <b>HECUA, Thailand</b>	
THY473	Cross-Cultural Outreach	4

#### 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.

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

#### HEALTH AND PHYSICAL EDUCATION (3 CREDITS REQUIRED)

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

KHS110	Health and Human Movement	3
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#### 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.

ENG155 Introduction to Literature 4

#### MATHEMATICS AND NATURAL SCIENCE (8 CREDITS REQUIRED)

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

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

#### **Mathematics (minimum 3 credits required)**

A Math Placement Exam is required of all incoming students. Students who do not pass this exam must successfully complete Intermediate Algebra (MAT100) before taking a general education math course.

MAT101 Contemporary Mathematics # 3

MAT110 Introduction to Probability and Statistics 3

MAT125 Pre-calculus 4

MAT135 Calculus I 4

# Recommended for Teacher Education.

#### **Biology (minimum 3 credits required)**

BIO100 Biology Today 3

BIO120 Biology I: The Unity of Life 4



BIO130 Biology II: The Diversity of Life 4

**Physical Science (minimum 3 credits required)**

CHE110 Perspective in Chemistry 3

CHE115 General Chemistry I 4

ENV120 Intro to Environmental Science 3

ESC140 Observational Astronomy 3

ESC120 Observational Geology 3

PHS111 Principles of Physics 3

PHS112 General Physics I (trig based) 5

PHY221 General Physics I (Calc based) 5

**RELIGION AND THEOLOGY (8 CREDITS REQUIRED; 3-4 BIBLE, 4 CHRISTIAN FAITH)**

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

Note: # courses for Church Work students

**Biblical (3 or 4 credits)**

THL100 The Biblical Heritage of Christianity 4

THL206 New Testament # 3

**Intermediate (4 credits)**

THL242 On Being a Christian 4

THL305 Portraits of Jesus: Gospels..Gnostics . . .  
Islam 4

THL320 Global Christianity 4

THL325 Christian Ethics for the Professional	4
THL330 Our Living Faith #	4
THL334 Love and Hate	4
THL335 God, Death, and Destiny	4
THL336 Evil Meets Good	4
THL351 Messiah and Muhammad	4
THL352 Is God Green?	4
THL356 One Nation Under God?	4
THL357 Christianity and the Media	4

WRITING (4 CREDITS REQUIRED)

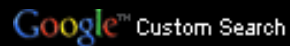
The writing course provides students with an awareness of written communication-specifically the process of research, synthesis and analysis-as well as opportunities to practice their own writing skills in an academic setting.

ENG120	College Writing	4
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## Graduation Requirements for Baccalaureate Degrees

### **Graduation Requirements for a Major or Minor**

#### **Bachelor of Business Administration Graduation Requirements**

#### **Associate in Arts Degree**

#### **Emphasis - 16 credits**

### **Bachelor of Arts Degree or Bachelor of Science Degree**

Baccalaureate degrees from Concordia University, St. Paul, carry the following general requirements. Students will:

1. Complete the 48 credits of general education requirements distributed according to the "Framework for Learning" goals and competencies.
2. Complete 128 credits applicable to graduation.
3. Earn a cumulative grade point average of 2.00 or above.
4. Complete approved courses. Submit a petition for substitutions to approved majors or minors as needed.
5. Complete all assessment activities and outcomes exams required for general education and major.
6. Traditional students meet with the registrar at least two weeks before registering for the final semester. Students in the Cohort Accelerated Degree Programs communicate with an academic advisor on a continuing basis.
7. Be approved as a candidate for a degree by the faculty, upon the registrar's recommendation.

### **Graduation Requirements for a Major or Minor**

All students seeking a Bachelor of Arts degree must complete the following requirements in addition to the university requirements listed above and the specific requirements for each major, minor, or program.

1. Complete one major or two minors and courses prerequisite to the major or minor if applicable. A cumulative grade point average of 2.50 is required in the major or two minors. 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.
2. Complete 32 credits in residence of which 20 are to be completed in the senior year.
3. Complete at least 50% of a major, minor, or emphasis in residence unless approved by the appropriate department(s).
4. After accumulating 48 credits, complete an application for major or minor for approval by an advisor, department chair and director of student academic advising. Junior or senior transfer students complete the application for major or minor the first semester on campus.

Teacher Education Requirements are listed in the College of Education special requirements section.

### **Bachelor of Business Administration Degree**

#### **Bachelor of Business Administration Graduation Requirements**

Admission to all business majors:

1. Complete all freshman/sophomore required business and prerequisite courses.
2. Earn no more than 8 credits of D/F grades in the freshman/sophomore required business and prerequisite courses. All D/F credits from all prior enrollments in courses that a student repeats are counted as D/F credits for the purposes of admission to the majors in the BBA program. Accounting and Finance majors also earn B, C or C, B in ACC201 and ACC202.

All students seeking a Bachelor of Business Administration degree must complete the following requirements:

1. Complete 128 credits applicable to graduation within 8 years of entering Concordia. The 128 credits must consist of general education, basic business core, major and elective courses and all necessary prerequisites.
2. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence.
3. Earn a cumulative grade point average of 2.00 or above in the major.
4. Complete a BBA program plan for approval by the advisor and department chair when the student declares his or her major.
5. Complete the Major Field Test in Business.

If a student has earned the grade of D in a course that is part of the BBA basic business core and has taken that course at a school other than Concordia, this course will not substitute for a course that is part of the business core. A student may earn transfer credit for a lower-level (100- or 200-level) course that is part of the business core only if the student took the course at an accredited, baccalaureate institution.

## **Associate in Arts Degree**

Students may obtain the Associate in Arts degree by completing the following curricular requirements plus electives, for a total of 64 credits. A minimum of 24 credits must be earned at Concordia. In addition, students must:

1. Earn a minimum cumulative grade point average of 2.00.
2. Complete all general education requirements.
3. Complete all assessment activities and outcome exams required for general education.
4. Select, if desired, an area of emphasis to complete the total number of credits required for graduation.

### **Emphasis- 16 credits**

As part of the Associate in Arts degree program, a student may select, with the advisor's approval, an area of specialization. The academic department and the director of academic advising approve the listing of courses.

### **Individualized Programs for Transfer**

Students planning to transfer to another institution after one or two years without the Associate in Arts degree may follow basically the general education course requirements. These may be adjusted to meet students' needs and program objectives.

One- and two-year programs for transfer purposes into terminal programs, (architecture, forestry, pharmacy, accounting, nursing, home economics, etc.), may be designed individually by students with the assistance of their advisors and director of student academic advising. Students should consult the terminal institution for its program requirements before selecting courses.

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## Undergraduate Programs by College

The following is a list of majors, minors, licensure, certificate and endorsement programs which are indicated under the specific colleges. Please refer to the specific college for program requirements as they apply to the Bachelor of Arts and the Bachelor of Business Administration degrees.

### College of Arts and Sciences

#### Bachelor of Arts Degree Majors 128 Credits

1 Major: 32-44 credits or

2 Minor: 20-24 credits

General Education: 42 credits

Electives: 38-50 credits

- Art Design
- Art Studio
- Biology
- Communication Studies
- Community Arts
- Criminal Justice
- English
- Family Life Education (Traditional Program)
- History
- Mathematics
- Music: Performance, History/Literature, Theory Composition

- Psychology
- Sociology
- Theatre

#### **Bachelor of Arts Minors**

- Art History
- Art Studio
- Biology
- Chemistry
- Communication Studies
- Community Arts
- Criminal Justice
- Design
- English
- Environmental Science
- Family Studies
- History
- Hmong Studies
- International Studies
- Mathematics
- Music
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre
- Writing

#### **College of Arts and Sciences Specialty Studies**

Pre-Engineering Studies

Pre-Law Studies

Pre-Medical Studies

#### **College of Business and Organizational Leadership**

#### **Bachelor of Business Administration**

**128 Credits**

Electives: 10 credits

Business Core: 52 credits

General Education: 50 credits\*

Major: 20 credits

\*One course in the business core also fulfills a general education requirement.

### Basic Business Core Curriculum

#### **Bachelor of Business Administration Majors**

Accounting

Finance

Business Management

Marketing

#### **Minor**

Business Administration

## **College of Education**

#### **Education Majors/Licensures**

The college offers majors that lead to Minnesota licensure for teaching in public schools or Lutheran schools. The college also offers licensure programs for those already holding degrees.

Parent and Family Education

Early Childhood Education (Birth - Grade 3)

Elementary Education with Early Childhood Specialty (Pre-Kindergarten - Grade 6)

Elementary Education with Middle Level Specialty (Kindergarten - Grade 8)

- Middle level specialty in Communication Arts/Literature
- Middle level specialty in Mathematics
- Middle level specialty in Science
- Middle level specialty in Social Studies

Chemistry Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on

Communication Arts/Literature Teaching Major, Grades 5-12

Health Teaching Major, Grades 5-12

Life Science Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on

Mathematics Teaching Major, Grades 5-12



Social Studies Teaching Major, Grades 5-12

Visual Art Education Teaching Major, Grades K-12

English as a Second Language (ESL), Grades K-12

Vocal and /or Instrumental Music Teaching Major, Grades K-12

Physical Education Teaching Major, Grades K-12

Special Education Post-Baccalaureate Licensure, Grades K-12

- Learning Disabilities (LD)
- Emotional Behavioral Disorders (EBD)

### **Non-Licensure Majors**

Child Development

Child Learning and Development

Community Health Science

Family Life Education

Kinesiology

### **Minors**

Bilingual Education (licensure)

Community Health Science

Education

Special Education

Teaching English as a Second Language (TESL)

### **Endorsement**

Kindergarten (for teachers licensed in 1-6)

### **Certificate Areas**

Interscholastic Athletics Coaching

Lutheran Classroom Teacher

### **Master of Arts in Education**

Emphasis area: Classroom Instruction

Emphasis area: Classroom Instruction

(including K-12 Reading License)

Emphasis area: Differentiated Learning

Emphasis area: Early Childhood

Emphasis area: Educational Leadership

## **Master of Arts in Family Life Education**

### **College of Vocation and Ministry**

#### **Majors**

Christian Outreach

Church Music

Parish Education and Administration

Theology

#### **Minors**

Bible Translation

Biblical Languages

Confessional Lutheranism

Outreach

Parish Education and Administration

#### **Certifications**

Director of Christian Education

Director of Christian Education/Lutheran Classroom Teacher

Director of Christian Outreach

Director of Parish Music

Lutheran Classroom Teacher

#### **Colloquy**

Director of Christian Education

Director of Christian Outreach

Lutheran Classroom Teacher

#### **Specialty Studies**

Archaeology

Pre-Pastoral Studies

### **Graduate Degrees**

Master of Arts in Christian Outreach

### **Pre-Engineering Studies**

Students who wish to pursue a degree in Engineering but do not want to begin their education at a large college or university have an option to attend Concordia University at St. Paul in the Pre-Engineering program. The program was designed in consultation with the Institute of Technology at the University of Minnesota to ensure that course credits meet the program requirements.

Pre-engineering students fulfill general education requirements and build a solid foundation in math and the sciences, including calculus-based physics courses. When students complete their first two years at Concordia, they are prepared to study engineering as upper level students.

Recommended:

### **Chemistry**

CHE115	General Chemistry I	4
CHE116	General Chemistry II	4
CHE221	Organic Chemistry I	5
CHE222	Organic Chemistry II	5
CHE326	Analytical Chemistry I	5
CHE327	Analytical Chemistry II	4

### **Computer Science**

CSC30	Programming and Problem Solving	4
-------	---------------------------------	---

### **Mathematics**

MAT135	Calculus I	4
MAT145	Calculus II	5
MAT255	Calculus III	4
MAT310	Linear Algebra	3
MAT230	Probability and Statistics	4
MAT365	Differential Equations	3

### **Physics**

PHS221	General Physics I	5
PHS222	General Physics II	5

### **Pre-Law Studies**

Pre-law students at Concordia University should complete the bachelor of arts degree in one or more fields of study. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse and challenging courses. A broad liberal arts curriculum is the preferred preparation for law school. Undergraduate programs should reveal your 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, (651) 641-8251.

### **Pre-Medical Studies**

To enter professional programs in medicine, dentistry, veterinary medicine, chiropractic, pharmacy, physician's assistant and physical therapy, students normally complete a Bachelor of Arts degree in related fields, or at least work in that direction. Pre-medical education should be considered a field of interest rather than a major. The Biology Major allows students to select a track appropriate to their chosen professional program (health sciences, general biology, biotechnology and environmental

science).

Students who are planning a pre-medical program should consult with the pre-medical faculty advisor in the Department of Mathematical and Natural Sciences. Interested students should contact the college or university where they intend to complete their degree program for a list of acceptable courses for transfer.

[Undergraduate Graduation Requirements](#)

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UNIVERSITY SAINT PAUL

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## College of Arts and Sciences

**Dean:** Marilyn F. Reineck, Ph.D.

**Department of Art:** Stephanie Hunder, M.F.A, Chair

**Department of Biology:** Shellie Kieke, Ph.D., Robert Krueger, Ph.D., Co-chairs

**Department of Communication Studies:** Alan Winegarden, Ph.D., Chair

**Department of English and Modern Languages:** Debra Beilke, Ph.D., Chair

**Department of History:** David Woodard, Ph.D., Chair

**Department of Mathematics:** Robert Krueger, Ph.D., Chair

**Department of Music:** David L. Mennicke, D.M.A., Chair

**Department of Physical Sciences:** Robert Krueger, Ph.D., Chair

**Department of Social and Behavioral Sciences:** David J. Bredehoff, Ph.D., Chair

**Department of Theatre:** Kay Robinson, Ph.D., James Seemann, Ph.D., Co-chairs

### Curriculum

[Course Descriptions](#)

### Bachelor of Arts Degree 128 Credits

1 Major: 32-44 credits or

2 Minor: 20-24 credits

General Education: 48 credits

Electives: 38-50 credits

- Art Design
- Art Studio
- Biology
- Communication Studies
- Community Arts
- Criminal Justice
- English
- Family Life Education (Traditional Program)
- History
- Mathematics
- Music: Performance, History/Literature, Theory/Composition
- Psychology
- Sociology
- Theatre

#### **Bachelor of Science Degree**

- Biology
- Mathematics
- Psychology

#### **Bachelor of Arts Minors**

- Art History
- Art Studio
- Biology
- Chemistry
- Communication Studies
- Community Arts
- Criminal Justice
- Dance
- Design
- English
- Environmental Science
- Family Studies
- History
- Hmong Studies
- International Studies

- Mathematics
- Music
- Outdoor Education
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre
- Writing

#### **College of Arts and Sciences Specialty Studies**

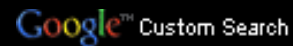
- Pre-Engineering Studies
- Pre-Law Studies
- Pre-Medical Studies

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## College of Business and Organizational Leadership

**Dean:** Dr. Bruce Corrie

**Associate Dean:** Craig Lien

### Program Chairs

Rita Kenyon, Interim Chair, Department of Criminal Justice and Director, Criminal Justice Institute

Rita Kenyon, Program Chair Human Resource Management

### Department of Undergraduate Management:

Jean Rock, Department Chair Organizational Management and Leadership:

Joel Schuessler, Program Chair Information Technology Management:

### Department of Business and Org. Leadership Graduate Programs:

Steve Manderscheid, Department Chair Organizational Management, MA:

Rita Kenyon, Interim Department Chair Criminal Justice, MA:

### Curriculum

#### Undergraduate Degrees (Cohort Delivered)

- Criminal Justice
- Human Services (Public Safety and Security Emphasis)
- Human Resource Management
- Information Technology in Management

- Marketing Management and Innovation
- Organizational Management and Leadership

### **Bachelor of Business Administration**

#### **128 Credits**

Electives: 10 credits

Business Core: 52 credits

General Education: 50 credits\*

Major: 20 credits

\*One course in the business core also fulfills a general education requirement.

#### [Basic Business Core Curriculum](#)

### **Bachelor of Business Administration Majors**

- Accounting
- Finance
- Business Management
- Marketing

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## College of Education

The College of Education prepares professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research, and leadership in our diverse and global community.

**Dean:** Lonn D. Maly

**Department of Graduate Studies in Education:** Michael J. Walcheski, Chair

**Department of Child and Family Education:** Lynn E. Gehrke, Chair

**Department of Teacher Education:** George Guidera, Chair

**Department of Kinesiology and Health Sciences:** Eric E. LaMott, Chair

**Southeast Asian Teacher Licensure Program:** Sally Baas, Director

**English as a Second Language:** Sally Baas, Coordinator

**Early Childhood Teacher Education:** Nedra R. Robinson, Coordinator

**Special Education:** Sally Baas, Coordinator

### Curriculum

[Course Descriptions](#)

### Liberal Arts Majors

- [Child Learning and Development](#)
- [Community Health Science](#)

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- Kinesiology
- Child Development
- Family Life Education

### **Majors Leading to Licensure**

- Parent and Family Education
- Early Childhood Education (Birth - Grade 3)
- Elementary Education with Early Childhood Specialty (Pre-Kindergarten - Grade 6)
- **Elementary Education with Middle Level Specialty (Kindergarten - Grade 8)**
  - Middle level specialty in Communication Arts/Literature
  - Middle level specialty in Mathematics
  - Middle level specialty in Science
  - Middle level specialty in Social Studies
- Chemistry Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on
- Communication Arts/Literature Teaching Major, Grades 5-12
- Health Teaching Major, Grades 5-12
- Life Science Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on
- Mathematics Teaching Major, Grades 5-12
- Social Studies Teaching Major, Grades 5-12
- Visual Art Teaching Major, Grades K-12
- English as a Second Language (ESL) Teaching Major, Grades K-12
- Vocal and /or Instrumental Music Education Teaching Major, Grades K-12
- Physical Education Teaching Major, Grades K-12

### **Minors**

- Community Health Science
- Education
- Special Education
- Teaching English As a Second Language (TESL)

### **Endorsement**

- Kindergarten (for teachers licensed 1-6)

## Certificate Areas

- Interscholastic Athletics Coaching
- Lutheran Classroom Teacher

### **Post-Baccalaureate Teaching Licensure**

- Teacher Education Program
- Special Education

### **Master of Arts in Education**

- Emphasis area: Classroom Instruction
- Emphasis area: Classroom instruction  
(including a K-12 Reading emphasis)
- Emphasis area: Differentiated Instruction
- Emphasis area: Early Childhood Education
- Emphasis area: Educational Leadership

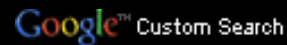
### **Master of Arts in Family Life Education**

- Family Life Education

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## College of Vocation and Ministry

The purpose of the College of Vocation and Ministry is to explore the Christian faith from the perspective of Lutheran theology, to educate and to form professional and lay leaders for the church, and to engage the Concordia communities in the discovery of vocation, witness, and service in home, job, community, and congregation.

Dean: David A. Lump

Department of Christian Ministries: James R. Gimbel, Chair

Department of Religion and Theology: Mark Schuler, Chair

Artist in Residence: Jeffrey E. Burkart

Church Placement: Mary Lewis, Director

Cohort Religion Modules Coordinator: James R. Gimbel

Colloquy: Stephen C. Stohlmann, Director

Director of Christian Education Program: Kevin J. Hall, Director

Director of Christian Outreach Program: Phillip L. Johnson, Director

Director of Parish Music Program: David L. Mennicke, Director

Drama Ministry Program: Jeffrey E. Burkart, Director

Lay Leadership Institute: Stephen C. Stohlmann, Director

Lutheran Classroom Teacher Program: Michele Pickel, Director

Pre-Pastoral Studies: Richard E. Carter, Director

Pre-Deaconess Studies: Richard E. Carter, Director

- Undergraduate
  - Arts and Sciences
  - Education
  - Vocation and Ministry
- Course Descriptions
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## Curriculum

### Course Descriptions

#### Department of Christian Ministries

The purpose of the Department of Christian Ministries is to prepare students for professional Word and Service leadership in the Church.

#### Majors

- Christian Outreach
- Parish Education and Administration

#### Minors

- Christian Outreach
- Parish Education and Administration

#### Certifications

- Director of Christian Education

The purpose of the Director of Christian Education certification program is to prepare students for professional Word and Service ministry as lifespan educational leaders and equippers in the Church.

- Lutheran Classroom Teacher

The purpose of the Lutheran Classroom Teacher certification program is to prepare students for professional Word and Service ministry integrating faith and learning in the lives of children, youth, and families served by Lutheran schools.

- Director of Christian Outreach

The purpose of the Director of Christian Outreach certification program is to prepare students for professional Word and Service ministry as equippers of the Church to carry out God's mission to seek and save the lost throughout the world.

- Director of Parish Music

The purpose of the Director of Parish Music certification program is to prepare students for professional Word and Service ministry which uses music to praise God, proclaim the Gospel, and lead the song of the people in the life and worship of the Church.

### **Colloquy**

- General Colloquy Information
- Director of Christian Education
- Lutheran Classroom Teacher
- Director of Christian Outreach
- Director of Family Life Ministry

### **Department of Theology and Religion**

- **Major**
- **Theology**

- **Minor**

Bible Translation

Biblical Languages

Confessional Lutheranism


### **Specialty Studies**

- **Archaeology**
- Pre-Pastoral Studies
- Pre-Deaconess Studies

### **Institute of Faith and Life**

- Continuing Education for Parish Professionals
- Lay Vocation
- Lay Leadership Institute
- National Lutheran Outdoor Ministry Association
- National Peer Ministry Institute
- Outreach Leadership Institute
- School of Urban Ministry
- Urban Cross Cultural Consortium
- Youth Encounter

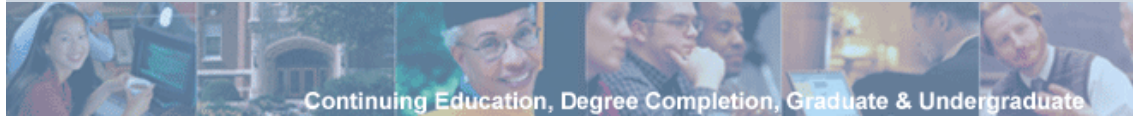




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## Academic Information Undergraduate Accelerated Degree Programs

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### Assessment Program

The assessment program at Concordia University, St. 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 students compare in certain subject areas to students across the country. Many of the assessment activities will be part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

### Continuous Enrollment

Once a student begins a degree program, enrollment is considered continuous throughout the program or until the student informs their academic advisor about their discontinuation.

Students who discontinue without notice will be liable for any unpaid accounts. In the cohort model of program delivery, the same group of learners proceeds through the entire program. Withdrawing from the program is discouraged and starting at any point other than the first class in a Cohort schedule is done as a rare exception after review and approval by the student's

advisor and the department chair.

### **Time Limits**

Degree programs must be completed within five years of the beginning of a student's first course.

### **Transfer of Graduate-Level Credits**

Under certain circumstances, a student may transfer to Concordia up to six semester credits (graduate level) from another regionally accredited institution. Accredited transfer credits must be approved by the department chair. Graduate credits older than seven years will not be accepted for transfer. If transfer credits take the place of one of the program courses, students will audit this course instead of taking it for credit. Students should be aware that auditing a course could change enrollment status, which may in turn affect financial aid. (Transfer of credits does not apply to the MACO program.)

### **Classification of Students**

Students are placed by class according to the number of credits they have earned:

Freshmen: up to 31 credits

Sophomores: 32/63

Juniors: 64/95

Seniors: 96 credits and above

### **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. 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**

Part-time students are those who have satisfied certain requirements for admission to the university but carry fewer than 12 credits per semester. 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.

### **Repeating a Course**

Student may repeat a course. If students repeat a course, only the higher/highest grade is used in computing cumulative grade point average (CGPA).

### **Auditing Courses**

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

### **Co-Curricular Activities**

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

graduation requirements.

### **Independent Study**

Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 42 clock hours of work.

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

### **Internships**

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

### **Attendance Policy**

The accelerated degree programs offer a unique and accelerated learning environment for adults which require fewer and more intense classes/chats. If a student misses a class/chat, it is not possible for the student to obtain the information and experiences missed from other sources; thus, missing classes/chats is highly discouraged and may affect the final grade and/or course completion.

Students are required to attend all classes/chats and submit coursework according to assigned deadlines. Any deviations from the attendance or coursework requirements must be coordinated with the instructor for approval in advance. Instructors are not required to allow missed class/chat time or to accept late coursework. Failure to meet attendance guidelines or coordinate deviations with the instructor may result in a lower grade being earned.

Attendance Guidelines and Requirements:

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

### **Withdrawal Procedures**

The refund policy is on a per course basis. The student will receive a 100% tuition refund for a course not started. To receive a refund for the first course in the program, the student must call his/her academic advisor before the third class. For subsequent courses, the student must call before the first class in order to receive a refund.

Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of extreme emergencies and unforeseen circumstances students are expected to notify their instructors and arrange to make up assignments. Instructors will record attendance and specify procedures for handling absences in course syllabi.

## Class Cancellations

If the weather is questionable, or there is any other reason to think that a class might be cancelled, please call the College of Business and Organizational Leadership at (651) 641-8863 for information. All cancellations are handled through the CBOL office.

## Graduation

Students who have 15 or fewer credits left to complete at the time of the graduation ceremony are allowed to participate. Your program courses must be completed by the following September. (Not applicable to MACO program; see MACO handbook for graduation requirements.)

## 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 FHB 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 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.

Lynn Troyka's, Simon & Schuster 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 (Lynn Troyka, Simon & Schuster handbook for writers, 6th ed.).

## Grading System -- Effective Fall Semester 2005

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 point

D-	0.67 grade points
F	0.00 grade points
P	Pass
N	No Pass
X	Continuing registration for more than one term
V	Audit
W	Withdrawal
I	In progress

Student officially withdrew from a course during the third through eighth week of the semester. For Accelerated programs student officially withdrew after course had begun.

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

Prior to the end of the term the student files a form with the professor requesting the "I" grade and indicating a planned completion date. Normally, an "in-progress" (I) grade should be removed by the end of 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. 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 vice president for academic affairs and filed with the registrar.

#### **Pass/No-Pass Grading**

A course usually graded A-F may be taken P-N by a student if the course is an elective. A course is designated as elective when it is not used by a given 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-F as a P-N course, a student must file the appropriate P-N form with the Office of the Registrar before the end of the seventh week of the term. The "P" grade is equated to the normal "A" to "C-" grade range. P-N courses transferred in by students as required courses (a course is designated as required when it is used by a given students 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. Other courses and internships (see below) which are graded by the P-N system do not count towards these limits.

In courses only graded P-N

Field experiences required in liberal education, business/economics, professional programs (teacher aide, student teaching, internship, practicum) 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 music/drama majors, minors or emphases. Although these courses apply toward graduation requirements, they are not calculated into the cumulative grade point average.

#### **In-Progress Grades**

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. However, any in-progress grade could affect the students' probationary and disqualification status (See Satisfactory Progress Policy). Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

1. All course requirements must be completed within four weeks from the last day of class of the current term.
2. Extensions may be requested for a maximum of six months from the last day of the course if students are unable to complete the work in four weeks.
3. The grade will automatically turn to an "F" if the course requirements are not completed within six months.
4. The maximum number of In-Progress grades students may carry at one time is two (2).

#### **Student in Good Standing**

A student in good standing is one who:

1. Is registered for the current term;
2. Is attending class in accordance with the class attendance policy;
3. Has no financial obligations to the university;
4. Is not on disciplinary probation; and
5. Is not on academic probation.

Eligibility to participate in certain inter-scholastic activities necessitates the fulfillment of additional requirements.

## Satisfactory Progress Policy

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

Students are expected to meet satisfactory academic progress standards for each term. Students not maintaining the specified standards will be required to meet with their advisors to assist in detecting and alleviating problems they may be experiencing. To be eligible to register continuously without conditions, a student must achieve satisfactory progress by maintaining a 2.00 Cumulative Grade Point Average and:

1. Traditional Term Students must complete a minimum of 12 credits each term. Incompletes (I) and withdrawals (W) do not count toward completion. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students. (Students taking 9-11 credits will need to pass 9 credits and students taking 6-8 credits will need to pass 6 credits).
2. Accelerated Program Cohort Students taking 12 or more credits must complete at least 12 credits each term. (Students taking 9-11 credits will need to pass 9 credits and students taking 6-8 credits will need to pass 6 credits). Incompletes (I) and withdrawals (W) do not count toward completion.

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

### 1. Traditional Term Students

- a. Academic Alert: Academic alert is a warning that students either did not complete 12 credits or a proportional number of the registered courses for the term, or their CGPA was below 2.0 for their first term at Concordia. Students will be notified that they are on academic alert. Students placed on academic alert may enroll for no more than 16 credits for the following term without written permission of the dean of their college. Students are required to meet with their academic advisor within the first two weeks of the new term to determine a plan of assistance. The plan of assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. A student success class may be required. Students must submit a copy of their plan of assistance to the director of academic advising to remain registered for the term. Financial aid continues for the term. An academic alert appears on the student's internal records, but it is not part of the permanent transcript. The status of academic alert is only in effect during a student's second term of attendance.
- b. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following term, without written permission of the dean of their college. Academic probation status appears on the student's internal records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new term to determine a plan of assistance.
- c. Disqualification (unsatisfactory progress for two consecutive terms) Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

### 2. Accelerated Cohort Students

- a. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following term. Academic probation status appears on the student's internal records, but it is not part of the permanent transcript. A student on academic probation must contact his or her advisor to determine a plan of assistance.
- b. Disqualification (unsatisfactory progress for two consecutive terms) Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students

may appeal to be readmitted by completing the Disqualification Appeal Form.

### **Disqualification Appeal Process**

An appeal form must be submitted to the academic appeals committee. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. 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.

If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only.

Traditional Term Students being readmitted by appeal who have not attended Concordia in the five years prior to the appeal will be readmitted under academic alert. Accelerated Cohort Students being readmitted by appeal who have not attended Concordia in the five years prior to the appeal will be readmitted under academic probation.

### **Withdrawal from the University**

Students wishing to change their status by discontinuing, taking a leave of absence, or changing their cohort will discuss their plans with their advisor. It is the student's responsibility to fulfill all necessary obligations for these offices: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops.. 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 unpaid accounts.

If you leave Concordia as a result of administrative dismissal or academic disqualification, you may appeal. Contact your advisor for the appeal form.

### **Change of Status**

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

### **Financial Hold**

While taking courses at Concordia, if you are not current in your payments to Concordia, you may be placed on financial hold. While you are on financial hold:

- You are not allowed to attend any classes.
- Your WebCT access will be disabled.
- Your unpaid balance is subject to late fees.
- Since you are not registered, all financial aid for the next terms will be canceled.
- Since you are not registered, all student loans will go into repayment.
- You will not receive any grades, transcripts, or your diploma.
- If you are a veteran, your benefits will be discontinued.

You will not receive a grade for courses you attend while on financial hold, even if you attend all the classes and turn in all of the work. You will need to take and pay for the course at a later date to receive credit.

### **Honor Recognition**

#### ***Graduation Honors***

Full-time students in bachelor degree programs in Concordia University, St. Paul who have earned at least 64 credits at Concordia 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 3.75-3.89 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 at Concordia University, St. Paul who have earned fewer than 64 credits and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 64 credits and have a GPA between 3.75 and 3.89 will be recognized as graduating "with distinction."

#### ***Academic Honors Convocation***

Students receiving special departmental awards, and merit scholarships will be recognized at the annual Academic Honors Convocation in April.

#### **Honorary Societies**

##### ***Lambda Pi Eta***

Concordia University, St. Paul is home of the Nu Beta chapter of Lambda Pi Eta, having been chartered in 2001.

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). 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. Lambda Pi Eta became a part of the National Communication Association (NCA) in 1988, and the official honor society of the NCA in July 1995. Lambda Pi Eta represents what Aristotle described in his book, Rhetoric, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics.

The goals of Lambda Pi Eta are to:

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

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

##### ***Sigma Tau Delta***

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

#### **ROTC**

##### **Air Force ROTC**

A cooperative program between Concordia and the University of St. Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at St. 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 St. 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 St. 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.

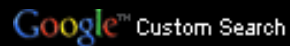
#### **Naval ROTC**

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.

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## Curriculum

### Undergraduate Accelerated Programs

#### Undergraduate Programs

- Child Development (online)
- Criminal Justice (online)
- Family Life Education (online)
- Human Resource Management (classroom)
- Information Technology in Management (classroom)
- Marketing Management and Innovation (online and classroom)
- Organizational Management and Leadership (online and classroom)
- Public Safety & Security (online)

#### Learning Concept

The goal of the accelerated degree program is to link learning directly to your present or planned career activities. We believe in connecting your coursework to your life experience. Our educational model is designed specifically for adult learning.

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

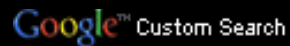
Faculty is devoted to the education model and fully respects students' prior learning as worthwhile and valuable in the educational setting. Experience in their respective fields, instructors come from Concordia University ranks or are adjunct

faculty who have proven expertise and enjoy working with adult students.

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## Bachelor of Arts in Criminal Justice - College of Business and Organizational Leadership

### Program Objective

This program's objective is to enhance interest, experience, and knowledge in the field of criminal justice. Professionalism, ethics, and leadership remain central themes throughout the program. Individual and organizational dynamics are explored from a "systems thinking" perspective, focusing on criminal justice. The study of history, research, and trends impacting the criminal justice system are examined as they interrelate with a changing society. This program is designed for students working in the criminal justice field who desire to improve the work they do, to position themselves for promotional opportunities, and to facilitate life transition. (This degree program is not intended for Minnesota peace officer licensure, but will qualify for continuing education credits where accepted.) Successful completion of this bachelor's degree program will enable students to:

- articulate an understanding of the varied roles and relationships comprising the criminal justice system;
- understand the organization and administration of criminal justice;
- apply a systems-thinking perspective to personal and professional relationships;
- demonstrate a theoretical and practical knowledge of American constitutional law;
- implement the personal and professional change that comes from examining such issues as ethics, diversity, academic growth, and spiritual reflection;
- develop strategies for maintaining a healthy balance of job and life in a uniquely stressful profession; and
- effectively transition to the master's degree program if desired.

### Course Descriptions

**CJU 402 Returning Student Seminar - 2 credits**

This seminar course covers five areas that are critical to learner success: goal-setting, library, writing, personal life balance, and computer literacy. Each of the five areas are covered briefly, and then learners choose an area to explore with an instructor. This course models the collaborative learning and the self-directedness of the program.

**CJU 411 Community Oriented Criminal Justice - 4 credits**

This course examines the role expectations of criminal justice and the communities it serves. Research and trends in community and problem-oriented criminal justice will be discussed, and a variety of programs examined. Learners in this course will provide insight from their experience throughout the country and explore how these community-oriented initiatives can be applied throughout the criminal justice system.

**CJU 412 Criminal Justice and the Media - 2 credits**

This course explores the relationships between criminal justice and the media depicted in various ways including news and entertainment. Roles, responsibilities, and legal issues will be explored.

**CJU 415 Biblical Christianity - 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.

**CJU 422 Information Literacy - 3 credits**

Information today continues to grow exponentially. This course teaches students to identify issues; know and access data bases; discern what is legitimate information; manage the data, and present information in an articulate, professional manner.

**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 - 3 credits**

Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussions, and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public, and work lives.

**CJU 437 Systems Thinking in Criminal Justice - 2 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 the problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree programs.

**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 - 3 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.

**CJU 454 Criminal Justice Wellness - 4 credits**

While part of the job, the unique nature of what people employed in criminal justice are subjected to impacts professional and personal lives. In this course students explore the emotional and physical risks associated with their work, and develop strategies that will assist in maintaining physical and emotional health.

**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 466 Contemporary Issues in Corrections - 4 credits**

Students will discuss the challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice. Institutional and community-based programs will be addressed and their relationship to other areas of the criminal justice system explored.

### **CJU 490 Portfolio and Synthesis - 2 credits**

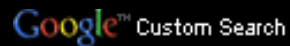
This final course is designed to help learners reflect on all they have done during this degree program. Through guest lectures, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

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## Bachelor of Arts in Human Resource Management - College of Business and Organizational Leadership

### Program Objective

The Human Resource (HR) Management major offers a practical and thorough study of human resource skills required by human resource practitioners. Students receive training in key skill areas of human resource and its application to the dynamics of today's and future organizations. The overall context of the course centers on human resources' role as a strategic partner within its organization.

As people become even more important to organizations, human resource professionals will be expected to provide a greater leadership role.

The objectives of the undergraduate Human Resource Management major are:

- to develop skills in employment, compensation, organizational development, and employee relations;
- to provide a legal, ethical, and strategic basis for leadership and decision making;
- to enhance students' independent and critical thinking skills;
- to enhance students' managerial writing and verbal communication skills; and
- to prepare students for leadership roles in human resource management.

### Course Descriptions

#### **HRM 310 Managing in Organizations - 3 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.

**HRM 315 Personal Resources: Assessment and Application - 3 credits**

Students will investigate their strengths, and areas of personal development in order to understand how best to create and develop a personal strategic plan for their future.

**HRM 320 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 - 3 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 340 Human Resources Plan I - 3 credits**

Students will develop a Human Resource Plan for a key human resource function by utilizing class learning, research, audit practices, and mentors. The Human Resource Plan will provide an analysis of the significant aspects of the human resource profession.

**HRM 345 Compensation and Benefits - 3 credits**

How will employees be compensated for their efforts? Salary administration, variable pay, performance management, position evaluation, and reward systems, in terms of monetary and non-monetary pay, will be investigated and evaluated. Employee benefits will also be examined.

**HRM 350 Legal Issues in Human Resources - 4 credits**

Every human resource manager needs to understand employment law. The application of the law to wrongful discharge, harassment, labor relations, and interviewing and selection will be discussed and studied.

**HRM 355 Organizational Development and Training - 3 credits**

This course introduces students to concepts in organizational development and the training of employees. Students will study how to make organizations more effective, how to perform and assess organizational needs, and how to look at various options in training employees.

**HRM 415 Biblical Christianity for Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**HRM 420 Employee and Labor Relations - 3 credits**

This course will look at the range of issues dealing with employee relations. The historical roots of labor/management will be examined as well as present day paradigms for that relationship. Techniques such as negotiation and mediation will be practiced.

**HRM 425 Employment Strategies - 3 credits**

How do we find and keep good employees? Every manager in America is grappling with this issue. This course will focus on the many aspects of employment: recruitment, forecasting, selection, orientation, and retention.

**HRM 435 Applied Ethics - 3 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 the program and this class with their own statement of ethical beliefs.

**HRM 440 Human Resource Plan II - 3 credits**

Students will have completed their human resource synthesis project they began months ago and will present it to their cohort.

**HRM 470 Human Resource: Strategic Partner - 3 credits**

"Human resources are the only sustainable competitive advantage." This class will examine HR professionals as strategic partners with their organizational counterparts. Various cases and readings will be used to illuminate the pivotal role HR can play in influencing the direction of organizations.

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## Bachelor of Arts in Information Technology in Management - College of Business and Organizational Leadership

### Program Objective

The goal of the Information Technology in Management major is to provide an opportunity for a focused study of information technology and its relevancy in business management. Students study IT principles and processes and their application to social and organizational problems. When combined with professional experiences, this major can equip students for entry-level or advancement in professional fields such as project management, information systems management, database management, financial systems management, and programming.

The objectives of the undergraduate Information Technology in Management major are:

- to prepare students for careers in business, industry, or government as professional managers of information processing and data systems, or managers in settings requiring a high level of computer literacy;
- to validate and enhance skills and knowledge acquired experientially by practicing computer technicians and information systems professionals;
- to integrate training in information technologies and applications with a moral and social perspective that prepares students to make sound value judgments in their professional and personal lives;
- to provide understanding of and appreciation for the historical development, contemporary progress, unfolding future, cultural value, and social ramifications of computer-related technologies; and
- to develop decision-making, strategic planning, interpersonal, and other managerial skills.

**Research Project** The purpose of the applied research or software development project is to integrate student knowledge of organizations, software development, database management, problem analysis, and human-centered issues related to information technology. Completion of the research project demonstrates mastery of coursework and development of lifelong

learning skills, including: verbal skills, writing and research, problem solving and planning skills, and computer competencies. The project must address a problem in a workplace or organization.

The research topic will generally fall into one of the following categories:

- *Software development.* Possible projects may include but are not limited to writing a custom database or appraising/testing an artificial intelligence system.
- *Automate office/work setting.* Student projects may focus on automating manual systems such as inventory, quality control or project management, etc.
- *Business process redesign.* Student projects re-evaluate or redefine organizational structures and processes to take advantage of information technology. Areas for possible redesign may include order processing structures or strategic planning processes, etc.

The research project is an essential component in the program and helps students:

- recognize and analyze problems and opportunities;
- improve skills in applying structured systems analysis to solve system problems;
- evaluate hardware and software design capabilities and limitations;
- develop writing skills;
- improve oral presentation skills;
- incorporate human and psychological factors in systems implementation;
- prepare and complete formal documentation of a system; and
- create a positive change in the organization or community for which the system is designed.

### **Course Descriptions**

#### **ITM 305 Introduction to Computer-Based Information Systems - 4 credits**

Students will analyze how hardware, software, and people interact to help carry out a business strategy. This analysis will be built on a study of system's architecture used to support system-wide computer-based applications such as Enterprise Resource Planning (ERP) and Customer Relationship Management (CRM). Using Systems Theory and Information Technology strategic planning as a context for discussion, students will begin an understanding of how businesses operate as a result of strategic thinking.

#### **ITM 310 Contemporary Issues in Computing - 3 credits**

An introduction is given to the latest developments in information technology and its social and organizational impact. The module adopts an historical perspective of computer development leading to present trends in software and technologies, including microchip technologies, artificial intelligence, and programming languages for artificial intelligence. Social issues include the computer's effects, threats, and challenges to privacy and property, and other social impacts. Organizational issues include office automation; effects of information systems on organizational structures, employee behavior and quality of work

life; and implications for strategic planning and managerial decision making.

**ITM 315 Personal Resources: Assessment and Application - 3 credits**

Students investigate their histories, strengths, and weaknesses in order to understand how to best create and develop a personal and strategic plan for their future.

**ITM 325 Organization and Management Concepts - 3 credits**

This class offers an in-depth examination of the characteristics of organizations and circumstances that affect organizational effectiveness. The course is also concerned with the activities and styles of managers of these organizations. An open systems model is applied as an overall framework for understanding organizations and their management. Practical applications of concepts to the student's work setting and final project enhance the student's potential as a manager and leader.

**ITM 330 Systems Analysis and Software Development - 4 credits**

An overview is given of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specifications. CASE methodologies are introduced as well as some advanced strategies and techniques of structured systems development.

**ITM 335 Database Management Systems - 4 credits**

This course covers physical data organization, data models (relational network and hierarchical), SQL (Structured Query Language), query optimization, data integrity and database normalization, database design and maintenance, security, and multi-user and network databases.

**ITM 340 Applied Research or Software Development Project I - 2 credits**

This seminar provides a forum for discussion of issues and problems encountered in the development of the ITM project, a capstone course integrating the information systems knowledge gained through the other courses. Students evaluate each other's project design and plan, organize, and conduct a walk-through exercise.

**ITM 341 Principles of Project Management - 3 credits**

Students explore the methods used in managing projects and processes. Emphasis is placed on scheduling tracking and planning techniques, including diagramming. Computer tools for assisting project management tasks are discussed.

**ITM 350 Managing People in a Technical Environment - 3 credits**

This course introduces the student to concepts for managing technology staff; using power and politics to deliver value to an organization. Student will study management tactics designed to focus on the talents and strengths of technical staff by empowering each employee with defined outcomes and the right organizational fit. Through an investigation of power and

politics, students will learn how to mobilize political support. The investigation will identify the sources of power, where power can be lost, and the resources needed to help get things done.

#### **ITM 405 Operations Management - 3 credits**

This course explores the functions of Information Technology (IT) Operations and the impact of operations management on a firm's competitiveness and management of IT resources. A strategic framework will be introduced identifying relationships between IT operations and other value-chain functions, thereby aligning IT operations with key business strategies. Students will examine product-process design, Six Sigma, IT Service Management (ITIL), quality management, supply-chain management, scheduling, and enterprise resource planning.

#### **ITM 415 Biblical Christianity for Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

#### **ITM 421 IT Strategic Planning - 3 credits**

This class offers an in-depth examination of the characteristics of organizations and circumstances that affect organizational effectiveness. The course is also concerned with the activities and styles of managers of these organizations. An open systems model is applied as an overall framework for understanding organizations and their management. Practical applications of concepts to the student's work setting and final project enhance the student's potential as a manager and leader.

#### **ITM 430 Network Infrastructure and Security - 4 credits**

Topics covered include modems; communications protocol, standards, and devices; local area network and wide area network topologies, hardware, and software; network management; and the future of networking and distributed computing.

#### **ITM 435 Computing Ethics and Values - 3 credits**

The conduct of the computer professional is considered from moral and ethical perspectives. Students prepare a personal moral and ethical statement and a professional code of ethics. Topics include the control of information, privacy, fraud, software piracy, technical competence, and copyright and patent infringement. The Association of Computing Machinery Code of Ethics is evaluated.

#### **ITM 440 Applied Research or Software Development Project II - 2 credits**

Students complete a synthesis project integrating the information technology and systems knowledge gained through the other courses in the curriculum. The ITM project addresses actual worksite needs, both human and technical. A problem or need is selected and a proposal to solve the problem or meet the need is prepared. A thorough analysis is conducted to design a

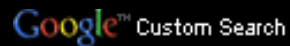
specific systems plan of action. A written report supported by technical deliverables is prepared for submission to the University and the affected organization. (2 credits)

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## Bachelor of Arts in Marketing Management and Innovation - College of Business and Organizational Leadership

The Innovation and Marketing Management major combines the building blocks of marketing with the practical tools that individuals will need in the business world for years to come. The program is based on concepts of adult education, which include an interactive classroom setting, limited lectures, and a focus on practical, hands-on learning. Ethics, globalism, creativity, customer service, e-commerce, and entrepreneurship are some of the topics explored throughout the curriculum.

### Program Objectives

The objectives of the undergraduate Innovation and Marketing Management major are:

- to prepare students to become effective marketing and project managers;
- to provide students the tools to plan and start their own businesses;
- to help students apply classroom learning to current marketing problems in the marketplace;
- to develop problem-solving and decision-making skills;
- to develop written and oral communication skills;
- to develop learner independence and self-image; and
- to become innovators in their own field of expertise.

### Research Project

Past and present work experiences serve as catalysts in the learning process. This research project, which continues throughout the program, blends study and experiential learning.

The research project for the Innovation and Marketing Management major integrates knowledge and skills learned from the coursework and applies it to real world business problems. The project is broken down into two parts-Industry Analysis and Business Plan.

### **Course Descriptions**

#### **MKM 310 Innovation - 3 credits**

Innovation is essential; that's the rule of business for the new millennium. Students will learn about product development, entrepreneurship, and different types of innovation.

#### **MKM 315 Personal Resources: Assessment and Application - 3 credits**

Students investigate their own past, strengths, and weaknesses in order to understand how to best create and develop personal strategic plans for their future.

#### **MKM 320 Systems Management - 3 credits**

Organizations are unique in and of themselves. Students will examine underlying dynamics, culture, and change within an organizational context.

#### **MKM 325 Business Ethics - 3 credits**

Students explore their personal ethics and develop frameworks for addressing tough ethical decisions in business and in marketing.

#### **MKM 330 Relationship Marketing - 3 credits**

At the center of the discipline of marketing is understanding the behavior patterns of the consumer. In this course, we look at individuals and organizations as consumers. One of the course goals is for students to understand themselves better as consumers.

#### **MKM 331 Marketing Research - 3 credits**

This course gives students the tools for researching consumers and markets. Qualitative and quantitative methods are explored. Students will create a marketing research plan for a product.

#### **MKM 340 Industry Analysis - 2 credits**

Students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distributive systems, and other industry factors. Marketing professionals perform similar industry analysis as part of their jobs.

**MKM 341 Applied Accounting and Finance - 3 credits**

Numbers can be intimidating. In this course, financial information is made less daunting and easy to comprehend. Financial reporting, contribution margins, and project financing will be presented.

**MKM 345 Promotional Strategy - 3 credits**

Promotion consists of advertising, sales promotion, sales, public relations, direct marketing, and more. These avenues for transmitting marketing messages across effectively are examined for usefulness, cost/benefit analysis, and social value. Students will create their promotional plans.

**MKM 346 Electronic Marketing - 3 credits**

Amazon.com? Anything.com? Electronic commerce is with us more today than ever before. Cars, travel, clothing, and food are being sold through the Internet. This course examines how to market goods and services electronically.

**MKM 415 Biblical Christianity For Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**MKM 425 Global Marketing - 3 credits**

It is said that contemporary employees compete with other employees worldwide. The economy is global and it is necessary to understand other parts of the world and how business is implemented. Students will create marketing plans to market products to other countries.

**MKM 430 Innovative Marketing - 3 credits**

The five Ps of marketing-place, price, product, promotion, and people-are the center of this module. The building blocks of the five Ps, understanding, and researching the customer, are also covered.

**MKM 435 Marketing Strategy - 3 credits**

This capstone course combines everything that has been taught in previous courses. Students analyze graduate-level case studies. Group work is essential.

**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.

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## Bachelor of Arts in Organizational Management and Leadership - College of Business and Organizational Leadership

### Program Objective

The Organizational Management and Leadership major brings together key ideas and skills useful in working with people. Students achieve an understanding of group behavior and its relation to organizational effectiveness by translating theoretical learning into practical, hands-on experience. By learning to implement ideas in practice, students apply concepts and themes from a variety of disciplines to effective organizational approaches. Students become proficient in understanding change, directing change, and making decisions about the behavior of people within groups.

Students enrolled in the undergraduate Organizational Management and Leadership major will develop:

- interpersonal and management skills;
- problem-solving and decision-making skills;
- written and oral communication skills;
- learner independence and self-image; and
- understanding of research methodology and its applications.

### Research Project

Past and present work experiences serve as catalysts in the learning process. Students will be able to apply problem-solving principles to an existing problem or need in your occupational field. The research project, which continues throughout the program, blends study and experiential learning. The undergraduate research project in Organizational Management and Leadership provides a culminating experience designed to integrate learning outcomes from all coursework and link these

outcomes to various life roles, particularly the work setting. Working with a project coordinator and an explicit set of guidelines, the student selects a problem to investigate. Then, using models, concepts, and analytical skills, the student identifies (and possibly implements) an appropriate solution(s) to the problem. Drawing on coursework, library resources, and prior experience, the student completes the research project. Finally, the student prepares a written report and presents two oral reports to the project coordinator and classmates.

The undergraduate research project offers the student two options: an applied/action research paper or a policy decision paper. An essential component in the program, the research project helps students:

- integrate and apply knowledge and skills acquired through coursework;
- develop skills in identifying, stating, and solving problems objectively and systematically;
- enhance the ability to read and evaluate research;
- become competent and thorough researchers;
- understand the value of research in business and management;
- improve skills in evaluating proposals for change and their subsequent outcomes;
- refine oral and written presentation techniques; and
- create a positive change in the organization for which the project is designed.

### Course Descriptions

#### **OML 311 Group Dynamics - 3 credits**

Students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision-making techniques, determine various roles within organizational groups, and identify decision-making skills and effective collaborative styles for efficient group management.

#### **OML 315 Personal Leadership: Assessment and Application - 3 credits**

Students critically examine life experiences within the context of a learning model, identify personal and professional traits and skills, and evaluate personal strengths and weaknesses. This foundation is used to develop learning strategies, identify and understand the implementation of personal goals, and anticipate professional opportunities.

#### **OML 321 Systems Management - 3 credits**

This course provides an overview of systems management and systems thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

#### **OML 326 Research Methodologies - 4 credits**

Basic research methodologies are explored in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project.

**OML 330 Interpersonal and Organizational Communication - 2 credits**

Students examine communications and other interpersonal relationship skills that are essential for creating a productive work environment. Organizational communication and relationships are studied through readings and exercises that explore non-verbal communication, constructive feedback, and conflict resolution. Students research and develop a model for effective communication.

**OML 340 Applied Synthesis Project I - 3 credits**

Students learn professional presentation skills and then combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation or avocation. This project is completed more independently than the other courses, synthesizing information from the rest of the program. Students learn significant skills in research and writing, project management, written and oral presentations, and demonstrate skills in applying theoretical constructs to concrete applications. This mid-program course expects that chapters 1-3 of the written project will be turned in for a grade and an oral presentation will provide the instructor and other classmates with a summary and overview of the project and the work completed up to that time.

**OML 360 Financial Decision Making - 3 credits**

Students explore major elements of corporate finance within an organizational context, including basic accounting terms, budgeting, time value of money, and global considerations. Students learn to use standard financial tools to make business assessments and financial decisions important for managers in any organization.

**OML 410 Organizational Behavior - 4 credits**

Organizational Behavior is an interdisciplinary field of study and practice that investigates the impact of individuals, groups, structure, and environment on work organizations. Students examine motivation, decision making, organizational structure, and processes that shape organizational analysis and change management. Case studies are a primary element of learning.

**OML 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.

**OML 420 Diversity and Global Issues - 3 credits**

Students use literature interviews, and class discussion to explore the values, beliefs, customs, and perceptions represented in various kinds of diversity that affect 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 U.S. and abroad.

**OML 425 Management and Organizational Leadership - 3 credits**

Students examine key elements of management and leadership theory, including planning, organizing, leadership, and controlling (accountability). Students will analyze management and supervision styles and techniques to understand the potential solutions to current organizational problems.

**OML 430 Innovative Marketing - 3 credits**

Students will use the five P's of marketing - (place, price, product, promotion, and people) as the context for understanding and researching customer needs and wants.

**OML 435 Philosophy of Values and Ethics - 3 credits**

Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal, public and work lives.

**OML 440 Applied Synthesis Project II - 3 credits**

This course is the culmination of the synthesis project that has been developed throughout the program (see OML 340). Students submit their complete written Synthesis Project and give a formal presentation of the Project's content to the instructor and the cohort.

**OML 450 Organizational Policy and Strategy - 4 credits**

Organizational Policy and Strategy is the capstone course in the program, exploring how leaders make effective decisions that shape organizational policy and strategy.







## Liberal Arts Majors

### Child Development

This accelerated degree program is delivered in a cohort and sequenced manner over a 22-month period.

**General Education Prerequisites:**

- PSY101 Introduction to Psychology 4 credits
- SOC152 Introduction to Sociology 4 credits

**Courses include:**

- HSV401 Returning Student Seminar 2 credits
- CHD400 Introduction to Early Childhood Education 2 credits
- CHD410 Growth/Development Child 4 credits
- CHD411 Child Social and Emotional Growth 2 credits
- CHD60 Behavior Guidance in Early Childhood 4 credits
- CHD422 Human Diversity and Relations 4 credits
- CHD435 Developmentally Appropriate Practices in EC 4 credits
- CHD440 Children's Play and Learning 4 credits
- HSV460 Ethics 2 credits
- CHD430 Infants and Toddlers 4 credits
- CHD445 Language Development/Literacy 4 credits
- CHD450 Children's Literature 2 credits
- CHD482 Young Child with Special Needs 4 credits

HSV420 Family Systems 4 credits

CHD470 Parent Education: Methods and Materials 4 credits

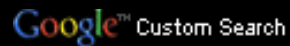
CHD415 Biblical Christianity 4 credits

HSV490 Portfolio and Synthesis 2 credits

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## Liberal Arts Majors

### Family Life Education

This accelerated degree program is delivered in a cohort and sequenced manner over a 22-month period.

**General Education Prerequisites:**

- PSY101 Introduction to Psychology 4 credits
- SOC152 Introduction to Sociology 4 credits

**Courses include:**

- FAS200 Introduction to Family Life Education 3 credits
- ED330 Human Diversity and Relations 2 credits
- FAS440 Overview of Contemporary Families 4 credits
- ED385 Foundations of Education 3 credits
- FAS400 Family Systems 4 credits
- FAS442 Family Decision 2 credits
- FAS451 Family Communication and Relationships 3 credits
- ED336 Educational Psychology 2 credits
- FAS453 Intimate Relationships 2 credits
- FAS446 Methodology in Family Life Education 4 credits
- ECE325 Education of Infants and Toddlers 3 credits
- PSY215 Child and Adolescent Developmental Psychology 4 credits
- FAS448 Development in Adulthood 4 credits

FAS443 Parent Education 2 credits

FAS449 Parent Education: Methods 2 credits

FAS415 Biblical Christianity 4 credits

FAS444 Family Law Public Policy 4 credits

FAS490 Portfolio and Synthesis 2 credits

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## Graduate School Programs

### General Information

- Organizational Management
- Sports Management
- Human Resources Management
- Criminal Justice Leadership
- Family Life Education
- Master of Business Administration (MBA)
- Christian Outreach
- Education: Classroom Instruction Emphasis
- Education: Classroom Instruction Emphasis  
(including K-12 Reading License)
- Education: Differentiated Instruction Emphasis
- Education: Early Childhood Education Emphasis
- Education: Educational Leadership Emphasis

### Advisor

- All students will be assigned an advisor.
- All students shall receive academic advice from a CSP graduate faculty person.

### Committee

- Undergraduate
- Continuing Studies
- Graduate
- Special Programs

- A student's committee shall consist of a committee chair and a reader approved by the department chair.
- The chair of the committee shall be a Concordia graduate faculty.
- Exceptions shall be approved by the department chair.

### **Requirements for Graduation**

1. Earn a cumulative GPA of 3.0 or better;
2. Receive departmental approval for program capstone;
3. Meet all financial obligations as indicated by the business office.

### **Admission and Application**

- [Graduate Admissions](#)
- [Academic Information](#)

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## Academic Information: Policies and Procedures

### **Assessment Program**

The assessment program at Concordia University, St. 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 students compare in certain subject areas to students across the country. Many of the assessment activities will be part of courses. Other assessments will involve student participation in surveys, focus groups, or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

### **Full-Time Students**

Students taking 6 semester credits or more during a term shall be considered full-time graduate students. Students must take at least three semester credits in order to be considered as half-time graduate students.

### **Part-Time Students**

Students must take at least three semester credits in order to be considered as half-time graduate students.

### **Repeating a Course**



Students may repeat a course. If students repeat a course, only the higher/highest grade is used in computing 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 seventh week of the semester. Registration may be canceled for non-attendance.

Graduate students seeking to audit a course must notify their academic advisor and department chair at least four weeks prior to the beginning of the course to be audited. Normally students will audit courses that have been waived because of previously approved transfer courses. Students will be billed the current audit fee. Graduate students should consult with their academic advisor to make sure that the auditing of a course does not affect financial aid or full-time standing in their program.

### **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 42 clock hours of work.

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. Graduate students may take no more than 12 credits by independent study in their program. All independent study courses must have prior approval of the department chair and the associate dean of graduate study. 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 classes in a semester. Forms are available in the academic advising office, on the web, and the registrar's office.

### **Attendance Policy**

The College of Graduate and Continuing Studies offers a unique and accelerated learning environment for adults which require fewer and more intense classes/chats. If a student misses a class/chat, it is not possible for the student to obtain the information and experiences missed from other sources; thus, missing classes/chats is highly discouraged and may affect the final grade and/or course completion.

Students are required to attend all classes/chats and submit coursework according to assigned deadlines. Any deviations from the attendance or coursework requirements must be coordinated with the instructor for approval in advance. Instructors are not required to allow missed class/chat time or to accept late coursework. Failure to meet attendance guidelines or coordinate deviations with the instructor may result in a lower grade being earned.

#### **Attendance Guidelines and Requirements:**

- If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignments 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.

#### **Withdrawal Procedures**

The refund policy is on a per course basis. The student will receive a 100% tuition refund for a course not started. To receive a refund for the first course in the program, the student must call his/her academic advisor before the third class. For subsequent courses, the student must call before the first class in order to receive a refund.

#### **Grading System (\* Student must maintain a Cumulative GPA of at least 3.0 while in their graduate program.)**

**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

**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 the 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

### **In-Progress Grades**

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. However, any in-progress grade could affect the students' probationary and disqualification status (See Satisfactory Progress Policy). Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

1. All course requirements must be completed within six months from the last day of class of the current term as long as this is agreed upon with the instructor.
2. The grade will automatically turn to an "F" if the course requirements are not completed within six months.
3. The maximum number of In-Progress grades students may carry at one time is two (2).

### **Student in Good Standing**

A student in good standing is one who:

1. Is registered for the current term;
2. Is attending class in accordance with the class attendance policy;
3. Has no financial obligations to the university;
4. Is not on disciplinary probation; and

5. Is not on academic probation.

Eligibility to participate in certain inter-scholastic activities necessitates the fulfillment of additional requirements.

### **Satisfactory Progress**

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

To be eligible to register continuously without conditions, a student must maintain good academic standing by maintaining a 3.00 Cumulative GPA and complete a minimum of 12 credits each semester. Incompletes (I) and withdrawals (W) do not count toward completion. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students.

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

**1. Academic Probation:** An academic probation is a formal warning that students did not achieve satisfactory progress. Students will receive a letter from the registrar notifying them that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following semester without written permission of the dean of their college. Academic probation status appears on the student's Banner records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new semester to determine a plan of assistance. An advisor hold will be placed on the student's record. This means that the student needs to secure written approval from the advisor to finalize his or her course registration for the semester.

**2. Disqualification** (unsatisfactory progress for two consecutive semesters after a student's first semester): Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students can do one of the following.

- a. **Appeal:** Appeals must be submitted on the academic appeals form and submitted to the academic appeals committee within two weeks of receiving notice of disqualification. 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 semester only.
- b. **Re-establish eligibility:** Students who have been disqualified may apply for readmission after successful completion of 12 semester credits with a Cumulative GPA of 3.00 or above from another accredited institution.

### **Withdrawal from the University**

Students wishing to change their status by discontinuing, taking a leave of absence, or changing their cohort will discuss their plans with their advisor. It is the student's responsibility to fulfill all necessary obligations for these offices: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops..

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 unpaid accounts.

If you leave Concordia as a result of administrative dismissal or academic disqualification, you may appeal. Contact your advisor for the appeal form.

### **Change of Status**

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

### **Financial Hold**

While taking courses at Concordia, if you are not current in your payments to Concordia, you may be placed on financial hold.

While you are on financial hold:

- You will be notified via certified letter that you are on Financial Hold.
- You are not allowed to attend any classes.
- Your WebCT access will be disabled.
- Your unpaid balance is subject to late fees.
- Since you are not registered, all financial aid for the next terms will be canceled.
- Since you are not registered, all student loans will go into repayment.
- You will not receive any grades, transcripts, or your diploma.
- If you are a veteran, your benefits will be discontinued.

You will not receive a grade for courses you attend while on financial hold, even if you attend all the classes and turn in all of the work. You will need to take and pay for the course at a later date to receive credit.

### **Class Cancellations**

If the weather is questionable, or there is any other reason to think that a class might be canceled, please call the College of Business and Organizational Leadership office at (651) 641-8863 for information. All cancellations are handled through the

CBOL office. You may also visit the WCCO website at [www.wcco.com](http://www.wcco.com) for announcement of class/college cancellations.

## **Graduation**

Students who have 15 or fewer credits left to complete at the time of the graduation ceremony are allowed to participate. Your program courses must be completed by the following August. (Not applicable to MACO program; see MACO handbook for graduation requirements.)

## **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 FHB 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 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.

Lynn Troyka's, Simon & Schuster 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 (Lynn Troyka, Simon & Schuster handbook for writers, 6th ed.).

## **Continuous Enrollment**

Once a student begins a degree program, enrollment is considered continuous throughout the program or until the student informs the College of Business and Organizational Leadership through his or her academic advisor about their discontinuation.

Students who discontinue without notice will be liable for any unpaid accounts. In the cohort model of program delivery, the same group of learners proceeds through the entire program. Withdrawing from the program is discouraged and starting at any point other than the first class in a Cohort schedule is done as a rare exception after review and approval by the student's advisor and the department chair.

### **Time Limits**

Degree programs must be completed within five years of the beginning of a student's first course.

### **Graduate Program Capstone**

All graduate students will complete a capstone experience as part of their program. The nature of the capstone will differ by degree. Students should consult their department chair for specific details of the capstone in their degree program.

### **Transfer of Graduate-Level Credits**

Under certain circumstances, a student may transfer to Concordia up to six semester credits (graduate level) from another regionally accredited institution. Accredited transfer credits must be approved by the department chair. Graduate credits older than seven years will not be accepted for transfer. If transfer credits take the place of one of the program courses, students will audit this course instead of taking it for credit. Students should be aware that auditing a course could change enrollment status, which may in turn affect financial aid. (Transfer of credits does not apply to the MACO program.)

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## Master of Arts in Organizational Management - College of Business and Organizational Leadership

### Course Descriptions

#### **OMG 500 Management Foundations - 3 credits**

An introduction is given to the philosophy and methodological approach underlying the Master of Arts in Organizational Management. This course focuses on skills used throughout the curriculum including critical thinking, creative thinking, continuous learning, and the use of the Internet and other available electronic data sources.

#### **OMG 505 Organizational Theory and Behavior - 4 credits**

This course promotes the understanding and use of General Systems Theory and its applications in identifying, interpreting, and solving problems within complex organizations. It also examines management theory to see how it has led to current theories such as organizational learning and self-directed management.

#### **OMG 510 Human Resource Management - 3 credits**

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.

#### **OMG 515 Management and Leadership - 4 credits**

Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, decision making, resource allocation, and human resource development. This course will analyze how leadership is not only different from management but also more effective in today's workplace.



**OMG 520 Managerial 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 global market.

**OMG 525 Productivity and Quality - 3 credits**

Students will explore the concepts and theories underlying Total Quality Management and Continuous Improvement Processes in manufacturing and service environments. This course includes re-engineering, innovation, and Six Sigma as practical tools for improving productivity.

**OMG 530 Managerial Research Methods and Design - 4 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 begin work on their Capstone during this course.

**OMG 535 Managing in an Information Age - 3 credits**

This course focuses on the way in which business strategy is served by information technology. It also explains the tools and techniques that help to ensure that information systems strategies are in line with strategic organizational needs. Concepts introduced include maximizing the value of individual knowledge work and how it can improve personal productivity.

**OMG 540 Legal Environment for Managers - 3 credits**

This course covers legal issues that managers face in operating organizations in today's complex environment. The ubiquitous nature of our legal environment necessitates managers being able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment.

**OMG 545 Ethical Dimension of Leading and Managing - 3 credits**

Students explore the ethical dimension of organizational life from the perspective of Christian vocational ethics and values and how values and ethics are incorporated into the organizational decision-making process. This course also focuses on values formation, self-understanding in an ethical context, and the construction of a personal model of ethical decision making congruent with personal values.

**OMG 550 Strategic Thinking - 4 credits**

This course examines the role of the leader in the development of coherent strategic plans and the articulation of short- and

long-range plans. It examines the systemic interrelationships among the topics introduced in earlier program courses.

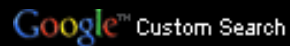
**OMG 555 Capstone Seminar - 3 credits**

Provides students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the Master of Arts in Organizational Management program. Students will present the results of a self-directed capstone. This could be a case study, action research, literature review, or various other form of quantitative or qualitative research.

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## Master of Arts in Sports Management - College of Education

*The following courses are unique to the Sport Management major.*

### Program Objective

The Sport Management emphasis explores the expanding field of sport management from community- and educational-based programs to the management of professional sports. Foundations of Sport Management covers aspects of the job market and the skills required for sport management professionals. Other course work includes studying areas of sport marketing, managing and planning of facilities and legal aspects of sport.

### Course Descriptions

**KHS 500 Foundations of Sports Management - 3 credits:** Today the need for sport management professionals is increasing in areas of business, marketing, sales and managing. This course will examine the expanding field of Sport Management. Areas of emphasize include; exploring job specific skills pertaining to sport marketing and sales, facility management, event planning, sport agents and recruiting services, intercollegiate athletics, professional sport, public relations.

**KHS 530 Managing and Planning Sport Facilities - 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 sport facilities including stadiums, gymnasiums, golf courses, fitness centers and athletic fields. Learning formats will include lecture, class discussion, and interaction with sport and facility management professionals, on-site tours, group exercise, research and written projects.

**KHS 540 Legal Aspects of Sports - 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 actual cases in these areas.

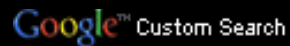
**KHS 545 Sports Marketing - 3 credits:** Sport Marketing will examine the strategies and motivations of the sport consumers through actual case studies. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sport marketing.

See the other [Master of Arts in Organizational Management courses here](#).

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## Master of Arts in Human Resources Management - College of Business and Organizational Leadership

*The following courses are unique to the Human Resources Management major.*

### Course Descriptions

#### **OMG 506 Human Resource Organizational Theory and Behavior - 4 credits**

This course examines the full scope of human resources activities. It covers a broad list of key functional areas such as Staffing, Human Resource Planning, HR Strategy, HR Legal, Performance Management, Training and Development, and Organizational Learning.

#### **OMG 511 Total Compensation - 3 credits**

This course provides concentrated learning in employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. Topics include the strategic role total compensation plays in organizations and the dynamics of alternative pay systems.

#### **OMG 516 Staffing Models and Retention - 4 credits**

This is an advanced course in recruitment, selection, and retention. Case studies on modern and creative recruitment strategies will be explored, along with effective retention methods. The course will also cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

#### **OMG 551 Strategic Human Resource Management - 4 credits**

This course will emphasize the strategic nature of human resources management (HRM). It will focus on the importance of

Alignment of HR responsibilities with the organization's mission and HR's role as a partner in planning and executing the business plan.

See the other [Master of Arts in Organizational Management courses here](#).

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## Master of Arts in Criminal Justice Leadership - College of Business and Organizational Leadership

### Course Descriptions

#### **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, financial, and political constraints.

#### **CJU 502 Correctional Design in a Changing World - 4 credits**

The philosophies, roles, and designs of juvenile corrections continue to evolve. This course expands upon the basics of institutional and community corrections by exploring modern research and trends in modern corrections. 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 512 Criminal Justice and Media Relations Politics - 3 credits**

This course examines the relationships, roles, and responsibilities of criminal justice politics and the media. Included is a critical review of the tension that exists between the two, and how effective relationships can be fostered. Students will also learn to write press releases, organize and facilitate press conferences, and effectively utilize media resources.

#### **CJU 505 The Reflective Adult Learner - 2 credits**

Students will address what it means to become a graduate student and lifelong learner. Issues of critical thinking, scholarly research, continuous learning, ethical frameworks and problem solving are discussed in relation to adult learning principles. This

class assists with the transition to online learning graduate study by modeling the collaborative learning and self-directed nature of the program.

**CJU 520 Tactical Problem Solving - 4 credits**

This course will provide an understanding of the dynamics of problem solving, paying special attention to finding creative and productive solutions.

**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 584 Accessing Educational Resources - 2 credits**

This course familiarizes students with the learning environment of technology. Students learn to efficiently integrate knowledge navigation into their curriculum and at work using a variety of search engines, databases, and research techniques.

**CJU 585 Synthesizing Seminar I - 1 credit**

The culminating project of the master's program is the capstone, a research project designed to help learners generate new information for their field. Explanation of the capstone process will take place, along with a dialog regarding possible capstone topics.

**CJU 586 Synthesizing Seminar II - 1 credit**

This course continues the process of selecting and implementing the capstone project. Issues of epistemology and social change are discussed and explored.

**CJU 596 Capstone - 3 credits**

While this course is the culminating event in the educational experience, it also sets the stage for new beginnings. The focus is on a combined reflection and synthesis on knowledge learned throughout the program. In seminar fashion, students will discuss with each other the significant issues they have studied, and ways they will continue to learn in the future.

**CJU 540 Organizational Behavior in Criminal Justice - 2 credits**

As one of the threads of continuity throughout this degree program, "systems thinking" provides a means to better understand and work more effectively with individuals and organizations. This course provides advanced perspectives of how to identify interactions and best select a means of responding from the position of manager and leader.



**CJU 542 Contemporary Issues in Leadership - 4 credits**

Criminal justice professionals are affected not only by catastrophic events such as the Columbine High School shootings and the World Trade Center attacks, but by the more routine and frequent aspects of the job as well. This course examines stress from a leadership perspective, 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 570 Applied Ethics - 2 credits**

Students will be introduced to models of ethical decision making, including the vocational ethics of Christianity. The emphasis is on the interplay between the historical models of ethical decision making and the problems professionals face every day.

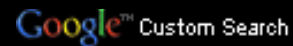
**CJU 551 Strategic Leadership - 4 credits**

Effective leaders understand and leverage their leadership strengths to positively influence people and, in turn, an organization's success. This course will focus on learning your personal leadership style, how to positively impact others, and how to continue to grow and develop as a leader to bring out the best in yourself and others. Acknowledging the frequent challenge to "run government like business," students will learn the strategies of successful private sector and government leaders.

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## Master of Arts in Family Life Education

This program is NCFR approved and graduates will be Certified Family Life Educators.

### Program Objective

The primary objective of this degree is to articulate the definition and role of the Human Service professional - 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.

### Course Descriptions

#### [FAS 533 Family Studies and Family Life Education](#) 2 credits

This course familiarizes the student with the study of various family problems, stressors, and changes prevalent in today's society. Selected family issues are examined in light of the family life educator's role. Included in the discussion are the current issues affecting the nature of the profession, the family life education professional, various roles of the family life educator, and various theoretical stances that inform the family life educator's work with family problems and stressors? Students will develop specific sources focused on a specific topic of interest and a critical review paper outlining a current issue's impact on the family.

#### [FAS 532 Navigating the Oceans of Data and Information](#) 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 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 society.

FAS 504 Systemic Dynamics 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 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 560 Intimate Relationships 2 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.

ED 500 Seminar A 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

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, spiritual, and personality development will be included.

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 540 Family Decision Making 2 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 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.

ED 505 Seminar B 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

FAS 534 Reflexive Assessment and Evaluation 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 family life education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing an assessment strategy for a program in family life education.

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,

ED 510 Seminar C 2 credits.

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

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## Master of Arts in Business Administration (MBA) - College of Business and Organizational Leadership

### Program Objective

Our student-centered application-based learning environment will help you gain the business tools and skills necessary to succeed in your professional business career. We examine contemporary, real world, business problems as part of a partnership with the *Wall Street Journal* and apply foundational business knowledge when exploring business solutions. We balance that up-to-the-minute context with an exclusive academic partnership with world renowned futurist Joel Barker and the Institute for Strategic Exploration. Our unique Management Application Portfolio (MAP) will provide you with a personalized business text that will be references throughout your career. It's a powerful combination.

### Course Descriptions

#### **MBA 500 Organizational Leadership and Development - 4 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 - 4 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.

**MBA 510 Managerial Research Methods and Design - 4 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 - 4 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 - 4 credits**

This course will develop marketing strategy and executing diverse communication tactics critical to all enterprises. Consistency in both processes and messages is important. Students will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate to use and how to apply multiple marketing tactics.

**MBA 525 Strategic Human Resource Management - 4 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 - 4 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 - 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.

**OLC 605 Operations and Technology Management - 2 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.

**OLC 610 Managerial Decision Analysis - 2 credits**

This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will all be explored by the students in this course.

**OLC 615 Topics in Organizational Management - 2 credits**

This course will provide an overview of contemporary topics related to organization effectiveness. Students will be required to leverage application, theory and research as they develop skills in talent management, organization learning, and strategy formation and implementation. Students will obtain skills in identifying and developing high potential talent for the purpose of competitive advantage.

**OLC 620 Strategic Leadership - 2 credits**

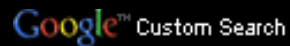
The strategy process represents an essential opportunity for organizational leaders to establish, implement, and guide the organization's direction. This course introduces students to the principal theorists and practices of contemporary strategic thinking. Students will focus on strategic analysis of case materials and the strategic practices of students' organizations.

**MBA 700 Managerial Application Portfolio - 2 credits**

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. Course activities include critical thinking papers, action research, case analysis, and self-appraisal.







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## Master of Arts in Christian Outreach

***Offered by the Hoffmann Institute through Concordia University, St. Paul (CSP). Program Objective***

The primary mission of the church is to make disciples of every nation by bearing witness to Jesus Christ through the sharing of the Gospel and the administration of the Sacraments. The Master of Arts in Christian Outreach equips church leaders with a deepened understanding of a theology of God's mission and provides the practical tools necessary to engage in the outreach ministries of the church.

### **Course Descriptions**

This is a 36 credit master's degree. Each cohort of students moves through these courses together.

#### **THY 521 Spiritual Leadership Formation - 3 credits**

Foundational for the whole area of Christian leadership, the course focuses on the nature of spiritual leadership development utilizing faith nurturing experiences including regular use of the Scriptures, sacraments, prayer, meditation, personal Bible Study, service, corporate activities, and mentoring. An introduction to a theological understanding of leadership formation and approaches for designing programs are presented.

#### **THY 531 Worldviews and the Gospel - 3 credits**

In this seminar, students examine historical and contemporary methods used in the rational and experiential defense of the Christian faith against unbelief, the use of categories of thought foreign to Biblical thinking, and Christian responses to worldviews hostile to Christianity with the intention of developing an appropriate, Biblical, and contemporary apologetic for particular contexts.

**THY 541 History of Mission - 3 credits**

Students will study the historical expansion of the Christian church and its impact on church and society over the centuries in light of God's mission. It will develop in students an awareness of God's hand in the growth of the church in all areas of the world from the time of Christ until today.

**THY 551 Social Issues in Mission - 3 credits**

Students consider the economic and political challenges to people in a given society and the issues of social justice. Students will design appropriate strategies for addressing the social issues in mission contexts.

**THY 572 Missio Dei - 3 credits**

Based upon Jesus' announcement of the Good News of the Kingdom of God, this course develops a Lutheran theology of mission that motivates Christians to proclaim the kingdom. It builds an understanding of the mission among the lost and hurting. Resources will include the Bible, the Lutheran Confessions, and missiological texts.

**THY 573 Outreach Ministry in Context I: Theory - 3 credits**

Students learn the process of understanding another culture, how to adapt to it, and make sound value judgments within it. The results from anthropological and sociological research as well as current communication theory will inform this endeavor. Case studies from a variety of cultures will be utilized.

**THY 574/575/576 Missiological Research Design - 3 credits**

This course provides an understanding of the function and scope of research science in the area of missiology so that the missiological perspective can be analyzed, discussed, and evaluated. Students begin to develop their thesis/project proposals.

**THY 581 Outreach Ministry in Context II: Strategies - 3 credits**

This course focuses on outreach ministry overseas and in North America. It shares distinct strategies for reaching people in the variety of contexts to be found in multi-cultural urban centers, the changing dynamics of rural culture, the exploding outer rings of major cities, and the inner ring suburbs struggling to revitalize. A theological understanding of human care and evangelistic ministries will be developed for these multiple settings.

**THY 582 Evangelism in the Life of the Church - 3 credits**

Students will learn how to reach those who do not know Christ and how to integrate them into the Christian family. The course will focus on general strategies and techniques of evangelism. It will also consider the worldview of the unchurched and their needs. A key emphasis is on the task every Christian has in outreach and the church worker's role in equipping them to respond to everyday opportunities.

**THY 592 Capstone: Thesis, Project, or Portfolio - 3 credits**

As the final work submitted by graduate students, and in respect to the guidelines for research base, analysis, and synthesis, students can choose from a thesis, project, or portfolio to complete their graduate experience. Faculty approval of the topic and finished product is required for graduation.

**Field Practicums:**

Students will complete two practicum courses of their choice. Students in each of the practicum courses should demonstrate depth of reflection and clarity of connections with learning experiences from program courses and activities, readings, discussions, and outside work. Items related to small group and family ministry strategies, cross-cultural issues, and effective apologetic methodologies, all based on a firm Lutheran theological understanding of God's mission, should be demonstrated.

**THY 522 Care for the Whole Person - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to care giving in the congregation and community. Students will learn principles of diagnosis and personal care for the spiritual, emotional, physical, and social needs of people especially in the times of crisis, grief, and loss. A final paper describes and evaluates the experience.

**THY 561 Outreach through Evangelism and Worship - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to reaching those who do not know Christ through evangelism and worship. The practicum will focus on researching, developing, and using evangelism strategies for reaching the lost. Students will describe and evaluate the experiences in a final paper.

**THY 562 Writing/Production of Evangelism/ Leadership Development Materials - 3 credits**

Students will write or translate evangelism and leadership development materials that reach the unchurched and equip the saved. Outreach materials should be related to worship, catechesis, assimilation, and outreach programs in the church and/or for the community.

**THY 583 Planting the Worshiping Community - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to church planting/beginning small groups. Students will be asked to plan and implement a church plant/small group ministry. A final paper will describe and evaluate the experience.

**THY 584 Outreach in the Urban, Suburban, or Rural Center - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to working in the urban,

suburban, or rural center. Students will be asked to develop a plan for reaching urban, suburban, or rural unchurched people, immerse themselves in the particular context of ministry, and describe and evaluate the experiences in a final paper.

### **THY 591 Independently Developed Practicum - 3 credits**

An individually tailored experience arranged by the student in consultation with the program director to practice skills and theories related to particular outreach issues and contexts in the student's present ministry. Students will develop the practicum, i.e., project, readings, assignments, in order to supplement the outreach task of the ministry in which the student is working. A final paper describes and evaluates the experience.

**Total: 36 credits**

### **Computer Requirements for the Distance Education Courses**

Students will use their own personal computer and will need to secure a local Internet service provider prior to coming for the first course. Staff will assist with technology questions such as accessing chat room, emailing papers and assignments, and posting to Internet bulletin boards. Students should ensure that their Internet service provider has no firewalls in place. See the technology agreement for details.

### **Director of Christian Outreach Certification**

Students may receive Lutheran Church-Missouri Synod certification as a DCO through courses offered in the MACO program after fulfilling additional requirements.

### **For More Information**

While the MACO program is administered and accredited through Concordia University St. Paul, it was developed as a collaborative effort with Concordia University Portland. To receive additional information about courses, tuition, financial aid, or start dates, please contact the Hoffmann Institute at:

Phone: 651-641-8224; FAX: 651-603-6202;

Email: [maco@csp.edu](mailto:maco@csp.edu)

Address:

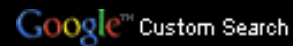
Hoffmann Institute

Concordia University

275 Syndicate Street North

St. Paul, MN, 55104

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## Master of Arts in Education Graduate Programs in the College of Education

### Master of Arts in Education Emphasis in Classroom Instruction

30 credits (10 courses x 3 credits each and each 8 weeks in length)

#### Course Descriptions

*Core courses:*

#### **ED 502 Educational Issues**

A study of historical and contemporary issues in education.

#### **ED 521 Educational Research and Applications**

A survey of qualitative and quantitative research methods and their applications to educational research.

#### **ED 507 Diversity in Education**

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**

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

#### **ED 590 Conducting Research and Completing the Capstone**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

*Emphasis courses:*

**CI 550 History of Ideas in Education**

A review of the ideas and philosophies, past and present, which influence educational practice.

**CI 551 Psychology of Learning and Teaching**

An advanced overview of the application of psychological principles, theories, and methodologies to issues of learning and teaching.

**CI 552 Curriculum Theory**

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation.

**CI 553 Instructional Strategies**

An integration of the theory and practice of the developmentally effective classroom.

**CI 555 Instructional Technology**

Theory and strategies for designing technology-rich environments to support active learning schools.

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## Master of Arts in Education Graduate Programs in the College of Education

### Master of Arts in Education Emphasis in Classroom Instruction (including K-12 Reading License)

30 credits (10 courses x 3 credits each and each 8 weeks in length)

#### **Course Descriptions**

*Core courses:*

#### **ED 502 Educational Issues**

A study of historical and contemporary issues in education.

#### **ED 521 Educational Research and Applications**

A survey of qualitative and quantitative research methods and their applications to educational research.

#### **ED 507 Diversity in Education**

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**

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

#### **ED 590 Conducting Research and Completing the Capstone**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.



*Emphasis courses:*

**CI 560 Curriculum and Instruction in Literacy**

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 (K-12)**

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**

An investigation of literature and effective literacy strategies for the elementary classroom.

**CI 563 Literacy Strategies for Grades 7-12**

A review of adolescent literature and effective literacy strategies for learners in grades 7 through 12.

**CI 564 Assessment, Evaluation, and Supervision in Literacy Programs (K-12)**

Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress,

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## Master of Arts in Education Graduate Programs in the College of Education

### Master of Arts in Education Emphasis in Differentiated Instruction

30 credits (10 courses X 3 credits each and each 8 weeks in length)

#### Course Descriptions

##### *Core Courses:*

#### **ED 508 Legal and Ethical Issues in Education**

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

#### **ED 521 Education Research and Applications**

A survey of qualitative and quantitative research methods and their applications to educational research.

#### **ED 590 Conducting Research and Completing the Capstone**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

##### *Emphasis Courses:*

#### **SPED 580 Education of the Exceptional Learner**

A study of historical and contemporary issues in education of learners with differentiated needs.

#### **SPED 582 Teaching Students with Linguistic Differences or Difficulties**

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

**SPED 583 Collaboration in Inclusive Settings**

A study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.

**SPED 590 Teaching Students with Language and Math Disabilities**

An examination of the writing and mathematical needs of learners in contemporary classrooms and research-based practices for meeting those needs.

**SPED 592 Students with Mental Health Needs**

An examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs.

**SPED 594 Effective Practices in Differentiated Instruction**

An examination of brain-based learning practices for differentiating instruction for all learners.

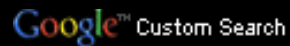
**ED 515 Family Systems for Educators**

A study of diversity in family systems to include a survey of current developments in the study of the family and an analysis of changes in American society and their influences on family life.

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## Master of Arts in Education Graduate Programs in the College of Education

### Master of Arts in Education Emphasis in Early Childhood Education

#### **Program Objective**

Early Childhood Education is the term given to the teaching of children from birth to age eight. Professional practices of early childhood educators focus on teaching strategies based on child development and learning styles; creating developmentally, individually, and culturally appropriate practices; assessing children's development and learning; and developing positive relationships with children and families. Learners in the MA program will design research and apply the results to a practical problem, understand and articulate developmentally appropriate practices, focus on advocacy and leadership within early childhood education.

#### **Course Descriptions**

##### [ECE523 Topics in Early Childhood Education 2 credits](#)

This course is a study of current issues in early childhood education in an historical context, emphasizing their relevance to and impact on today's programs for children ages eight and under.

##### [FAS532 Navigating Oceans of Data 3 credits](#)

The course is designed to introduce the scope and function of information and the research process in early childhood. 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 early

childhood.

ECE526 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.

ECE527 Observation and Assessment 3 credits

The various methods of child study and observation strategies are studied as a way to assess children's growth and development of knowledge and skills. In addition, the physical environment can be observed in an effort to identify any potential changes that could benefit children.

ECE522 Play: Theory 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.

ED500 Seminar A 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

ECE544 Language Development and Emergent Literacy 4 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.

FAS501 Family Systems 3 credits

This course is an analysis of the family. It investigates the family as a system of relationships that interact across the family life cycle. It includes a survey of current developments in the study of the family and analysis of changes in American society and their influence in family life. Included is an emphasis on the impact of the family on education.

ECE541 The Diverse Classroom 2 credits

This course presents studies in 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.

ED582 Ethics for Educators 2 credits

This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

ED505 Seminar B 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

FAS534 Reflexive Assessment and Evaluation 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.

FAS576 Methods in Programming 3 credits

This course provide a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.

ED539 Legal and Legislative Issues 2 credits

This course will deal with law and legislation that affects early childhood education. Children and child care 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.

ED510 Seminar C 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

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## Master of Arts in Education Graduate Programs in the College of Education

### Master of Arts in Education Emphasis in Educational Leadership

30 credits (10 courses x 3 credits each and each 8 weeks in length)

#### Course Descriptions

*Core courses:*

#### **ED 502 Educational Issues**

A study of historical and contemporary issues in education.

#### **ED 521 Educational Research and Applications**

A survey of qualitative and quantitative research methods and their applications to educational research.

#### **ED 507 Diversity in Education**

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**

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

#### **ED 590 Conducting Research and Completing the Capstone**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

*Emphasis courses:*

**EDL 550 Leadership in Education**

An examination of classical and contemporary theories and styles of leadership and their application to educational settings.

**CI 554 Curriculum and Instruction**

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

**CI 556 Supervision and Improvement of Instruction**

Theory and practice of supervision of educational programs and personnel with a focus on improvement.

**EDL 552 Management of Human and Financial Resources**

A focus on educational leadership theory and practice related to the management of human and financial resources.

**EDL 553 Educational Policy and Administration**

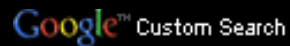
An examination of legislative issues, policy implications, and the administration of these issues and implications including analysis from multiple perspectives.

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## School of Continuing Studies

Concordia University's School of Continuing Studies Department offers training and learning experiences in a variety of disciplines that are designed to fit the schedule of the working adult student. Over 400 courses are offered for enrolled or visiting students.

The School of Continuing Studies Department offers:

- credit and noncredit classes;
- online or in-class weekday or weekend courses;
- certificate programs;
- customized training in the workplace;
- tuition discounts for hosting seminars;
- instructors who are experts in their fields;
- affordable classes for adult learners; and
- education opportunities that fit into the busy schedules of working adults.

### Weekend Classes

Students may take these courses offered in an accelerated format for seminar college credit, certificate of attendance, or personal enrichment. Credits will be for undergraduate electives unless otherwise stated in the course description.

### Online Courses

Online courses provide opportunities to obtain both required and general electives credits in an accelerated pace from the

convenience of a home or work computer.

### **How to Register**

Registrations are taken in the order received until classes are full. Continuing Studies office hours are 9 a.m. to 6 p.m. Request a bulletin of all our courses-which includes a registration form-by email, phone, or fax. All courses and special events are listed on our website.

Email: [ce@csp.edu](mailto:ce@csp.edu)

Phone: (651) 603-6268 or 1-800-333-1180

Fax: (651) 603-6270

Web site: [www.csp.edu/ce](http://www.csp.edu/ce)

### **Offerings Include**

- Child, Youth, and Family Studies
- Early Childhood Education
- Life and Career Planning
- Health Care Management
- Information Technology
- Leadership, Management, and Communication
- Post Board, Criminal Justice, and Law Enforcement
- Vocation and Ministry

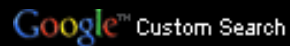
### **Payment Options**

Prepayment to Concordia University is required at time of registration. Concordia accepts Visa, MasterCard, Discover, and American Express cards.

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## General Education and Elective Options through the School of Continuing Studies

Concordia's School of Continuing Studies offers undergraduate general studies and elective options delivered in accelerated online and in-class formats.

### Program Objective

This classes are designed for adult students. The purpose is to help learners build 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 welcomed to enroll which means student do not have to be admitted to Concordia to register for these courses.

Accelerated general education courses allow learners to:

- efficiently obtain general study requirements to prepare for a accelerated learning program;
- develop skills to be successful in academic work;
- earn foundational credits for a liberal arts education; and
- work towards a college degree, regardless of geographic location or time.

### Application Process

Contact the School of Continuing Studies for registration information at (651) 603-6268.

### Course Delivery

Some courses are available in a face-to-face format but most are delivered online. In the online accelerated classes learners collaborate with a community of peers through chats, discussion boards and email.

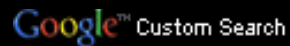
### Course Selection

Participants will be teamed with an advisor who will assist in creating a class schedule that fits into the student's work and personal life.

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## Associate of Arts Degree School of Continuing Studies

### Program Objective

The Associate of Arts Degree, or AA 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.

### Course Descriptions

#### AA Course Descriptions

##### LSC 159 The Inner Review:

This course is based on Victor Frankl's premise that the only thing that cannot be taken away from any of us is our life purpose and that having a purpose is essential to living. Course work includes: clarifying basic beliefs; defining priorities; and a study and understanding of how we make decisions. The final exercise will involve creating a personal roadmap. (this course replaces The Reflective Learner) 2 credits

##### COM 103 Communication Fundamentals

Students examine their methods in interpersonal communication in contexts including dyadic, small group, public, and mediated communication. Individual activities and group work include both oral and written components. 4 credits

#### ENG 120 College Writing

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. 4 credits

#### ENG 155 Introduction to Literature

This course seeks to excite students about literature, to feed their 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. This course will introduce basic literary terminology. 4 credits

#### KHS 100 Health and Human Movement

The aim of this course is to enhance and expand upon personal and community benefits of a dynamic health and human movement lifestyle. Further, this occurs is designed to foster and promote healthy attitudes, behaviors, and skills, which develop healthful living and informed care for self. 3 credits

#### PSY 101 Introduction to Psychology

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, community, and diversity are studied. 4 credits

#### SOC 152 Introduction to Sociology

This course provides an introduction to systematic study of society and social behavior. Investigation will focus on the values and norms shared by society's members, the groups, and institution that compose social structures, and the forces that are transforming social reality. 4 credits

#### HIS 220 Leaders in America

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 on 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. 4 credits

#### MUS 120 Music and Human Experience

This course will explore the relationship between commonly held experiences and the expressive voice of the creative musical artist. It will place music in the social/historical context which shapes the artistic spirit. 2 credits

#### SOC 252 Social Problems

Students identify and analyze societal 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. 4 credits

#### POL 131 American Government

The course introduces students to mechanics, institutions, problems, 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. 4 credits

#### MAT 101 Contemporary Mathematics

This course is designed to give the liberal arts student an experience in contemporary mathematics, with emphasis on its connection to society. The concepts include management science, statistics, coding, social choice and decision-making, and geometric size and shape. 3 credits

#### ECO 101 America in the Global Economy: Macroeconomics

This course will illustrate the dynamic integrated of America within the global economy by focusing on macroeconomic policy areas such as trade, exchange rate policy, and domestic economic policy. 4 credits

#### ART 101 Approaching Art

An analysis of the function, style, structure, and media of art as they relate to contemporary life is incorporated into this course, with investigation of aesthetic theories and art criticism. 2 credits

#### BIO 102 Biology 102

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. Major themes 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. (this course replaces The Unity of Life course) 4 credits

#### CHE 150 Real World Chemistry

This general education course explores 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. (this course replaces Household Chemistry) 4 credits

#### THR 101 Introduction to Theatre

This course explores theatre arts from many perspectives, introducing students to basic history, theory, production, and performance elements of theatre arts. In addition to studying primary and secondary materials, students create limited group scene projects and participate in theatre studio

activities (costume, lighting/sound, or scenic design). 2 credits

#### RLG 100 The Word in its World

This course offers an investigation of the literature, cultures, and theological expressions of the early Hebrew and Christian traditions, emphasizing the covenant dealings of God with Old Testament people and the completion of the covenant in God's new covenant in Jesus Christ. 4 credits

#### LSC 277 Reflection and Synthesis

This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will examine how their personal strengths, personal limitations, academic goals, and career goals will integrate as they leave the program and begin new endeavors- academic or otherwise. (this course replaces Portfolio and Synthesis)

2 credits

#### Tuition and Fees

This is a 64-credit program. For current tuition information and financial aid information, please visit the [Continuing Studies web page](#) or call 651-603-6268.

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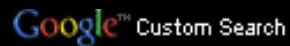
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## Special Programs

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## Hoffmann Institute

CONTACT: (651) 641-8701; <http://www.hoffmann-institute.org/>

The Hoffmann Institute is the center for Evangelism and Mission studies creating mission vision and equipping outreach leaders centered at Concordia University. The purpose of the Hoffmann Institute is to:

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

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

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

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

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

1. **Convocations and Workshops:** Each year, the Hoffmann Institute brings to campus for presentations, visits in classrooms, and chapel numerous leaders in outreach and other persons particularly gifted in sharing the Christian faith.
2. **World Mission/Evangelism Weeks:** Each year the Hoffmann Institute leads the campus community by highlighting the global and local outreach of the church and opportunities to serve in and support that mission.
3. **Workshops, Courses, and Mission Fairs:** As congregations, circuits, districts, synodical organizations, and other agencies request, the Hoffmann Institute offers workshops, seminars, and presentations for Sunday morning, 1/2 day, day long, or weekend events. The workshops or courses offer mission, evangelism, and cross-cultural education utilizing the unique resources of the Hoffmann Institute's faculty.
4. **Student Projects:** the Hoffmann Institute supports and counsels outreach efforts by Concordia students including the Concordia Mission Society which participates in outreach events throughout the year, including a mission trip in the states and overseas during the semester break.
5. **Intentional In-depth Outreach Training:** the Hoffmann Institute hosts the Outreach Leadership Institute, manages the Master of Arts in Christian Outreach, trains career and volunteer missionaries for LCMS World Mission, and teaches church leaders enrolled in outreach courses offered through district developed lay training programs.
6. **Distance Education:** the Hoffmann Institute is developing outreach courses for distance learners using computer based and/or enhanced learning.
7. **Participation in the Church:** the Hoffmann Institute faculty and staff hold positions on committees and boards throughout the synod and other organizations where the Hoffmann Institute's voice supporting God's mission is heard.
8. **Special Events:** In cooperation with other agencies of the church, the Hoffmann Institute develops outreach events which meet the needs of the church at large.

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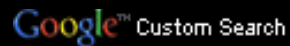
## Lay Leadership Institute

The College of Vocation and Ministry seeks creative, innovative ways to help church professionals, lay leaders and congregations thrive and grow in an environment of change. The Iowa West Lay Leadership Institute's two-year program is offered over the course of 10 weekends per year. Concordia faculty and District personnel currently teach all courses. Support classes also are available in congregational leadership, Law and Gospel interpretation, parish education, youth and family ministry, congregational outreach, cross-cultural outreach and care ministries. For more information about the lay training or other partnership opportunities, contact the College of Vocation and Ministry (651-641-8841; [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or contact Dr. Stephen Stohlmann 651-641-8824; [stohlmann@csp.edu](mailto:stohlmann@csp.edu).

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## Professional Church Work Programs

Under the auspices of The College of Vocation and Ministry, Department of Christian Ministries, Concordia University St. 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; Lutheran Classroom Teacher; as well as Pre-Pastoral and Pre-Deaconess Studies. For further information contact the College of Vocation and Ministry at 651.641.8841; [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or Dr. David Lumpp, Dean of the College of Vocation and Ministry (641-641-8217; [lumpp@csp.edu](mailto:lumpp@csp.edu)).

### **Specialty Studies**

The Department of Church Careers offers two areas of special study leading to further preparation and formation for service in the Church as deaconesses or pastors.

### **Pre-Pastoral Education**

The pre-pastoral program at Concordia University, St. Paul equips students for seminary success, where they will receive their formal education for service in Word and Sacrament ministry. Students interested in pre-pastoral studies at Concordia should contact the College of Vocation and Ministry (651-641-8841; [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or the program's director, Dr. Richard Carter (651-641-8271; [carter@csp.edu](mailto:carter@csp.edu)).

### **Pre-Deaconess Education**

The pre-deaconess program at Concordia University, St. Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, St. Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia River Forest Deaconess program, or she may graduate from CSP with a major in theology and may continue preparation at Concordia Seminary, St. Louis or Concordia Theological Seminary, Ft. Wayne,

Indiana, earning a Master of Arts degree and the Deaconess certification. Students in the pre-deaconess studies at Concordia should contact the College of Vocation and Ministry (651.641.8841; [www.csp.edu/cvm/](http://www.csp.edu/cvm/)), or Dr. Richard Carter (651-641-8271; [carter@csp.edu](mailto:carter@csp.edu)).

### **Director of Christian Education**

The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders in various team ministry settings in the congregation. With different emphases and specializations, the DCE is there to help teach the Christian faith to children and adults across the lifespan. The DCE program is five years in duration, entailing the core Bible and theology component, a cluster of more specialized courses, and one year devoted to a supervised internship. Students interested in or with questions about the DCE program should contact the College of Vocation and Ministry (651.641.8841; [www.csp.edu/cvm](http://www.csp.edu/cvm)) or Director of the DCE Program, Professor Kevin Hall (651-603-6165; [khall@csp.edu](mailto:khall@csp.edu)), or Ms. Kathryn Hagen (651-641-8892; [hagen@csp.edu](mailto:hagen@csp.edu)).

### **Director of Christian Outreach**

The Director of Christian Outreach (DCO) program prepares outreach specialists for service to the church. A DCO helps to assess outreach opportunities unique to a ministry setting and to equip each congregation to bring the Gospel to people in the most winsome and effective ways possible. The DCO may serve in North America or on a foreign mission field. The DCO program entails a core of academic work in Lutheran theology, a core of specialized courses, and a supervised internship. Interested students should contact the College of Vocation and Ministry (651.641.8841; [www.csp.edu/cvm/](http://www.csp.edu/cvm/)) or contact Professors Phillip Johnson (651-641-8246, [pjohnson@csp.edu](mailto:pjohnson@csp.edu)), or Mark Press (651-603-8830, [press@csp.edu](mailto:press@csp.edu)).

### **Director of Parish Music**

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God's gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience. Interested students should contact the College of Vocation and Ministry (651-641-8841; [www.csp.edu/cvm/](http://www.csp.edu/cvm/)) or Dr. David Mennicke ([dmennicke@csp.edu](mailto:dmennicke@csp.edu)).

### **Lutheran Classroom Teacher**

The Lutheran Classroom Teacher program is a partnership between the College of Vocation and Ministry and the College of Education, preparing men and women for teaching careers in one of the more than 2500 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 College of Vocation 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. Interested students should contact the College of Vocation and Ministry (651-641-8841); [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or Dr. Jeffrey Burkart, Associate Dean for the College of Vocation and Ministry (651-641-8426; [jburkart@csp.edu](mailto:jburkart@csp.edu)).

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Phone: (651) 641-8839

### [Graduate Admission](#)

Kim Craig, Director  
E-mail: [craig@csp.edu](mailto:craig@csp.edu)  
Phone: (651) 603-6223

### [Accelerated Degree Admission](#)

Kim Craig, Director  
E-mail: [craig@csp.edu](mailto:craig@csp.edu)  
Phone: (651) 603-6223

### [School of Continuing Studies Admission](#)

Jessica Grochowski, Student Advisor  
E-mail: [grochowski@csp.edu](mailto:grochowski@csp.edu)  
Office: (651) 603-6268

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Lonn Maly, Vice President for Academic Affairs

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Josh Deer, Sports Information Director

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Phone: (651) 641-8893

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Susan Johnson Hanlon - Administrative Assistant

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Craig Lien, Associate Dean

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Phone: (651) 641-8734

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Phone: (651) 641-8822

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Office: 651-641-8355

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Rev. Dr. Robert Holst, President

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- Admission**
- Athletics
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- News & Events
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Home > Admission > Undergraduate > Applying

## Applying To Concordia

When you attend Concordia University, you're more than just a student. You're part of the Concordia family. Our student-centered approach to teaching makes your goals, and your successes, our priority.

I am a:

- [First-Time College Student](#)
- [Transfer Student](#)
- [Returning Student](#)
- [Post Baccalaureate Student](#)
- [International Student](#)
- [PSEO Student](#)
- [Concordia House of Studies Student](#)

Our 36-acre campus is conveniently located minutes from the downtown areas of St. Paul and Minneapolis. Concordia's urban location offers rich opportunities for jobs and internships at 15 Fortune 500 companies and hundreds of major employers headquartered in the Twin Cities.

- Admission
- Undergraduate
- Accepted Students
- Applying**
- Application Status
- Academics
- Counselors
- Student Ambassadors
- Bear Tracks
- Request Info
- Tuition & Fees
- Visit Us

### Related Links

- [Admission Deadlines](#)
- [Campus Life](#)
- [Directions to Campus](#)
- [Lodging](#)
- [Financial Aid](#)
- [Military](#)
- [Scholarship and Financial Aid Calculator](#)
- [Mapping it Out](#)

**Undergraduate Admission**

Kristin Schoon, Director

[schoon@csp.edu](mailto:schoon@csp.edu)

(651) 641-8839

**Office of Admission**

Local: (651) 641-8230

Toll-Free: (800) 333-4705

Fax: (651) 603-6320



E-mail: [admission@csp.edu](mailto:admission@csp.edu)

Last updated on September 12, 2008.

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[Home](#) > [Admission](#) > [Undergraduate](#) > [Visiting](#)

## Visiting Concordia University

The Office of Undergraduate Admission would like to invite you to visit our campus at a time that is convenient for you and your family.

Individual campus visits are encouraged during the week so that you are able to view the University during its peak hours.

### [Online Campus Visit Request Form](#)



Or call our Campus Visit Coordinator, Leah, to schedule your visit:

**(800) 333-4705 or (651) 641-8230**

#### Regular Hours

- Monday - Thursday: 8 a.m. - 5 p.m.
- Friday: 8 a.m. - 4:30 p.m.
- Saturday: See dates below

Sunday: Closed

\*Tours are available at 10:00am, 12:00pm, 1:00pm and 3:00pm

#### Saturday Hours

9 a.m. - 1 p.m.: February 13, 20, 27 and March 6, 13, 27

#### Admission

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- [Accepted Students](#)
- [Applying](#)
- [Application Status](#)
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- [Counselors](#)
- [Student Ambassadors](#)
- [Bear Tracks](#)
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- [Visit Us](#)

#### Related Links

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- [Campus Life](#)
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- [Lodging](#)
- [Financial Aid](#)
- [Military](#)
- [Scholarship and Financial Aid Calculator](#)
- [Mapping it Out](#)

## Come To An Event



 [Concordia Open House](#) - Designed to acquaint you with life at Concordia University, St. Paul

- September 26, 2009, February 15, 2010.

Junior Open House- April 17, 2010

 [MEA Visits](#) - October 15-16, 2009- Contact our Campus Visit Coordinator, Leah, to schedule

and customize an individual campus visit over MEA

Connect by phone at (800) 333-4705 or (651) 641-8230 or complete our [online form](#).

 [Multicultural Education Achievement Visit Day](#) - January 29, 2010

 [Exploring Careers](#) - Discover your calling in God's world - November 13 & 14, 2009

 [Minnesota Private College Week](#) - June 21-25, 2010

 [Twin Cities Area](#)

#### Undergraduate Admission

Kristin Schoon, Director

[schoon@csp.edu](mailto:schoon@csp.edu)

(651) 641-8839

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Fax: (651) 603-6320


E-mail: [admission@csp.edu](mailto:admission@csp.edu)

## [Take a Virtual Tour of Our Campus](#)

### Campus Visit Suggestions

To really experience Concordia University, we suggest you include any or all of the following appointments in your campus visit.

#### Campus Tour

 Chapel (11 a.m. M-F)

 Admission/Scholarship/Financial Aid meeting

 Faculty meeting (available by request, M-F 8 a.m. - 4 p.m.)

 Athletic meeting (available by request, M-F 8 a.m. - 4 p.m., Sat)

 Fine Arts meeting (available by request, M-F 8 a.m. - 4 p.m.)

 Overnight stay (available by request)

### Let us know how your visit was



Please take a moment to [fill out the on-line survey](#) about your visit to Concordia. Thank you!

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[Home](#) > [Financial Aid](#) > [Traditional Undergraduate](#) > [Tuition & Fees](#)

## 2010-2011 Traditional Undergraduate Tuition & Fees

### BA, BS and BBA Degree Traditional Programs

College of Arts and Sciences / College of Education / College of Vocation and Ministry / College of Business and Organizational Leadership

	Fall/Spring Semesters	Academic Year
Tuition	\$13,700	\$27,400
Residence Hall / Food Services	\$3,750	\$7,500
<b>Totals</b>	<b>\$17,450</b>	<b>\$34,900</b>

### Cost Breakdowns

Undergraduate (per credit hour, for students registered for 6-11 credits)	\$1,100
Undergraduate (per credit hour, for students registered for 3-5 credits)	\$550
Summer School (2010) per credit hour	\$450
Auditing (per class)	\$150
Course overload (per credit hour, over 19 credits)	\$250
DCE or DCO Internship (in lieu of on-campus tuition)	\$13,700
Post-Baccalaureate (per credit hour)	\$358

### Optional Fees

#### Financial Aid

##### Undergraduate

- Payment Options
- Scholarships
- Timeline
- Tuition & Fees
- FAQs
- Undergraduate Accelerated
- Graduate
- Continuing Studies
- Tuition & Fees
- Forms

#### Related Links

- [FAFSA](#)
- [Registrar](#)

#### B.E.A.R. Center

Business, Enrollment, Advising and Registration  
 Office: (651) 603-6300  
 Fax: (651) 603-6298  
 E-mail: [bearcenter@csp.edu](mailto:bearcenter@csp.edu)

#### Office of Admission

Local: (651) 641-8230  
 Toll-Free (800) 333-4705  
 Fax: (651) 603-6320  
[admission@csp.edu](mailto:admission@csp.edu)

Parking	No charge
Single Room (additional charge per semester)	\$650
Room Charge (per day for early-arrival students)	\$25
Extra institutional credit (includes credit by examination-per credit hour)	\$270
Colloquy tuition rate (per credit hour)	\$270
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
Private Music Instruction (private lessons)	\$200
Private Music Instruction (honors lessons)	\$400

#### Technology Fee for Part-Time Students

9-11 credits	\$100
6-8 credits	\$200
1-5 credits	\$400
PSEO	\$100

#### Required Fees



Application for Admission	\$30
Credentials	\$8
Graduation	\$125
Transcript(s)	\$7*

\*\$10 if requesting a faxed copy of transcript

Note: Transcripts are only released by written request of the person who received credit at Concordia University. Requests may be sent via mail, fax, or the student may fill out a form in the registrar's office. We regret that telephone and emailed requests cannot be honored.

Transcript Request: Allow two business days for processing. Transcripts are \$7 each. Transcripts can be faxed for \$10.

#### Payments Due:

-  Semester One (Fall) - Due on or before August 15
-  Semester Two (Spring) - Due on or before January 15

#### Deposits

##### Undergraduate Enrollment Deposit:

The enrollment deposit is due within 30 days of acceptance to the university, non-refundable after May 1st, and is applied toward the first semester costs. \$100

**Residence Hall Damage Deposit:**

The residence hall damage deposit is to be paid with initial residence hall application and must be received before a housing assignment is made and residence hall keys issued. The damage deposit will be refunded to the resident upon cancellation or separation from the university, provided the cancellation deadline was met and there is no balance due on the student's account. Specific criteria for the return of the damage deposit are outlined in the residence hall housing agreement.

\$125

**Residence Hall Down Payment for Returning Students:**

The residence hall down payment is paid by students when re-applying for housing for the next academic year. The down payment is credited to fall semester room and board charge. It is not refundable after June 15.

\$100

**Apartment Damage Student Deposit:**

The apartment damage deposit is to be paid after student's apartment application has been approved and before keys are issued. Specific criteria for the return of the apartment damage deposit are outlined in the apartment housing agreement.

\$500

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Home > Financial Aid > Traditional Undergraduate

## Traditional Undergraduate Information

### How do I apply for financial aid?

1. [Apply for admission](#) at Concordia University, St. Paul
2. Complete the FAFSA (Free Application for Federal Student Aid)
  - [Apply for a US Department of Education PIN](#)
  - [Complete the application at http://www.fafsa.ed.gov](http://www.fafsa.ed.gov)
    - **The Concordia University School Code is 002347**
3. You will receive an award letter via mail. Respond to all financial aid correspondence sent to you. Please also go to [Understand My Award Letter](#) which can answer many of the questions you may have.

#### Financial Aid

##### Undergraduate

- [Payment Options](#)
- [Scholarships](#)
- [Timeline](#)
- [Tuition & Fees](#)
- [FAQs](#)
- [Undergraduate Accelerated](#)
- [Graduate](#)
- [Continuing Studies](#)
- [Tuition & Fees](#)
- [Forms](#)

### What aid is available?

- [Financial Aid Focus Brochure](#) (PDF)
- [Scholarship and Financial Aid Calculator](#)

#### Related Links

- [FAFSA](#)
- [Registrar](#)

#### Need-based-grants

- [Pell and Federal Supplementary Opportunity Grants \(SEOG\)](#) for students and families that qualify
- [Minnesota State Grant](#) for students and families that qualify
- [Concordia Need-based Grants](#)

#### Merit-based aid

#### B.E.A.R. Center

Business, Enrollment, Advising and Registration  
 Office: (651) 603-6300  
 Fax: (651) 603-6298  
 E-mail: [bearcenter@csp.edu](mailto:bearcenter@csp.edu)

#### Office of Admission

Local: (651) 641-8230  
 Toll-Free (800) 333-4705  
 Fax: (651) 603-6320  
[admission@csp.edu](mailto:admission@csp.edu)

📖 Academic, based on GPA and ACT scores (\$4,000 - \$13,000)

📖 Lutheran Heritage, for LCMS church members (\$2,000)

📖 Athletics (NCAA Division II rules) - [Who to contact](#)

📖 Dean's Scholarships:

Math and Natural Sciences, Music, Theater and Art

📖 [Building Opportunity for Leadership Development \(BOLD\) Scholarship Program](#)

### Lutheran Church Vocation Grants

📖 Church Worker Assurance (\$13,200)

📖 Church Vocation (\$2,000)

Requires District Financial Aid Application (provided by your district), [Congregational Assistance Form](#), and most districts also require a completed [FAFSA](#)

[LCMS District Financial Aid Office](#)

### Four Loan Options

Educational loans require a completed [FAFSA](#), except for some alternative loans, which may have no requirements.

#### 1. **Stafford** (assuming the student is dependent on the FAFSA)

Freshman (0 -31 credits)                      \$5,500 maximum

Sophomore (32-63 credits)                      \$6,500 maximum

Junior or Senior (64 or more credits)      \$7,500 maximum

There are two types of Stafford loans:

1. Subsidized (federal government pays interest while student is in school)
2. Unsubsidized (student pays interest while in school or it accrues)

#### **Accepting the Federal Stafford Loans:**

##### New Borrowers:

📖 If you have never previously borrowed a Federal Stafford Student loan, please complete the Stafford loan entrance counseling and sign this [Stafford Master Promissory Note \(MPN\)](#)

##### Previous Borrowers (New to Concordia University Saint Paul):

📖 If you have previously borrowed a Federal Stafford Student loan, please go to our [FASTChoice](#) website to tell CSP which lender you previously used.

##### Previous Borrowers:

📖 Your Stafford loan for the school year will be processed for the amount listed on your current award unless you notify the financial office in writing that you would like to reduce this amount.

If you would like to adjust the Stafford loan amount, please submit an email to the financial

aid office at [finaid@csp.edu](mailto:finaid@csp.edu) or by faxing the following form to (651) 603-6298. [Request Loan Amount Change](#)

---

## 2. Federal Parent PLUS Loans

- A Federal Loan in the parent's name
- Checks for credit-worthiness of parent
- Maximum amount is cost of attendance minus financial aid
- Interest rate is fixed at 8.5%
- Re-payment starts 60 days after first disbursement or six months after the student graduates or is no longer attending at least half time.

### Applying for Federal PLUS Loans:

#### New Borrowers:

- If you have never previously borrowed a Federal Parent PLUS loan, please complete this [Master Promissory Note \(MPN\)](#)

#### Previous Borrowers:

- If you have previously borrowed a Federal parent PLUS loan, please go to our [FASTChoice](#) website to complete a credit check and to tell CSP which lender you previously used.

- 
3. **Federal Perkins Loans** are awarded based on financial need as demonstrated by the information provided on your FAFSA and on the availability of funds. Preference is given to students with exceptional need on a first-come, first-serve basis.

### Accepting the Perkins Loan

The Concordia University Financial Aid office will contact each individual at the start of the Academic Year, when they are required to complete the necessary loan paperwork. If you would like to inquire about the Perkins Loan, please contact the BEAR Center.

---

## 4. Private Educational Loans

If your tuition was not covered fully by Federal Stafford loans and Need-Based Grants, you will need to pay the remainder out of pocket or apply for a Private Educational loan. There are many types of student loans, and it is important for you to choose the one that best meets your needs.

[Completing](#) private loan counseling, selecting a lender, and signing a promissory note.


---

## Estimating Your Loan Payments

Take the guesswork out of estimating your monthly student loan payments. Use this Loan Repayment Calculator to get an idea of how much you'll pay each month on your Federal Stafford, PLUS or private student loans, and how different interest rates affect your future monthly payments.

## If I've been selected for Federal Verification, what does this mean?

Verification is a process that all universities receiving federal aid are required to complete. The purpose of verification is not to find fraudulent FAFSA applicants, but to find and correct common mistakes made during the filing of the Free Application for Federal Student Aid. If the verification process is not completed, a student will not be considered for any need-based financial aid.



 To complete this step, please submit a copy of the [Verification Worksheet](#) (PDF) and a copy of the previous year's tax information. You will need to submit the same tax documents that were used to complete the FAFSA. If you are dependent, and were required to submit your parent's information on the FAFSA, you will need to submit a copy of yours and your parent's tax information.

Last updated on February 23, 2010.

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Home > Admission > Graduate

## Graduate Admission

Build your business expertise, increase your skills in preparation for a career change or achieve an important educational goal by pursuing a graduate degree at Concordia.

An international applicant is any candidate who is neither a U.S. citizen nor a US permanent resident alien.

### [Apply Now](#)

[View our Graduate Programs](#)

#### Flexible and Convenient

- ✦ Options that suit your lifestyle - programs offered online or in-class
- ✦ Customize your class projects to your career interests
- ✦ Designed for busy adults - cohorts form year-round

#### Fast-paced and Focused

- ✦ Accelerated - complete your master's degree in 18-22 months
- ✦ Classes meet one night per week - online or in-class
- ✦ Each course takes only 5-8 weeks to complete

#### Admission

##### Graduate

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- Application Status
- Counselors
- FAQs
- Info Sessions
- Programs
- Request Info
- Start Dates
- Tuition & Fees

#### Related Links

- [Military](#)
- [Campus Maps](#)
- [Directions](#)
- [Lodging](#)
- [Financial Aid](#)

#### Graduate Admission

[Kim Craig](#), Director

#### Office of Admission

Local: (651) 641-8230  
Toll-Free: (800) 333-4705  
Fax: (651) 603-6320  
Address: 275 Syndicate St. N  
St. Paul, MN 55104  
[graduateadmission@csp.edu](mailto:graduateadmission@csp.edu)

Last updated on July 30, 2008.

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[Home](#) > [Academics](#) > [Graduate Programs](#)

## Graduate Programs of Study

Concordia's graduate programs offer the ideal mix of theory and practice. You learn the principles and then apply that knowledge to the real world.

[Master of Business Administration\\*](#)

[Master of Business Administration - Health Care Management emphasis\\*](#)

[M.A. in Christian Outreach](#)

[M.A. in Criminal Justice Leadership](#)

[M.A. in Education](#) - Differentiated Instruction \*

[M.A. in Education](#) - Early Childhood Education

[M.A. in Education](#) - Classroom Instruction #

[M.A. in Education](#) - Classroom Instruction (with K-12 Reading Endorsement) #

[M.A. in Education](#) - Educational Leadership \*

[M.A. in Family Life Education](#)

[M.A. in Leadership and Management\\*](#)

### Academics

#### Graduate

- Business Administration
- Christian Outreach
- Criminal Justice Leadership
- Education - Differentiated Instruction
- Education - Early Childhood Education
- Family Life Education
- Leadership and Management
- Human Resource Management
- Strategic Communication Management

#### Related Links

- [Applying](#)
- [Counselors](#)
- [Graduate Program FAQs](#)
- [Information Sessions](#)
- [Request Information](#)
- [Start Dates](#)

**Office of Admission**  
Local: (651) 641-78230  
Toll-Free (800) 333-4705  
Fax: (651) 603-76320  
[admission@csp.edu](mailto:admission@csp.edu)

[M.A. in Human Resource Management](#)\*

[M.A. in Strategic Communication Management](#)\*

\* = available face-to-face and online

# = available face-to-face only

all other programs available online only

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Home > Admission > Graduate > Applying

## Graduate Student Admission Process

### Please Note:

If **reapplying for admission to a graduate program**, please contact your [Academic Advisor](#).

## Admission Requirements

### [Master of Business Administration\\*](#)

- [Apply Online](#) or [Printable Application](#) (PDF)
- [\\$50 Application Fee](#)
- [Two Letters of Recommendation](#) (PDF) from a non-relative colleague who can assess your leadership abilities
- [Resumé](#) - documenting 2+ years leadership experience
- [Official College Transcripts](#) from the regionally accredited college/university issuing undergraduate degree
- [Essay](#) describing specific examples of past and current leadership activity, such as managing people, leading a team or project, leading a committee, or leading a community initiative, and how this degree will benefit you in meeting your personal and professional goals (3-4 pages, in APA style from the American Psychological Association [www.apastyle.org](http://www.apastyle.org))
- [Technology Agreement](#) (PDF)
- [Interview](#) - scheduled once all above materials are received

### [Master of Business Administration - Health Care Management emphasis\\*](#)

- [Apply Online](#) or [Printable Application](#) (PDF)
- [\\$50 Application Fee](#)

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- [Campus Maps](#)
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- [Lodging](#)
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### Graduate Admission [Kim Craig](#), Director

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Toll-Free: (800) 333-4705  
Fax: (651) 603-6320  
Address: 275 Syndicate St. N  
St. Paul, MN 55104  
[graduateadmission@csp.edu](mailto:graduateadmission@csp.edu)

- ✈ [Two Letters of Recommendation](#) (PDF) from a non-relative colleague who can assess your leadership abilities
- ✈ Resumé - documenting 2+ years leadership experience
- ✈ Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- ✈ Essay describing specific examples of past and current leadership activity, such as managing people, leading a team or project, leading a committee, or leading a community initiative, and how this degree will benefit you in meeting your personal and professional goals (3-4 pages, in APA style from the American Psychological Association [www.apastyle.org](http://www.apastyle.org))
- ✈ [Technology Agreement](#) (PDF)
- ✈ Interview - scheduled once all above materials are received

### **[M.A. in Christian Outreach](#)**

- ✈ [Apply Online](#) or [Printable Application](#) (PDF)
- ✈ \$50 Application Fee
- ✈ [Recommendation Letter from Pastor](#) (PDF)
- ✈ [Two Letters of Recommendation \(non-relatives\)](#) (PDF)
- ✈ Documented coursework completed in Old and New Testament and Christian Doctrine, or demonstration of competency in course areas
- ✈ Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- ✈ Outreach Work Experiences/Resumé
- ✈ [Essay](#) (PDF)
- ✈ [Technology Agreement](#) (PDF)

### **[M.A. in Criminal Justice Leadership](#)**

- ✈ [Apply Online](#) or [Printable Application](#) (PDF)
- ✈ \$50 Application Fee
- ✈ Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- ✈ [Two Letters of Recommendation \(non-relatives\)](#) (PDF)
- ✈ Resumé
- ✈ [Essay](#) (PDF)
- ✈ [Technology Agreement](#) (PDF)
- ✈ Interview (scheduled after materials are received)
- ✈ Because this program is practitioner-focused, applicants must have experience working or volunteering in the criminal justice field

### **[M.A. in Education](#) - Differentiated Instruction\* (face to face)**


- ✈ [Apply Online](#) or [Printable Application](#) (PDF)
- ✈ Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- ✈ \$50 Application Fee

 Statement of Goals

 [Technology Agreement](#) (PDF)

#### [M.A. in Education](#) - Differentiated Instruction\* (online)

 [Apply Online](#) or [Printable Application](#) (PDF)

 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree

 \$50 Application Fee


 Statement of Goals

 [Technology Agreement](#) (PDF)

#### [M.A. in Education](#) - Early Childhood Education

 [Apply Online](#) or [Printable Application](#) (PDF)

 \$50 Application Fee


 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree

 [Two Letters of Recommendation \(non-relatives\)](#) (PDF)

 Resumé


 [Essay](#) (PDF)

 [Technology Agreement](#) (PDF)

 Because this program is practitioner-focused, applicants must have current experience working or volunteering in the field

#### [M.A. in Education](#) - Classroom Instruction#

 [Apply Online](#) or [Printable Application](#) (PDF)

 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree


 \$50 Application Fee

 Statement of Goals

 [Technology Agreement](#) (PDF)

#### [M.A. in Education](#) - Classroom Instruction (with K-12 Reading Endorsement)#

 [Apply Online](#) or [Printable Application](#) (PDF)

 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree


 \$50 Application Fee

 Statement of Goals

 [Technology Agreement](#) (PDF)

#### [M.A. in Education](#) - Educational Leadership\* (face to face)

 [Apply Online](#) or [Printable Application](#) (PDF)

 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree

- 📎 \$50 Application Fee
- 📎 Statement of Goals
- 📎 [Technology Agreement](#)

#### **[M.A. in Education](#)** - Educational Leadership\* (online)

- 📎 [Apply Online](#) or [Printable Application](#) (PDF)
- 📎 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- 📎 \$50 Application Fee
- 📎 Statement of Goals
- 📎 [Technology Agreement](#) (PDF)

#### **[M.A. in Family Life Education](#)**

- 📎 [Apply Online](#) or [Printable Application](#) (PDF)
- 📎 \$50 Application Fee
- 📎 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- 📎 [Two Letters of Recommendation \(non-relatives\)](#) (PDF)
- 📎 Resumé
- 📎 [Essay](#) (PDF)
- 📎 [Technology Agreement](#) (PDF)
- 📎 Because this program is practitioner-focused, applicants must have current experience working or volunteering in the field

#### **[M.A. in Leadership and Management](#)**\*

- 📎 [Apply Online](#) or [Printable Application](#) (PDF)
- 📎 \$50 Application Fee
- 📎 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- 📎 [Two Letters of Recommendation \(non-relatives\)](#) (PDF)
- 📎 Resumé documenting 2+ years of business or professional experience
- 📎 Essay describing your career and academic goals and your experiences with leadership and how these have shaped you as a team member and/or leader (2-3 pages, double spaced). [Essay Cover Sheet](#) (PDF)
- 📎 [Technology Agreement](#) (PDF)
- 📎 Interview (scheduled after materials are received)

#### **[M.A. in Human Resource Management](#)**\*

- 📎 [Apply Online](#) or [Printable Application](#) (PDF)
- 📎 \$50 Application Fee
- 📎 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- 📎 [Two Letters of Recommendation \(non-relatives\)](#) (PDF)



- 📎 Resumé documenting 2+ years of business or professional experience
- 📎 Essay describing your career and academic goals and your experiences with leadership and how these have shaped you as a team member and/or leader (2-3 pages, double spaced). [Essay Cover Sheet](#) (PDF)
- 📎 [Technology Agreement](#) (PDF)
- 📎 Interview (scheduled after materials are received)

### [M.A. in Strategic Communication Management](#)\*

- 📎 [Apply Online](#) or [Printable Application](#) (PDF)
- 📎 \$50 Application Fee
- 📎 Official College Transcripts from the regionally accredited college/university issuing undergraduate degree
- 📎 [Two Letters of Recommendation \(non-relatives\)](#) (PDF)
- 📎 Resumé documenting 2+ years of business or professional experience
- 📎 Essay describing your personal and professional goals and how the program will help you achieve your goals (2-3 pages, double spaced). [Essay Cover Sheet](#) (PDF)
- 📎 [Technology Agreement](#) (PDF)
- 📎 Interview (scheduled after materials are received)

### **International Students - [Admissions Requirements](#)**

\* = available face-to-face and online

# = available face-to-face only

all other programs available online only

#### **Please submit application materials and application fee of \$50**

**(payable to Concordia University or [pay online](#)) to:**

Concordia University

Attention: Graduate Admission Office

275 Syndicate St. N.

St Paul, MN 55104

Application materials can also be sent via e-mail to [graduateadmission@csp.edu](mailto:graduateadmission@csp.edu).

Application files are reviewed as soon as a file is complete. Deadlines are generally 30 days prior to a cohort's start date. [View start dates.](#)

Last updated on February 02, 2010.

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## Graduate Tuition & Fees

Once a student enrolls in a cohort, tuition will not change for that student as long as the student is continuously enrolled in that cohort.

### Fees

Application fee: \$50

Program	Cost Per Credit 2009-2010*
Master of Business Administration (MBA)	\$560
MBA - Health Care Management emphasis	\$560
M.A. in Leadership and Management	\$450
M.A. in Strategic Communication Management	\$450
M.A. in Human Resource Management	\$450
M.A. in Education - Early Childhood Education	\$425
M.A. in Criminal Justice Leadership	\$425
M.A. in Family Life Education	\$425
M.A. in Christian Outreach	\$425
M.A. in Education - Classroom Instruction	\$348
M.A. in Education - Classroom Instruction with K-12 Reading Endorsement	\$348
M.A. in Education - Differentiated Instruction	\$348
M.A. in Education - Educational Leadership	\$348

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### Related Links

[FAFSA](#)

[Registrar](#)

### B.E.A.R. Center

Business, Enrollment, Advising and Registration  
 Office: (651) 603-6300  
 Fax: (651) 603-6298  
 E-mail: [bearcenter@csp.edu](mailto:bearcenter@csp.edu)

### Office of Admission

Local: (651) 641-8230  
 Toll-Free (800) 333-4705  
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[admission@csp.edu](mailto:admission@csp.edu)





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Home > Financial Aid > Graduate

## Graduate Information

### How do I apply for financial aid?

1. [Apply for admission](#) at Concordia University, St. Paul
2. Complete the FAFSA (Free Application for Federal Student Aid)
  - [Apply for a US Department of Education PIN](#)
  - Complete the application at <http://www.fafsa.ed.gov>
  - The Concordia University School Code is 002347**
3. Respond to all financial aid correspondence sent to you.

### How to accept your financial aid award

### What loans are available?

All loans require a completed [FAFSA](#) except for some alternative loans which may have no requirements.

1. **Stafford**
  - Subsidized (federal government pays interest while student is in school)
  - Unsubsidized (student pays interest while in school or capitalizes it)

#### New Borrowers:

If you have never borrowed a Stafford Loan at Concordia University, please complete the Stafford loan entrance counseling and sign your Stafford Master Promissory Note (MPN) by clicking [Completing the Stafford loans](#).

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Toll-Free (800) 333-4705  
Fax: (651) 603-6320  
[admission@csp.edu](mailto:admission@csp.edu)

### Previous Borrowers:

If you have borrowed Stafford Loans in a previous year at Concordia University, your Stafford loan for the school year will be processed for the amount listed on your current award unless you notify the financial office in writing that you like to reduce this amount.

- Graduate students qualify for \$20,500 maximum/academic year (limited to the cost of their education)
- Concordia begins by awarding \$3,000 - \$5,000/term

If you would like to adjust the Stafford loan amount, please submit an email to the financial aid office at [finaid@csp.edu](mailto:finaid@csp.edu) or by faxing the following form to (651) 603-6298: [Requesting loan amount change](#)

Note: It is a requirement that the loan amounts remain equal throughout the academic year.

## 2. Alternative Educational Loans

If your award does not cover your bill or you do not want a federal or state loan there are other loan options. There are many types of student loans; it is important for you to choose the one that best meets your needs.

Completing [private loan application](#), counseling, selecting a lender, and signing a master promissory note.

**Scholarships** Concordia University does not offer institutional scholarships or aid for graduate students. Graduate students are encouraged to seek outside scholarships and some scholarships can be found at [Fastweb.com](http://Fastweb.com)

Last updated on June 29, 2009.

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Home > Admission > Undergraduate Accelerated Degree

## Undergraduate Accelerated Degree

### Invest in Yourself

Whether you are finishing a degree or pursuing career advancement through further education, Concordia University offers Associate and Bachelor of Arts degrees that fit your needs and your busy life.

In fact, we offer both traditional classroom and online courses, so you can choose the option that fits your schedule. Complete your degree in as little as 14-22 months by attending class just one night a week.

### [Apply Now](#)

[View our Undergraduate Accelerated Programs](#)

[Request a free credit evaluation](#)

Our flexible, student-centered accelerated programs connect scholarly thought to action, bridging the gap between theory and practice by encouraging you to draw on the knowledge you have already learned on the job and in life. Full financial aid in the form of grants and loans may be available.

#### Admission

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#### Related Links

[Financial Aid](#)

[Getting to Concordia](#)

#### Accelerated Degree Admission

[Kim Craig](#), Director

#### Office of Admission

Local: (651) 641-8230

Toll-Free: (800) 333-4705

Fax: (651) 603-6320

Address: 275 Syndicate St. N

St. Paul, MN 55104

E-mail: [admission@csp.edu](mailto:admission@csp.edu)

Last updated on July 28, 2009.

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## Undergraduate Accelerated Degree Programs

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[Business Management](#)

[Child Development](#)

[Criminal Justice](#)

[Exercise Science in Kinesiology](#)

[Family Life Education](#)

[Food Retail Management](#)

[Human Resource Management](#)\*

[Information Technology Management](#)\*

[Marketing & Innovation Management](#)\*

[Organizational Management & Leadership](#)\*

[Pulmonary Science](#)\*

\* = available face-to-face and online

### Academics

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all other programs available online only

## Applying

-  [Associate of Arts](#)
-  [Undergraduate Accelerated](#)
-  [Continuing Education](#) (for those seeking financial aid)



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## 2009-2010 Undergraduate Accelerated Degree Tuition & Fees

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

### Fees

- Application Fee: \$30
- Auditing: \$150

Program	Cost Per Credit 2009-10*
Business Management (35 credits)	\$400
Child Development (46 credits)	\$375
Criminal Justice (48 credits)	\$375
Exercise Science in Kinesiology (38 credits)	\$375
Family Life Education (43 credits)	\$375
Food Retail Management (48 credits)	\$400
Human Resource Management (45 credits)	\$400
Information Technology Management (48 credits)	\$400
Marketing & Innovation Management (45 credits)	\$400
Organizational Management and Communication (48 credits)	\$400
Pulmonary Science (40 credits)	\$375
School of Continuing Studies general education credits	\$275

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Sophomore (32-63 credits)	\$10,500 maximum
Junior or Senior (64 or more credits)	\$12,500 maximum

There are two types of Stafford loans:

-  Subsidized (federal government pays interest while student is in school)
-  Unsubsidized (student pays interest while in school or interest accrues)

**New Borrowers:**

If you have never borrowed a Stafford Loan at Concordia University, please complete the Stafford loan entrance counseling and sign your Stafford Master Promissory Note (MPN) by clicking [Completing the Stafford loans](#).

**Previous Borrowers:**

If you have borrowed Stafford Loans in a previous year at Concordia University, your Stafford loan for the school year will be processed for the amount listed on your current award unless you notify the financial office in writing that you like to reduce this amount.

If you would like to adjust the Stafford loan amount, please submit an email to the financial aid office at [finaid@csp.edu](mailto:finaid@csp.edu) or by faxing the following form to (651) 603-6298. [Request Loan Amount Change](#).

**2. Private Educational Loans**

If your award does not cover your bill or you do not want a federal or state loan there are other loan options. There are many types of student loans; it is important for you to choose the one that best meets your needs.

[Completing](#) private loan application, counseling, selecting a lender, and signing a master promissory note.

**Scholarships**

Concordia University does not offer institutional scholarships or aid for students enrolled in Accelerated Undergraduate Programs. Students are encouraged to seek outside scholarships and some scholarships can be found at [Fast Web](#).



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#### • School of Continuing Studies

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- [Faculty Link to secure site](#)

#### Contact

##### School of Continuing Studies

Jessica Grochowski  
Student Advisor  
Local: (651) 603-6268  
[grochowski@csp.edu](mailto:grochowski@csp.edu)












#### Mailing Address

275 Syndicate Street North  
St. Paul, MN 55104-5494  
Local: 651-641-8278



# School of Continuing Studies

## Learn, Discover, Connect.

-  [Convenient class times](#)
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-  [Weekend](#)
-  [Evenings](#)
-  [Summer](#)
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-  [Undergraduate, Graduate or non-credit options](#)
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-  [PHR/SPHR/GPHR exam prep](#)
-  [AA with Early Childhood Emphasis](#)

## [Search for Classes](#)

## Travel

-  [May 19- May 29, 2010 Greece Cruise and Tour](#)

## Credits for life experience

-  [Life Experience Essays](#)

The mission of the School of Continuing Studies at Concordia University is to provide adult students quality learning experiences in a broad range of disciplines that are intended to expand the participants' knowledge, improve their skills, and promote personal growth while encouraging a desire for life long, reflective and self-directed learning. The School of Continuing Studies is dedicated to offering courses that are affordable and scheduled at convenient times, in addition to being of interest to students of all levels and educational backgrounds.

Last updated on February 09, 2010.

[275 Syndicate St. N. | St. Paul, MN 55104-5494](#)

Please contact

Phone: (651) 641-8230 | (800) 333-4705

- [Carol Klempka](#) about content on this page

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[grochowski@csp.edu](mailto:grochowski@csp.edu)

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## Search for Classes

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## Licensure & Colloquy Programs

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- [Printable Registration Form](#)
- [Course Change/Withdraw Form](#)
- [Online payment](#)

**Contact**

**School of Continuing Studies**

Jessica Grochowski  
Student Advisor  
Local: (651) 603-6268  
[grochowski@csp.edu](mailto:grochowski@csp.edu)

**Mailing Address**

275 Syndicate Street North  
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Local: 651-641-8278

## Class Registration

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## How to Register

There are no academic requirements for registration.

Participants who are taking a class for credit but are not Concordia students are registered as "visiting students."

Completed [registration forms](#) are taken in the order received until the class is filled.

**Mail:** Click on this printable form: [registration form](#). Mail the completed registration form to the School of Continuing Studies, the address is on the form. A payment must accompany the form.

**Online Registration:** Click on the [online registration form](#) and complete the form online and then click the submit button. Then submit online payment.

**Phone:** Call (651) 603-6268 or 1-800-333-1180 to request help in how to submit a registration form.

**Fax:** Use the printable registration form and submit online payment.

**Fax number: (651) 603-6270.**

## School of Continuing Studies office hours are:

Monday - Thursday 8:30AM - 4:30PM (or by appointment)

Friday 9:00AM - 12:30PM

Saturdays (when classes are scheduled) 8:30AM -12:30PM

## Tuition per credit

Undergraduate: \$275.00

Graduate: \$375 listed with class

Noncredit/Audit fee: \$150.00

Alumni & Seniors Discount: 25% off noncredit/audit price

Course tuition payment is required at the time of registration.

## Tuition Payment Options

Registration forms cannot be processed without payment, please indicate how payment will be made on registration form.

**Check:** Checks should be payable to Concordia University. Completed registration forms must accompany a check payment.

**Credit Card:** Visa, MasterCard, and Discover, and American Express cards are accepted. Credit card payments may be made online, or account information can be written on the "printable" registration form and emailed to [ce@csp.edu](mailto:ce@csp.edu),

mailed (address on form),

faxed to 651-603-6270 or

call the SCS office with credit card information, 651-603-6268.

**Online:** Current Concordia students can make a payment through this link: [Online payment through](#)

[BEAR Path](#) or choose financial aid if applicable.

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## Receipt of registration

Class information will be sent via e-mail whenever possible. Please mark your calendar for class dates and times. If you do not receive a confirmation or cancellation email by 10 days prior to the class start date, please contact the School of Continuing Studies office at (651) 603-6268 to verify class schedule.

Students must be registered one week before the start date of an online course and three days before an in-class course.

**Please note: By completing and submitting the registration form, you agree to attend the class (es) you have listed on the form. Also there are no in-progress, incompletes or course extensions for SCS classes.**

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Dropping a course

Due to the nature of School of Continuing Studies intensive class offerings the following policies apply:

**Drop:**

means there would be no record of the class on one's transcript.

**Withdraw:**

means the class will be recorded on one's transcript but no grade assigned.

**Refund policy**

Once registered, students must submit a [course change/withdrawal form](#) in order to withdraw from a Continuing Studies course. For a full tuition refund the course change/withdrawal form must be received by the School of Continuing Studies office before 12:00PM (CST) ten (10) days before the class start date.

Based on the course tuition, a thirty percent (30%) administration fee will be assessed on classes dropped after 12:00PM ten (10) days prior to the class start date.

**Weekend and one day intensive classes:** Students who submit a course change/withdrawal form for a class after 12:00PM (CST) the day before the class start date and time, or do not attend, are ineligible for a tuition refund.

**Recurring Courses: in-class and online courses meeting 3 or more weeks:** Students enrolled in online or recurring in-class courses who submit a course change/withdraw form before 12:00PM (CST) 7 days (one week) after the class start date will receive a tuition refund with a thirty percent (30%) administration fee deduction. Students withdrawing after 12:00PM (CST) 7 days (one week) after the class start date will receive no tuition refund.

**Self-paced classes:**

If the course change form is received in the SCS office:

1 - 4 days (12:00PM on the 4th day) from the date of registration student can drop with no record and no charge (full refund)

5 - 7 days (12:00PM on the 7th day) from the date of registration student can drop with no record and tuition refund minus 30% admin fee

8 - 14 days (12:00PM on the 14th day) from date of registration student can withdraw [W on report card] no tuition refund

15 + days (12:00PM on the 15th day) from date of registration no refund, student receives grade earned

How to submit drop/withdraw form:

Course change/withdraw forms may be faxed, mailed or attached to an e-mail [ce@csp.edu](mailto:ce@csp.edu) , the date the form is received in the Continuing Studies office will be the date of record.

Please contact the Continuing Studies office if you require clarification of these policies.

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**Drop/Withdraw Academic Policy**

**Weekend and one day intensive classes:** Students may **drop** a class up until 12:00PM (CST) the day before the class start date. After 12:00PM (CST) the day before the class start date students may **withdraw** from a class up to 12:00PM (CST) 14 days (two weeks) after the class start date. After 12:00PM (CST) on the 14th day students will receive the grade earned. No drop/withdraw will be accepted.

**Recurring Courses - in-class and online courses meeting 2 or more weeks:** Students may **drop** a class up until 12:00PM (CST) 7 days (one week) after the class start date. Students may **withdraw** from a class up until 12:00PM (CST) 14 days (two weeks) after the class start date. After that date students will receive the grade they have earned. No drop/withdraw will be accepted after 12:00PM (CST) 14 days after the class start date.

**Self-paced classes:**

If the course change form is received in the SCS office:

1 - 4 days (12:00PM on the 4th day) from the date of registration student can drop with no record and no charge (full refund)

5 - 7 days (12:00PM on the 7th day) from the date of registration student can drop with no record and tuition refund minus 30% admin fee

8 - 14 days (12:00PM on the 14th day) from date of registration student can withdraw [W on report card] no tuition refund

15 + days (12:00PM on the 15th day) from date of registration no refund, student receives grade earned

Please contact the Continuing Studies office for clarification of these policies if you require more explanation.

### **Cancellation Policy**

Concordia reserves the right to cancel a class due to low enrollment. This will be determined 14 days prior to the class start date. At this time students will receive an email or phone confirmation or cancellation. If you have not received this notice before the class start date, please contact the School of Continuing Studies office at (651) 603-6268 to verify your registration.

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### **Financial Aid**

To be eligible for financial aid you must be officially admitted to a degree program at Concordia University effective for the semester you request aid. Non-admitted students are not eligible for financial aid. It is important to apply and enroll early. Students receiving financial aid must complete their registration for courses at least two weeks prior to class start date. The Financial aid office may not release aid for any credits after that date. Many aid programs require half-time registration (6 credits or more). If you reduce credits between the time you receive aid and the end of the semester, you may need to repay part or all of your aid.

To apply for financial aid, visit the [Financial Aid](#) web site. You will need to complete a Free Application for Federal Student Aid (FAFSA) and submit the Concordia financial aid application. If student is selected for verification by the federal processor information may be requested including your federal tax return.

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### **Attendance Policies:**

To earn a grade for a class students must attend the course at the scheduled time (whether in-class or online chats and discussion boards) and complete all coursework as outlined in the syllabus.

Last updated on February 25, 2010.

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Please contact



Phone: (651) 641-8230 | (800) 333-4705

• [Carol Klempka](#) about content on this page

TTY: (651) 641-8406 | Fax: (651) 603-6320

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[Home](#) > [Financial Aid](#) > [Continuing Studies](#) > [Tuition & Fees](#)

## Continuing Studies Tuition & Fees - September 1, 2009 - August 30, 2010

**Per credit hour**

<b>Undergraduate online and in-class</b>	\$275
<b>Graduate online and in-class</b>	\$375
<b>Certificates undergraduate</b>	\$275
<b>Certificates graduate</b>	\$375
<b>Associate of Arts</b>	\$275
<b>Non-PSEO High School (on-line)</b>	\$275

- Auditing (per class): \$150
- Workshop fee full day: \$150
- Workshop fee - alumni/seniors: \$100

**School of Continuing Studies : 651-603-6268**  
 ce@csp.edu      [www.csp.edu/scs](http://www.csp.edu/scs)

### Financial Aid

- Undergraduate
- Undergraduate Accelerated
- Graduate

### Continuing Studies

- Payment Options
- Tuition & Fees
- Accepting Your Award
- Tuition & Fees
- Forms

### Related Links

- [FAFSA](#)
- [Registrar](#)

### B.E.A.R. Center

Business, Enrollment, Advising and Registration  
 Office: (651) 603-6300  
 Fax: (651) 603-6298  
 E-mail: [bearcen@scs.csp.edu](mailto:bearcen@scs.csp.edu)

### Office of Admission

Local: (651) 641-8230  
 Toll-Free (800) 333-4705  
 Fax: (651) 603-6320  
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[Home](#) > [Financial Aid](#) > [School of Continuing Studies](#)

## School of Continuing Studies Information

If you are interested in taking courses through the School of Continuing Studies and wish to apply for financial aid, please follow steps below. To be eligible for financial aid you must be officially admitted to a degree program at Concordia University effective for the semester you request aid. Non-admitted students are not eligible for financial aid.

It is important to apply and enroll early. Students receiving financial aid must complete their registration for courses at least two weeks prior to class start date. The Financial aid office may not release aid for any credits after that date. Many aid programs require half-time registration (6 credits or more). If you reduce credits between the time you receive aid and the end of the semester, you may need to repay part or all of your aid.

### How do I apply for financial aid?

1. [Apply for admission](#) at Concordia University, St. Paul
2. Complete the FAFSA (Free Application for Federal Student Aid)
  - [Apply for a US Department of Education PIN](#)
  - Complete the application at <http://www.fafsa.ed.gov>
    - **The Concordia University School Code is 002347**
  - You will receive an award letter via mail. Respond to all financial aid correspondence sent to you.

### How to accept your financial aid award

### What type of financial aid is available?

#### Financial Aid

- Undergraduate
- Undergraduate Accelerated
- Graduate

#### Continuing Studies

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- Tuition & Fees
- Accepting Your Award
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- Forms

#### Related Links

- [FAFSA](#)
- [Registrar](#)

#### [B.E.A.R. Center](#)

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 Office: (651) 603-6300  
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 Fax: (651) 603-6320  
[admission@csp.edu](mailto:admission@csp.edu)

## Need Based Grants

All loans require a Concordia Financial Aid Application (2007-08) and a completed FAFSA, except for some alternative loans which may have no requirements.

📄 Federal Pell Grant for students and families that qualify

📄 Minnesota State Grant for students and families that qualify

## Loans

The above grants require a Concordia Financial Aid Application (2007-08) and a completed [FAFSA](#)

### 1. Stafford

Freshman (0 -31 credits)	\$9,500 maximum
Sophomore (32-63 credits)	\$10,500 maximum
Junior or Senior (64 or more credits)	\$12,500 maximum

There are two types of Stafford loans:

📄 Subsidized (federal government pays interest while student is in school)

📄 Unsubsidized (student pays interest while in school or capitalizes it)

#### New Borrowers:

If you have never borrowed a Stafford Loan at Concordia University, please complete the Stafford loan entrance counseling and sign your Stafford Master Promissory Note (MPN) by clicking [Completing the Stafford loans](#).

#### Previous Borrowers:

If you have borrowed Stafford Loans in a previous year at Concordia University, your Stafford loan for the school year will be processed for the amount listed on your current award unless you notify the financial office in writing that you like to reduce this amount.

If you would like to adjust the Stafford loan amount, please submit an email to the financial aid office at [finaid@csp.edu](mailto:finaid@csp.edu) or by faxing the following form to (651) 603-6298. [Request Loan Amount Change](#).

### 2. Private Educational Loans

If your tuition was not covered in full by Federal Stafford loans and Need-Based Grants, you will need pay the remainder out of pocket or apply for a Private Educational loan. There are many types of student loans, and it is important for you to choose the one that best meets your needs.

To complete the application materials, please go to the following link:

Completing [private loan application](#), counseling, selecting a lender, and signing a master promissory note.

## Scholarships

Concordia University does not offer institutional scholarships or aid for students enrolled in the School of Continuing Studies.

SCS students are encouraged to seek outside scholarships and you can search for them at [www.fastweb.com](http://www.fastweb.com)



School of Continuing Studies students who do not need financial aid, [click here](#)

Last updated on June 29, 2009.

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Home > Admission > Transfer

## Finish your degree at Concordia University, St. Paul

You've had a chance to try college. Now, you have a better idea of what you really want, what's important to you, and how to get it. Don't waste time - or your college credits. Make the most of both when you transfer to Concordia University, St. Paul.

Our generous acceptance policy for previously earned college credits allows you to make the most of the hard work you've already done at school. And, you'll work with an admission counselor specializing in transfer admission who will guide you through the process. It's just one aspect of Concordia's personalized approach that makes your success our priority.

- Concordia Transfer Advantage** program for Minnesota Community Colleges
- \$2,000 partnership scholarships
- Seamless MnTC transfer of credits
- More courses and degrees available
- Faculty advising and involvement
- Priority admission for all academically eligible students
- Finish your degree in 2 years or less

### Admission

- Undergraduate
- Graduate
- Undergraduate Accelerated Degree
- Continuing Education

#### Related Links

- [Admission Deadlines](#)
- [Campus Life](#)
- [Campus Visit](#)
- [Directions](#)
- [Financial Aid](#)

#### Office of Admission

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Fax: (651) 603-6320  
Address: 275 Syndicate St. N  
St. Paul, MN 55104  
E-mail: [admission@csp.edu](mailto:admission@csp.edu)

#### Please select the program format best for you:

- [Traditional Undergraduate](#) (classes meet during the day, on campus)
- [Accelerated Undergraduate](#) (classes meet in the evenings, online or on site)



Don't see your college or university listed? Contact our Office of Admission by phone (651) 641-8230 or by [email](#) to find out how you can!

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Last updated on March 08, 2010.

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## Application Status

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## University News

### [Kyle's Bill Achieves Important Milestone](#)

March 03, 2010



A Concordia student-led effort to pass The Kyle Herman Bill was approved in committee today with great media fanfare. Check out tonight's local news for more coverage.

### [Dead Sea Scrolls Lecture Series](#)

February 15, 2010



Concordia University will present a series of four free public lectures on the Dead Sea Scrolls beginning in February in conjunction with the exhibition coming to the Science Museum of Minnesota in March 2010.

### [Harr to Receive Posthumous Hall of Fame Honors](#)

February 05, 2010



The Association of Training Officers of Minnesota (ATOM) will honor Scott Harr, who served as chair of Concordia's Criminal Justice department from 2002-2008, when was called to his eternal home.

### [Hoffman Institute: New Name, Same Mission](#)

February 01, 2010



The Oswald Hoffmann School of Christian Outreach (OHSCO) has officially changed its name to the Hoffmann Institute. While the change brings a new name and logo, the mission and identity remain firm.

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## Concordia in the News

### [CSP Students Push For Abuse Reporting Law](#)

February 16, 2010

### [Sacramento Journal: A Guiding Voice For Hmong Hunters](#)

January 28, 2010

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## Athletics News

Graebner Memorial Chapel

## Featured Events

[Minnesota Early Childhood Conference](#) March 12 & 13

[Spring Break](#) March 6-14

[Easter Break](#) March 31-April 5

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### Director of University Marketing and Communications

Jill Johnson  
275 Syndicate Street North | St. Paul, MN 55104-5494  
Office: 651-641-8755 | E-mail: [jjohnson@csp.edu](mailto:jjohnson@csp.edu)

Last updated on May 11, 2009.

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Home > RSS Feeds

### RSS Feeds

RSS (Really Simple Syndication) feeds make it easy to view updated information from your favorite places on the web without having to visit individual web pages in a browser. Think of RSS as an inbox for the web, showing you the latest content from your favorite web sites.

The latest versions of [Firefox](#) and [Internet Explorer](#) now have built-in RSS readers that allow you to save RSS feeds as a live bookmark. Concordia University, St. Paul feeds are RSS 2.0.

More Information on RSS	RSS Readers
<a href="http://en.wikipedia.org/wiki/RSS_(file_format)">http://en.wikipedia.org/wiki/RSS_(file_format)</a>	<a href="#">Google Reader</a>
<a href="http://blogs.law.harvard.edu/tech/rss">http://blogs.law.harvard.edu/tech/rss</a>	<a href="#">More Readers</a>
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[CU Golden Bear News](#)

#### Google Calendars RSS








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- [University Calendar of Events](#)

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Last Updated: March 03, 2010

## Kyle's Bill Achieves Important Milestone

A Concordia student-led effort to pass The Kyle Herman Bill was approved in committee today with great media fanfare. **Check out tonight's local news for more coverage.** Students in the "Minnesota Politics" class have been getting an insider's perspective on their subject matter by shepherding a bill they developed through the legislative process. Students formed the Concordia Student Legislative Action Team (C-SLAT) and began working on The Kyle Herman Bill after learning about verbal and physical abuse Kyle had suffered at the hands of his kindergarten teacher. [View video](#) of original news story. Administrators were aware of the incidents, but many months passed before Kyle's parents were informed of the abuse. Kyle's Bill seeks to prevent similar tragedies from happening to other families by enacting the following:

1. Require parental notification in instances of child abuse in the classroom;
2. Require anger management for offending teachers;
3. Prohibit teachers from working with special needs children if they are deemed ineligible to teach due to abuse;
4. Revoke the teaching license for a minimum of five years while giving commissioner authority of discretion, and
5. Permanently revoke the license of repeat offenders.

To learn more about C-SLAT and the Kyle Herman Bill, contact [Chris Siver](#).

### Latest News

[Kyle's Bill Achieves Important Milestone](#)

[Dead Sea Scrolls Lecture Series](#)

[Harr to Receive Posthumous Hall of Fame Honors](#)

### Featured Events

[Minnesota Early Childhood Conference](#) - March 12 & 13

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[Easter Break](#) - March 31-April 5

### Director of Communications

Jill Johnson  
(651) 641-8755  
[jjohnson@csp.edu](mailto:jjohnson@csp.edu)

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## President's Welcome

Welcome to Concordia University, St. Paul.



Concordia University, St. Paul, seeks to serve God and our global village by preparing students for thoughtful and informed living, for dedicated service to God and humanity and for enlightened care of God's creation. In addition, our Mission Statement commits us to service in the context of the Christian Gospel and as an institution of the Lutheran Church - Missouri Synod.

Our students, who come from a variety of backgrounds and experiences, continue to bless us with curiosity, dedication, intelligence, and ambition. Our well-educated, caring faculty and staff share with them knowledge,

disciplined research methodology, logical evaluation techniques, interpersonal communication skills and Christian values.

In the environment of our multi-cultural dynamic urban center, community resources enrich our own efforts with significant opportunities for learning and service. We celebrate our success and blessings in the many expressions of gratitude by our graduates.

We invite you to visit our campus or website and, if possible, we want to help you achieve your educational and vocational goals.

Rev. Dr. Robert Holst

President

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## More Than 110 Years of Academic Excellence

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. The first students were welcomed to class on September 13, 1893, in temporary quarters next to Zion Lutheran Church in St. Paul. The following year, Concordia spent \$22,000 to purchase five acres and several buildings previously owned by the state training school for boys in its current location midway between downtown Minneapolis and St. Paul.



In the next decade, Concordia continued to grow, adding a fourth year of high school, and then freshman and sophomore college years. Concordia's early success fueled new construction projects on campus, including the Gymnasium (converted in the 1950s to Graebner Memorial Chapel) and Recitation Hall (now Meyer Hall). Dr. Theodore Buenger served as Concordia St. Paul's professor and first director.



Concordia earned accreditation as a two-year college in 1921. 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. Rev. Martin A.H. Graebner was installed

in 1927 as Concordia's second president, serving until 1946.

The college continued to thrive until 1931 when the effects of the financial panic of 1929 and the Great Depression caused enrollments to drop precipitously from 282 to 131. There were far fewer pulpits

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available than pastors to fill them, and The Lutheran Church - Missouri Synod considered closing the college for a year or two to wait out the financial slump. Budgets were slashed, three residence halls stood empty, students worked around campus without pay, and food donations from congregations helped supplement the school's food service. It was, perhaps, the most difficult era in the history of Concordia, but the college survived.

As the United States entered World War II, Concordia St. Paul's fortunes once again shifted in a more positive direction. Enrollment was on the upswing and Concordia was poised to help respond to a growing shortage of pastors in the Lutheran Church - Missouri Synod. In 1943, Concordia St. Paul celebrated half a century as an institution. During this time, planning and fundraising for a new library began in earnest, but the project stalled for nearly a decade in the wake of post-war inflation and growing enthusiasm for another new construction on campus - the Lutheran Memorial Center, a gymnasium/auditorium and memorial to those who served in the war. Rev. W.A. Poehler was installed in 1946 as the third president at Concordia St. Paul, serving the campus community until 1970.

Concordia 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 entered a decade of intense expansion and growth. The college began granting Associate in Arts degrees in 1951 and began seeking North Central Association accreditation for the junior college in earnest. Major changes in various administrative functions and academic management, more manageable teaching loads and greater emphasis on faculty with graduate degrees finally produced the desired results and Concordia College earned accreditation in 1959.

New buildings dedicated during the 1950s included Buenger Memorial Library (1951), Lutheran Memorial Center (1953); Centennial Hall (1957), Minnesota Hall (1958), and Walther Hall (1959). In addition, the original gymnasium was converted into Graebner Memorial Chapel.

Concordia 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. Concordia High School officially separated itself from the college, moved to its suburban location and adopted its new name, Concordia Academy.

With mushrooming enrollment, Concordia St. Paul enjoyed another decade of expansion with the construction of another student residence, Wollaeger Hall, and Arndt Science Hall. The Poehler Administration Building, Buetow Music Center and the Student Union were constructed and dedicated in the 1970s.

The college responded to a growing need for minority teachers in the public schools by forming Metropolitan Teacher Education Program Selection (M-TEPS), which enrolled African-American and other under-represented students in a program designed to supplement the curriculum with 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.

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Concordia was served during these years by four presidents: Rev. Harvey Stoegemoeller (1971-1976), Rev. Gerhardt Hyatt (1976-1984), Rev. Allan Harre (1984-1989) and Dr. John Johnson (1989-1991).

Concordia inaugurated Rev. Dr. Robert Holst as its eighth president in 1991 and celebrated its centennial in 1993. The college launched a successful fund-raising campaign that would provide for additional building and expansion. The major curricular development of the period was the formation in 1985 of a pioneering program that allowed students to complete their B.A. degree and, later, their M.A. degree, in an accelerated format. The first of its kind in Minnesota, today the College of Business and Organizational Leadership, which administers Concordia's accelerated degree completion, online and master's degree formats, represents more than half of the institution's enrollments.

Hyatt Village residence hall was dedicated in 1984, and in the 1990s, Gangelhoff Center and the theater addition to the Fine Arts complex were dedicated.

As the university 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, the college became Concordia University, St. Paul, and adopted the semester system.

The university also developed its current mission and vision statements and refined its strategic priorities. Its new focus led to the formation of departments in three colleges: College of Arts and Sciences, College of Education, College of Graduate and Continuing Studies. In 2002, the College of Vocation and Ministry was added to coordinate the university's programs for church professionals and to enhance the understanding of all Concordia students of how they serve God and humanity in whatever vocation they choose. In 2006, the College of Graduate and Continuing Studies was refocused and many of the programs that were in that college are now in the College of Business and Organizational Leadership.

In 1999, Concordia became the first NCAA Division II university in the Twin Cities. Critics feared Concordia would fare poorly against the larger, more established teams, but the newly renamed Golden Bears teams showed their heart right away. Since the switch, Golden Bears teams have brought home NSIC championships in softball, volleyball, baseball and football. History was made when the Golden Bears Women's Volleyball team won their second straight NCAA Division II Volleyball Championship in December, 2009 by defeating Cal State-San Bernardino. The Golden Bears won their first National Championship in 2008 by defeating Western Washington.

Concordia University was the first private, four-year institution in the state of Minnesota to become a "laptop campus," providing a laptop computer to all full-time students. It paved the way for more streamlined communication across campus and provided new innovations in the way education was delivered to students. Now, students have wireless access to the Concordia servers from nearly everywhere on campus, giving them a virtual world of information at their fingertips.

In 2003, Concordia celebrated the conclusion of Enlightening Individuals, Enriching Generations, a five-year, \$32 million, comprehensive campaign - the largest in Concordia history. Gifts from alumni and friends, which totaled \$35.5 million, allowed the university to build a much-needed and long-awaited Library Technology Center, dedicated in 2003. The 46,000 square foot building includes seven new classrooms, centralizes technology support staff and provides an appealing new entrance point to campus.

In 2008, Concordia was pleased to announce the completion of the Residence Life Center (RLC). This announcement was followed by a Service of Dedication and ribbon-cutting ceremony, celebratory chapel

service, campus picnic and pig roast. The RLC is an apartment-style residence hall that houses 300 upperclassmen. Opened in the fall of 2008, this building has 4-bedroom, 2-bedroom, and studio-style units. Each suite includes a private bathroom, kitchen, living room and bedroom furnishings. Building amenities include fitness center, laundry facility, and media room.

Before Concordia's 2008 Homecoming Game a donation of five million dollars was presented by Phil Fandrei, on behalf of the Sea Foam Sales Company, to be put towards the new football stadium project. The stadium, entitled Sea Foam Stadium, will seat about 3,500 spectators and will include a football/soccer field with artificial turf, running track, scoreboard, lights, bleachers, parking, concession facilities, locker rooms, weight room, press box, outdoor plaza, and inflatable dome during the winter months. Construction is expected to begin shortly after Concordia's 2008 football season.


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.

Last updated on April 29, 2009.

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## Fast Facts

### [By The Numbers](#)

- 15:1 Student-faculty ratio
- 1:1 Students to laptops on campus\*
- 81% Tenure track faculty with terminal degrees
- 44% Students graduating with honors in May 2007
- 45 Liberal arts majors
- \$9.9 Million scholarships and grants awarded to Concordia students in 2006-07
- 1 Sculpture titled "Crowned Column" by renowned sculptor Paul Granlund
- 9,946 Hours given by students last year to service-learning and volunteering
- Free On-campus parking
- 560 Students participating in service-learning projects last year
- 15 NCAA Division II sports for men & women
- 5 min. Maximum time required to get to class from any parking space on campus
- 15 Average class size
- 1 a.m. College students' typical bedtime
- 500 Free printouts/copies students get each semester
- 11:00 a.m. Time of day Chapel is offered for students, faculty and staff every weekday
- 113 Years Concordia has been owned/operated by the Lutheran Church-Missouri Synod
- 002347 Concordia's FAFSA code. (ACT code 2106; SAT code 6114)

\*For full-time, traditional undergraduate students

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## [Library Resources](#)

- More than 135,000 items are available to students in the Concordia library, including 72,870 book titles, and 3,065 curriculum titles.
- More than 7,800 titles in library's children's literature and curriculum collection.
- Access to more than 2 million items through the collections of member college libraries in the Twin Cities. Concordia is a member of CLICnet (Cooperating Libraries in Consortium).

## [Technology](#)

- Laptop computers for all full-time, traditional undergraduate students with 24/7 access to vast web resources.
- More than 1,200 laptop computers in use on campus during the academic year.
- Student laptop software is upgraded each year; hardware is replaced on a two-year cycle.
- The current student laptop image includes the Microsoft Office suite: Word, Excel, PowerPoint and Publisher, Outlook email, Explorer for Internet access.

## [History](#)

- Founded in 1893
- Owned and operated by The Lutheran Church-Missouri Synod
- One of 10 institutions throughout the United States that comprise the Concordia University System

## [Enrollment](#)

*As of Fall 2008*

- 1,070 Traditional Undergraduate
  - For Traditional Undergraduates*
  - Students come to Concordia from 39 different states and 5 foreign countries
  - 83% from the State of Minnesota
  - 610 Women, 460 Men
- 621 Accelerated Degree and Continuing Studies
- 953 Graduate
- 2,644 Total enrollment

## [Financial Aid](#)

- One of the best values in private colleges in Minnesota
- 100 percent of the freshmen who applied for financial aid received assistance in some form for fall semester 2007
- Average award for fall 2007 freshmen was \$26,000 (\$13,000 in scholarships and grants)

## [Graduation Honors](#)

*Over 40% graduated with honors in May 2007:*

- 11% Summa Cum Laude (3.90-4.00 GPA and at least 64 credits earned at CSP)
- 9% Magna Cum Laude (3.75-3.89 GPA and at least 64 credits earned at CSP)
- 8% Cum Laude (3.60-3.74 GPA and at least 64 credits earned at CSP)
- 8% High Distinction (3.90-4.00 GPA and fewer than 64 credits earned at CSP)
- 8% Distinction (3.75-3.89 GPA and fewer than 64 credits earned at CSP)

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## Faith

- 48.5% Lutheran
- 9.7% Other Protestant faiths
- 15% Roman Catholic
- 10.7% Other faith traditions
- 12.7% Faith not disclosed
- 3.4% No religious affiliation

## Multicultural

- 65.4% Caucasian
- 9.2% African-American
- 6.4% Asian/Pacific Islander
- 2% Multiracial
- .2% American Indian
- 1.8% Hispanic
- 15% Ethnicity undisclosed

## Service-Learning

*Concordia's emphasis on service-learning makes specific volunteer projects part of the class requirement.*

- 581 students participated in service-learning projects.
- 333 students participated in volunteer service unrelated to coursework.
- Students committed 9,000 hours to service-learning and volunteering in the local community in 2008-09 year.

## Study Abroad

*International study or internship experiences are an important enrichment to the learning experience.*

- Approximately 75 students embarked on national and international study trips and internships including to Thailand, England, Mexico and Israel

## I.D. Cards

*A Concordia-issued photo identification card gives you access to many on campus services:*

- Access to residence hall
- Check out library books
- Access to fitness center
- Food service at Dining Hall
- Debit card function gives you access to your student account for use at student union, bookstore or campus laundry facilities.

## Residence Life

- Four on-campus residence halls: Luther and Wollaeger are traditional-style halls, Hyatt Village is suite-style and the Residence Life Center is apartment style.



- ✈️ All residence hall rooms have wireless internet, local telephone and cable television service.
- ✈️ Approximatly 500 students can live in the residence halls
- ✈️ 85% of first-year students live on-campus
- ✈️ Wireless access to the web is available in residence hall lounges and rooms.
- ✈️ Off-campus apartment housing available for married students and students with families.
- ✈️ Five different meal plan options are available for residence hall students in 2008-09; commuter meal plan also available.

Last updated on July 02, 2009.

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## Mission & Vision

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

### Purposes

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 college 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, St. Paul is to be an exemplary Christian university. Concordia St. Paul,

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an institution of The Lutheran Church--Missouri Synod, will be an educational community where the Good News of the Christian faith provides the context for intellectual inquiry and committed service to society.

*To achieve its vision, Concordia University, St. Paul adopts the following strategic priorities:*

To offer programs of high academic quality at an affordable cost. A Concordia St. Paul education will provide outstanding value -- an excellent education, reasonably priced, and readily accessible to qualified students.

To achieve an outstanding, student-centered environment. Concordia St. Paul will foster student academic success and personal potential through a climate of service, support, and intellectual challenge.

To promote a dynamic Christian spiritual life. A Concordia St. Paul education will shape the whole person -- body, mind and spirit. The spiritual dimension will be integrated into every dimension of campus life.

To build a diverse campus community in the spirit of Christian harmony. Concordia St. Paul believes that a quality education is best achieved within a diverse community. Therefore, it seeks greater age, race, and ethnic diversity, and gender equity. Within the context of the Christian Gospel, Concordia will promote an atmosphere of respect, understanding, and equal opportunity for all students, faculty, and staff.

To enhance the curricular programs that address the future needs of students, including programs in the church and teaching professions, historic areas of strength. Concordia St. Paul will continually review and evaluate its programs, strengthening those that most effectively prepare its students for the challenges of church and society.

To develop innovative partnerships with the community. Concordia St. Paul's students, faculty, and staff will contribute actively to the life of the church, local community, and larger society. Participation in the life of the community establishes new contexts for learning and prepares educated people for lifelong participation in solving key social issues.

To increase the enrollment, Concordia St. Paul will benefit more students by increasing the size of both its traditional and nontraditional undergraduate and graduate student bodies. Yet, enrollment will be managed to provide all students effective individual support while promoting financial efficiency.

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Last Updated: February 15, 2010

## Dead Sea Scrolls Lecture Series

Concordia University, St. Paul will present a series of four free public lectures on the Dead Sea Scrolls beginning in February in conjunction with the exhibition coming to the Science Museum of Minnesota in March 2010. (See lecture schedule and overview below).



The Dead Sea Scrolls, which scholars believe were written between approximately 200 BC and 200 AD, lay hidden and forgotten for centuries until they were discovered in the 1950's in caves along the northwest shore of the Dead Sea. Altogether, archeologists have uncovered more than 600 scrolls and thousands of fragments in 11 caves around the ruins of an old Roman fortress in an area called *Khirbet Qumran*.

The scrolls have been called the greatest manuscript discovery of modern times. They contain some of the oldest known fragments of the Christian Old Testament or Hebrew Bible. Most texts are written in Hebrew or Aramaic, which has enhanced scholarly understanding of these languages and offered a cultural context for the times in which they were written. These ancient scrolls are now under the conservation of the Israel Antiquities Authority and are seldom seen on display. The exhibition coming to the Science Museum of Minnesota offers a rare and unique opportunity for a first-hand look at these artifacts and a deepened understanding of their significance in Christian thought and traditions.

All lectures will be held at Concordia's Graebner Memorial Chapel (1259 Carroll Ave.) at 7:30 p.m. The lectures are FREE and open to the public.

**THURSDAY, FEB. 11 - [View this lecture now on the Concordia YouTube Channel!](#)**

*The Bible and the Dead Sea Scrolls: You've Got to Know the Territory*

Dr. Thomas Trapp, professor of religion and theology at Concordia, presents how the Dead Sea Scrolls were discovered, sold, evaluated and have been fought over. The first foray will examine the wider setting of the discoveries, such as where the scrolls were found, what materials and languages were used, what generally was found in what caves, how some scrolls could be pieced together, who has been responsible for publishing and interpreting the texts at different stages of the "game" during the

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past 60 years and what contribution the scrolls make to the study of the biblical text. Roughly one fourth (about 200) of the scrolls and scroll fragments are from biblical books.

#### **THURSDAY, FEB. 25**

*But Wait...There's More: Who Wrote the Scrolls and What Else Did they Write?*

Dr. Trapp goes into further detail about how 600 scrolls and fragments of scrolls deal with documents considered special to the Dead Sea Qumran community and its wider community. Theories will be examined to discover what groups played significant roles in Israel during the late pre-Christian era, and might have had ties to those who lived at Qumran, as well as what formal types or genres of scrolls are available. These include documents about community life, preparing for the end times, psalms of praise and worship, interpretations of promises from certain biblical books, rejection of those who had different views and agendas and issues about calendars and liturgical worship.

#### **THURSDAY, MAR. 18**

*The Archaeology of Khirbet Qumran*

Dr. Mark Schuler, professor of theology and Greek at Concordia, delves into the place where the first Dead Sea Scrolls were discovered. About one mile west of the Dead Sea and nine miles south of Jericho is Khirbet Qumran, ruins and a cemetery located on a low plateau between the rock cliff and the plain; the first scrolls were discovered in a cave half a mile north of this site. Was G. Lankester Harding correct when he wrote in 1952, "It would appear, then, that the people who lived at Khirbet Qumran deposited the scrolls in the cave, probably about A.D. 70"? Are the ruins a monastic site of the community written about in the Scrolls? If so, what does archaeology tell us about the community and its relation to the Scrolls?

#### **THURSDAY, APRIL 15**

*Jesus and the Dead Sea Scrolls*

Dr. Schuler concludes the series relating Christianity to the scrolls. Although none (so far) of the Dead Sea Scrolls were written by a Christian and there is no direct relationship between Jesus and the Scrolls, there are significant parallels and similar wordings between certain Scrolls and Gospel passages. How do these parallels help us understand the world and teachings of Jesus? How do the messianic expectations of the Scrolls compare to the messianic claims of Christianity? What about the raising of the dead in the messianic age?



#### About the Presenters



**Dr. Thomas Trapp** has been a professor of religion and theology at Concordia-St. Paul since 1982. His primary areas of academic interest have been the Prophetic



Literature of the Old Testament and the Hebrew language. He has special interest in textual matters of the Hebrew Bible and how many promises of restoration and fulfillment were dealt with after the exiles returned from Babylon. These two areas form the backdrop for his two presentations.





**Dr. Mark Schuler** is professor of theology and Greek at Concordia-St. Paul and chairperson of the Department of Religion and Theology. His research includes the archaeology of Roman/Byzantine Palestine. He is co-director of the Hippos/Sussita Excavation, Jordan Valley Israel and Upper Midwest Regional Representative of the American Schools of Oriental Research.

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## Harr to Receive Posthumous Hall of Fame Honors

The **Association of Training Officers of Minnesota (ATOM)** will honor **Scott Harr**, who served as chair of Concordia's Criminal Justice department from 2002 until Sept. 30, 2008, when the 55-year-old husband, father of two, and friend to countless others was called to his eternal home.

Since 1986, the Association of Training Officers annually bestows its Hall of Fame award to individuals who have made significant contributions to law enforcement. Individuals who receive the award have had an impact not only in their own departments but often have affected statewide training.

Several members of the Criminal Justice department will be on hand to represent CSP and share remarks and remembrances at the awards ceremony on Feb. 18, when Scott's wife, Dianne, and their two children accept the award on his behalf. [Learn more about the award and read a biographical tribute.](#) "Scott had an incredible ability to connect with individuals on a one-on-one basis," said Prof. Erv Weinkauf, a CSP Criminal Justice graduate and newly appointed chair of the Criminal Justice department.

"Scott's broad experience and depth of knowledge of the Criminal Justice field helped him create and lead an outstanding program at Concordia, but what really set him apart was the strength of the relationships he formed with so many people."

The award presentation will be held on February 18, 2010 at the Ramada Mall of America during the ATOM Winter Conference.

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### [On and On](#)

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### [Concordia rolls in quest for third consecutive volleyball title](#)

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[Star Tribune: Dominant DII Volleyball Is An Easy Sell](#)

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[Concordia University to have classes in Burnsville](#)

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[CSP-Sponsored Hmong Academy Graduates 2nd High School Class](#)

June 13, 2008

[Hmong Teens Document History - St. Paul Pioneer Press](#)

May 21, 2007

[How to Get the Most Out of Online Education - Police Magazine](#)

May 02, 2007

[Professor Helps Combat Childhood Obesity Epidemic - WCCO Radio](#)

April 28, 2007

[Pitcher Returns to Home Base - Star Tribune](#)

April 18, 2007

[Hmong History Finds a Home - Star Tribune](#)

March 13, 2007

[Concordia Adjunct Prof Helps Curb Gang Violence - City Pages](#)

February 12, 2007

[Concordia Grad Finds Earthly Reward For Humane Service - Star Tribune](#)

January 18, 2007

[A Sense of Home at Concordia - Star Tribune](#)

January 03, 2007

[Maly Interviewed for KARE 11 Extra Broadcast](#)

December 01, 2006

[Mold the Perfect Child - Best Life Magazine](#)

November 15, 2006

[Futurist Joel Barker Setting Wheels in Motion at Concordia - St. Paul Pioneer Press](#)

November 06, 2006

[Concordia U Starts Biz School, MBA - Minneapolis/St. Paul Business Journal](#)

October 06, 2006

[Dorm is Where the Heart is - St. Paul Pioneer Press](#)

September 02, 2006

[Hmong Culture Camp Allows Children to Share Heritage - St. Paul Pioneer Press](#)

August 12, 2006

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Last Updated: January 13, 2010

## Minnesota Early Childhood Conference

**When:** March 12 & 13, 2010

**Where:** Concordia University, St. Paul

**More Information:** [Minnesota Early Childhood Conference Website](#)

### Latest News

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[Dead Sea Scrolls Lecture Series](#)

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Last Updated: January 19, 2010

## Spring Break

2010 Spring Semester Break

Saturday March 6th through Sunday March 14th

### Latest News

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Last Updated: January 19, 2010

## Easter Break

Wednesday March 31st through Monday April 5th

Concordia University Easter Break

*Jesus said, "I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die."*

**John 11:25-26**

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Home > Admission > Hawaii

## Concordia Arrives on the Big Island! April 2010

### Prepare to Succeed with Concordia University

Work...family...home...countless obligations and responsibilities. With all the demands on your time, the idea of fitting higher education into your schedule may seem a bit overwhelming. If that's how you're feeling, you're not alone. With online, accelerated BA in Child Development and MA in Early Childhood Education programs from Concordia University, St. Paul, you can achieve your academic and career goals and still manage your life.

-  **Accelerated**-Complete your BA degree or earn your MA degree in 21 months.
-  **Convenient**-Attend class online just one night a week and the two-day Residency right on the Big Island.
-  **Relevant**-Use your work experience as the basis for course assignments.
-  **Collaborative**-Work as part of a cohort for the duration of your program, so you'll have a built-in team for collaboration, inspiration and support.

### Residency on the Big Island

Online students are required to attend a two-day residency being offered on the Big Island.






#### MA- Early Childhood Education

 April 26-27, 2010

#### Admission

- Undergraduate
- Graduate
- Undergraduate Accelerated Degree
- Continuing Education

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### Cohort Equals Collaboration

When you enroll in an accelerated program at Concordia, you'll be part of a cohort - a learning group of 10-20 people that stays together for the duration of your program. Your classmates in your cohort become a trusted network for brainstorming ideas, working together on projects and inspiring you to new

levels of achievement. More than just classmates, they'll also become your friends.

### Partners in Education

At Concordia, you'll work with faculty who understand the key issues facing today's educators and can help you develop more effective approaches to dealing with those challenges. Your professors are respected experts in their field who have a passion for teaching and helping students achieve their goals. They are accessible and approachable whenever you have questions or need guidance on your academic path.



**Lynn E. Gehrke, Ph.D.**

Coordinator: BA-Early Childhood Development & M.A.Ed.-ECE online programs  
College of Education

[Read a message from the department chair](#)

**APPLY NOW and we'll WAIVE your \$50 application fee.** Application deadline: March 25, 2010.

[Apply for a MA in Early Childhood Education](#)

For more information, contact Louise Ehrhart in the Office of Admission

(651) 603-6190, (800) 333-4705 or [ehrhart@csp.edu](mailto:ehrhart@csp.edu)

Last updated on March 08, 2010.

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Last Updated: December 07, 2009

## Concordia Enters Innovative Regional Partnership to Transform Teacher Education

Concordia University, St. Paul is among 14 higher-education institutions who announced Dec. 3 that they will partner with the Bush Foundation on a broad-based initiative that will focus on transforming teacher-preparation programs in Minnesota, North Dakota and South Dakota. The partnership supports the Foundation's 10-year goal of increasing by 50 percent the number of students in the region, Pre-K through college, who are on track to earn a degree after high school, and of eliminating disparities in academic achievement among diverse student groups.

"Research has shown that while many factors play a role in educational success, effective teaching makes a bigger difference than any other in-school variable," said Bush Foundation president Peter C. Hutchinson. "Research also shows that when students consistently experience effective teaching, there are no achievement gaps. By forming partnerships with institutions that are willing to ensure that children across these three states will have effective teachers, we believe that over the decade we can significantly raise the achievement of every student and reduce disparities among student groups."

The Bush Foundation plans to invest more than \$40 million over the next decade in the 14 universities and in related activities to support their success. The institutions working in partnership with the Bush Foundation are:

### Twin Cities Teacher Collaborative (TC2)

- Augsburg College
- Bethel University
- Concordia University, St. Paul
- Hamline University
- St. Catherine University
- University of St. Thomas

### North Dakota and Minnesota Partnership

- Minnesota State University, Moorhead
- North Dakota State University
- Valley City State University

### Other Partners

- Minnesota State University, Mankato
- University of Minnesota
- St. Cloud State University
- University of South Dakota
- Winona State University

### Latest News

[Dead Sea Scrolls Lecture Series](#)

[LCMS Responds to Haitian Earthquake](#)

[Hmong Book Launch Event at Concordia](#)

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Collectively, the institutions will produce at least 25,000 new, effective teachers in the next 10 years. This number represents nearly all of the new teachers that will be needed in the three states in the next decade. In addition, the institutions are guaranteeing the effectiveness of teachers who graduate from their redesigned programs. To accomplish this goal, the institutions will transform how they recruit, prepare, place and support new teachers and how they work with their K-12 partners.

As part of their agreement with the Bush Foundation, each of the schools has agreed to guarantee that its program will produce effective teachers. The key to the guarantee is that each university will partner with the K-12 schools where their graduates will teach, and each university will provide continued support to the teachers for several years after graduation. Delivering on that guarantee will require the universities to act on four fronts?recruiting those most likely to succeed as effective teachers, training them to be effective instructors, placing them in schools led by administrators who will support them in those first critical years in the classroom and then providing new teachers with ongoing support. Professor of Education Sally Baas has served as Concordia's liaison to the TC2 schools as they have worked through the numerous issues of collaboration between competitors; she will continue to serve on the program steering committee that will drive the program forward on an ongoing basis.

Last updated on January 04, 2010.

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## Join Forces with Concordia University

Serving your country doesn't mean giving up on your goal of completing your bachelor's degree or earning your master's degree. At Concordia University, our programs offer the flexibility and convenience you need to advance your career, even when military service makes your schedule unpredictable.

- Convenient metro locations
- Military technical credits accepted
- ROTC Scholarships Available

[Undergraduate](#)   [Accelerated Undergraduate](#)   [Graduate](#)

Please contact your Concordia military relations liaison Paul Ives at [ives@csp.edu](mailto:ives@csp.edu) or 651-641-8836 for more information.

[Visit the Veterans Resource Center website](#)

*Army National Guard First Sergeant and Veteran's Employment Representative Hector Matascastillo achieved his academic goals while successfully managing a demanding career. "Concordia offers a very flexible but challenging environment where I was able to balance my time with the academic requirements and still get things done. The online cohort model is impressive in that it allowed me to balance life, the military and school in order to reach my educational goals, which seemed to be almost out of reach at one point. It has been one of my best learning experiences and I recommend Concordia to other professional military personnel."*

### Hector Matascastillo

Army National Guard First Sergeant; Veteran's Employment Representative - Disabled Veterans Outreach Program

- Admission**
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Security

CSP Homepage

Parent Home Page

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Andy Herzberg

Executive Assistant

Office: 651-641-8216

E-mail: [herzbera@csp.edu](mailto:herzbera@csp.edu)

Contact Concordia University

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## A Place for Parents

### Welcome Parents and Family of Concordia University Students!

College is a time of transition and transformation, and we're happy and honored to be a part of this time in your student's life.

This website is especially for you - the parents and family of Concordia University students. Among the resources you'll find on these pages are:

- Important deadlines
- Upcoming campus events and activities
- Information about campus life
- Ways to stay connected with Concordia University - and your student
- Tips for helping your student make the transition to college
- Resources to help in your role as parents or family of a college student
- And much more!

We hope this website will help you feel more connected to life on campus and will contribute to your efforts to support and guide your student.



## Campus Calendars

See the [calendar page](#) for links to the Academic Calendar, Athletics, Fine Arts and Campus Events!

Please contact [Andy Herzberg](#) about content on this page last updated on November 24 2008.

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This page allows you to check the status of each of the steps of the admission process, including: application requirements, the application materials that have been received, whether your FAFSA has been received, and if you have been admitted to Concordia University, St. Paul. To access your information, enter your Student ID, first name, and last name. Please contact your admission counselor with any questions you may have about your admission status.

## Login

Student ID ("L Number")

Last four digits of Social Security #

Submit Reset



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## Colleges & Departments

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• **Conference & Events**

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- [Area Lodging](#)
- [Campus Maps](#)

**Contact Conference and Event Services**

Jennifer Sila  
Conference & Event Manager  
[commencement@csp.edu](mailto:commencement@csp.edu)

**Mailing Address**

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## Commencement 2010

### Graduation Information

This site is currently being modified and we encourage you to check back monthly for additional information.

#### Graduation Ceremony #1

**Date:** Friday, May 14, 2010

**Time:** 7:30 p.m.

**Location:** Gangelhoff Center

Students earning an Associate of Arts or Bachelor of Arts degrees from the *College of Arts & Sciences*, *College of Education and College of Vocation & Ministry*.

#### Graduation Ceremony #2

**Date:** Saturday, May 15, 2010

**Time:** 10:00 a.m.

**Location:** Gangelhoff Center

Students earning a Bachelor of Arts or Bachelor of Business Administration degree from the *College of Business and Organizational Leadership*.

#### Graduation Ceremony #3

**Date:** Saturday, May 15, 2010

**Time:** 2:00 p.m.

**Location:** Gangelhoff Center

Students earning a Graduate degree .

#### Baccalaureate Service

**Date:** Thursday, May 13, 2010

**Time:** 7:30 p.m.

**Location:** Graebner Memorial Chapel

The Baccalaureate service is a celebration of and thanksgiving for lives dedicated to learning and wisdom. The Baptismal calling and vocation of the entire community will be recognized in the prayers.

The liturgy of Holden Evening Prayer with special music, prayers and blessings for the graduates and their families will guide the Concordia Community in praise and thanks to God for these gifts.

All students, faculty, staff and their family and friends are welcomed and encourage to attend this special service. Reservations are **not required** and admission is **free**. A reception will immediately follow the ceremony.

Last updated on October 29, 2009.



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Home > Campus Life > Diversity

## Diversity

It's a small world. And you'll be playing a big role in it. Part of our mission is to "prepare students for thoughtful and informed living" -- that means expanding your awareness of the world around you.

Extend your worldview with international study and travel. Explore the rich cultures in our own backyard. Reach beyond what you already know -- beyond what's already comfortable.

### Fast Facts

- Students come to Concordia from 29 different states
- 506 Women, 393 Men (Undergraduate)

### Faith

- 47.3% Lutheran
- 9.6% Other Protestant faiths
- 15% Roman Catholic
- 8.8% Other faith traditions
- 15.2% Faith not disclosed
- 4% No religious affiliation

### Multicultural

- 65.9% Caucasian
- 10.1% African-American
- 6.2% Asian/Pacific Islander
- 2.3% Multiracial


### Campus Life


- Athletics
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 <1% American Indian

 <1% Hispanic

 14.3% Ethnicity undisclosed



 [Office of Diversity Affairs](#)

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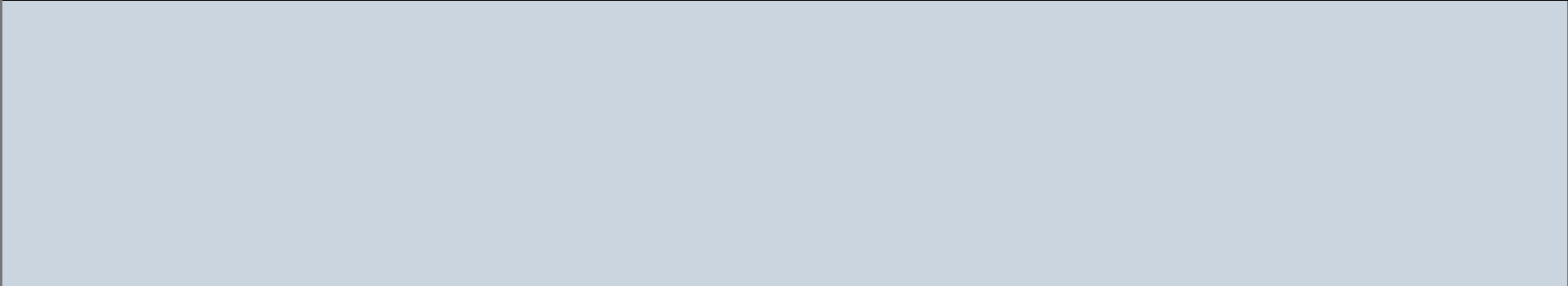


• Academics

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Employment at Concordia  
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Human Resources Department

Employment Opportunities for Students

CSP Career Services

Employee Benefits

LCMS Job Page

CSP Recruiting Partners

MinnesotaDiversity.com

Contact Human Resources  
Department

Concordia University  
275 Syndicate Street North  
St. Paul, MN 55104-5494

Local: 651-641-8846

E-mail: [humanresources@csp.edu](mailto:humanresources@csp.edu)

## Available Faculty and Staff Positions

All positions are posted in Adobe .PDF format. Adobe Reader (v.5 or greater) is required. Click [here](#) to download the reader if you are unable to view the file.

### Staff Positions

#### **Security Officer (nights)**

### Faculty Positions

#### **Professor Master's in Business Administration**

#### **Professor Accounting and Finance**

### Adjunct Faculty Positions

#### **College of Business and Organizational Management**

No Open positions

#### **College of Arts & Sciences**

No open positions

#### **College of Education**

No open positions

#### **College of Vocation & Ministry**

No open positions

### Methods of Application

Staff Positions

Concordia University-St. Paul accepts two methods of application for an open staff position: application via cover letter and resume and/or application by mail via application packet.

Cover Letter and Resume Method

To apply via cover letter and resume, send cover letter and resume to one of the following:

E-mail (preferred): [humanresources@csp.edu](mailto:humanresources@csp.edu)

Postal Mail:

Human Resources Department  
Concordia University-St. Paul  
275 Syndicate Street North  
St Paul, MN 55104

Application Packet Method

In addition to or separately from a cover letter and resume, Concordia University-St. Paul accepts the following employment packet sent by mail or fax:

Staff Employment Application 

Faculty Positions

Please send an application letter, curriculum vitae, graduate transcripts, with three letters of recommendation to the contact person at the bottom of the Open Position Announcement.

Disclosures

In accordance with the Campus Security Act of 1990, you may request a copy of Concordia University's annual security report. This report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus building or property owned or controlled by Concordia University and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies, concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by visiting the CSP Security Web Site at <http://concordia.csp.edu/Security/index.html>.

For any additional information concerning items on this page please contact the Human Resources Department at (651) 641-8846 or [humanresources@csp.edu](mailto:humanresources@csp.edu).

Please contact [Human Resources](#) about content on this page last updated on March 05 2010.



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- Campus Life
- News & Events
- About Us

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- **Events**
- CSP Room Request
- Event Services
- Event Planning Guide
- Facilities
- Resources
- Event Housing
- Wedding
- Student and Employee Services

**Contact Conference and Event Services**  
Jennifer Sila  
Conference and Event Services Manager  
Local: (651) 641-8201  
[sila@csp.edu](mailto:sila@csp.edu)

**Mailing Address**  
275 Syndicate Street North  
St. Paul, MN 55104-5494  
Local: 651-641-8278

## Conference & Event Services

Conference & Event Services welcomes you to Concordia University, St. Paul.

Concordia University, established in 1893, is a private, four-year liberal arts university of the Lutheran Church - Missouri Synod. We are conveniently found in the heart of the Twin Cities, 15 minutes from Minneapolis and centrally located in St. Paul. Our perfect location (one block from I-94) and several rental facilities, makes our venue desirable for clients interested in holding either small or large events.



Please feel free to browse our site, as you will discover more about our facilities, capabilities and services.

### Fast Facts

- The St. Paul/Minneapolis International Airport is a short 15 minute drive from campus
- 500 free off-street parking spaces and 500 parking lot spaces.
- Several restaurants and specialty shops are located within walking distance.
- The State Capitol, Ordway Theatre, Science Museum of Minnesota, Omnimax Theatre and Como Park/Zoo/Conservatory are located 15 minutes from campus.
- The Guthrie Theatre, Walker Art Center & Sculpture Garden, Target Center, Mall of America-Bloomington and Metrodome are also within 15-20 minutes away.

Last updated on January 16, 2009.

Please contact [Jennifer Sila](#) about content on this page

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Phone: (651) 641-8230 | (800) 333-4705

TTY: (651) 641-8406 | Fax: (651) 603-6320

ACT: 2106 | SAT: 6114 | GMAT: 913-MN-57 | FAFSA:

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**[About Us](#)**

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[Home](#) > [About Us](#) > [Programs & Institutes](#)

## Programs & Institutes

The following Programs or Institutes are housed at or play a key role at Concordia.

### [The Center for Hmong Studies](#)

The Center for Hmong Studies seeks to cultivate the past, interpret the present, and enrich the future through research and publication, curriculum and teaching, and conferences.

### [Lutheran Special Education Ministries](#)

This is a national organization whose mission is to enable children with special learning needs to receive a Christian education. To carry out this important mission, the ministry provides special education teachers for Christian schools and consulting services to parents, pastors and volunteers who need resources to teach Sunday school, confirmation and vacation Bible school lessons to children with special needs.

### [Center for Inclusive Child Care](#)

The Center for Inclusive Child Care is a comprehensive resource network for promoting and supporting inclusive early childhood and school-age programs and providers. This network provides leadership, administrative support, training, and consultation to early care and education providers, school-age care providers, parents, and the professionals who support providers and parents of children with special needs.

### [DevelopKids](#)

DevelopKids is for adults in the fields of school-age care and youth development. On the website there is information on training, consulting, and resources to adults who serve children and youth during out-of-school time. DevelopKids also provides workshops designed specifically for school-age and youth practitioners.

### About Us

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- [Twin Cities Area](#)

#### Related Links

- [Campus Life](#)
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- [Facility Rentals](#)
- [Parents](#)
- [Undergraduate Admission](#)



## [Hoffmann Institute](#)

Founded in 1984, Hoffmann Institute's mission is to prepare students for professional outreach ministries, encourage and develop an active outreach consciousness within the campus community, and raise outreach vision, commitment, involvement, and leadership throughout the church.

## [Outreach Leadership Institute](#)

Sponsored by the Hoffmann Institute, the Outreach Leadership Institute (OLI) is a training event to better equip individuals involved in or responsible for evangelism and outreach at the congregational level. It is intended to benefit teachers, administrators, DCEs, DCOs, DPMS, pastors, and lay leaders by sharpening their skills in the area of evangelism and outreach while serving in their particular areas of ministry.

## [SEAT \(Southeast Asian Teacher licensure program\)](#)

This program is for individuals currently employed in Minnesota school districts as educational assistants and teaching assistants who are seeking elementary education teacher licensure. Started in 1998 with a focus on training under-represented populations, today the program continues its mission of preparing all people of color, especially those of Southeast Asian background, for elementary teaching licensure.

## [Youth and Family Institute](#)

The Youth and Family Institute offers new visions and models for ministry with children, youth and their families, trains volunteers and professionals in children's, youth and family ministry and provides consultation and resources to individuals, families and congregations of Christian faith locally, nationally and internationally.

[Graduate Admission](#)

[Accelerated Admission](#)

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[Schedule A Campus Visit](#)

### Office of Admission

Local: (651) 641-8230

Toll-Free: (800) 333-4705

Fax: (651) 603-8320

E-mail: [admission@csp.edu](mailto:admission@csp.edu)

Last updated on February 10, 2010.

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Home > Campus Life > Spiritual Life

## Spiritual Life

Your college education means a lot more than just learning new facts and getting good grades. It's a pivotal time in your life, when you really develop your talents, explore your views and choose your direction.

At Concordia University, we're committed to the entire student - mind, body and spirit.

### Express Your Faith at a Dynamic Lutheran University

Your relationship with the Lord can reach far beyond the walls of the church on Sunday.

Spiritual exploration is part of daily life at Concordia, and you'll have countless opportunities to strengthen and explore your faith through daily chapel, mission and ministry groups, community service, academic classes, Bible studies, outreach events and much more. Whatever point you're at on your spiritual walk, we're here to guide you on your individual path.

- [Local Churches](#)
- [Campus Ministry](#)
- [Office for Congregational and Community Relations](#)

### Campus Life

- Athletics
- Be Involved
- Living & Dining
- Local Scene
- Spiritual Life**
- Student Services
- Virtual Tour

#### Related Links

- [Visit Campus](#)
- [Twin Cities Area](#)

Local: (651) 641-8230  
Toll-Free (800) 333-4705  
Fax: (651) 603-6320  
E-mail: [admission@csp.edu](mailto:admission@csp.edu)

Last updated on January 07, 2008.

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Home > Admission > Invest in Yourself

## INVEST IN YOURSELF!

When it comes to investing in yourself and securing your future, there is no better way than with a degree from Concordia University. With the programs we offer and the Financial Aid and Scholarships that are available, we encourage you to take the next step in your personal and professional life by enrolling as an Undergraduate, Accelerated Undergraduate, or Graduate student.

*"A Concordia Education is invaluable. It is the foundation that makes us better personally and professionally."*

Kim Way  
BA - Accounting

*"There wouldn't be anything I would change about spending my money with Concordia, because of all the things I got out of it."*

Antwon Williams  
BA - Kinesiology

*"A Concordia education will prepare you for whatever you encounter in the world. I can't think of anything more valuable than that."*

Alissa Kness  
BA - History, International Studies

**Undergraduate:** Visit [Financial Aid](#) to view scholarships are available to you.

**Accelerated Undergraduate:** Visit [Financial Aid](#) to view the aid available.

**Graduate:** Visit [Financial Aid](#) to view the aid available.

### Admission

- Undergraduate
- Graduate
- Undergraduate Accelerated Degree
- Continuing Education

#### Related Links

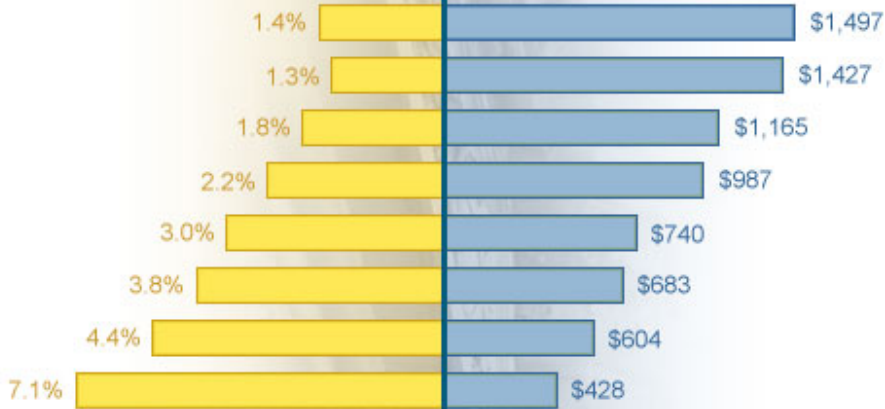
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- [Financial Aid](#)

#### Office of Admission

Local: (651) 641-8230  
Toll-Free: (800) 333-4705  
Fax: (651) 603-6320  
Address: 275 Syndicate St. N  
St. Paul, MN 55104  
E-mail: [admission@csp.edu](mailto:admission@csp.edu)

## U.S. Percent Unemployment Rate in 2007

## U.S. Median Weekly Earnings in 2007

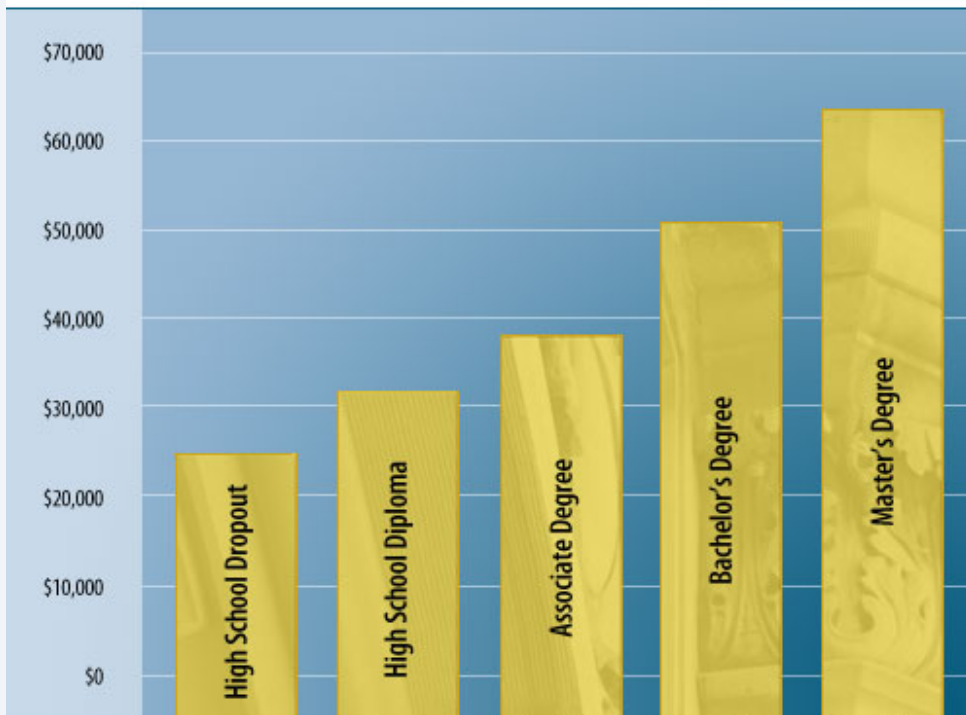


Source: U.S. Bureau of Labor and Statistics

### Did you know:

An average worker's annual salary is about 60% higher than a worker with a high school diploma. Even more with a master's degree.

## Yearly Earnings Based on Levels of Education



Source: U.S. Bureau of Labor and Statistics

Last updated on June 11, 2009.

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**About Us**

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Home > About Us > Accreditation

## Accreditation

### [Higher Learning Commission - North Central Association](#)

Concordia University is accredited by the Higher Learning Commission and a member of the North Central Association. Concordia University, St. Paul has been accredited since 1967, with reaccreditation given in 2008.



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

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#### Related Links

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[National Council for Accreditation of Teacher Education](#)

All of Concordia University's professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1969. The programs were most recently re-accredited in 2008. Concordia University's graduate programs in education are also accredited by NCATE.



The Standard of Excellence  
in Teacher Preparation

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

[Graduate Admission](#)

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**Office of Admission**  
Local: (651) 641-8230  
Toll-Free: (800) 333-4705  
Fax: (651) 603-8320  
E-mail: [admission@csp.edu](mailto:admission@csp.edu)

#### [Association of Collegiate Business Schools and Programs](#)



Concordia University, St. Paul is nationally accredited by the Association of Collegiate Business Schools and Programs to offer the following business degrees: Bachelor of Business Administration with majors in accounting, finance, marketing, a double major in accounting and finance, and a double major in finance and marketing.

Association of Collegiate Business Schools and Programs

7007 College Boulevard, Suite 420

Overland Park, Kansas 66211

(913) 339-6226

#### [Minnesota Board of Teaching](#)

All teacher licensure programs are approved by the Minnesota Board of Teaching. The most recent approval was completed in 2008.

Minnesota Board of Teaching

1500 Highway 36 West

Roseville, MN 55113-4266

(651) 582-8833

#### **Federal Title II Reporting for Teacher Education**

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

1999/2000 cohort 94%

2001/2002 cohort 95%

2000/2001 cohort 93%

2002/2003 cohort 99%

The percentages represent those program completers who have passed one or more tests of the Praxis I



examination (Reading, Writing, or Mathematics). In order to be licensed to teach in the State of Minnesota, candidates must pass all three portions of the Praxis I. By way of comparison, the statewide pass rate for Minnesota teacher education programs was 98% in 1999/2000 and 97% in 2002/2003.

[Council for Higher Education Administration](#)

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 recognizes 60 institutional and programmatic accrediting organizations.



Council for Higher Education  
Accreditation  
One Dupont Circle NW  
Suite 510  
Washington, DC 20036  
202-955-6126

Last updated on October 24, 2008.

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Phone: (651) 641-8230 | (800) 333-4705

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ACT: 2106 | SAT: 6114 | GMAT: 913-MN-57 | FAFSA:

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## Web Feedback Form

Please complete the form below. Mandatory fields marked \*

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Name \*

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## Directions

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- President's Council
- Board of Regents
- Programs & Institutes
- Twin Cities Area

### Traveling West on Interstate 94

Exit on Hamline Avenue. Turn left (south) on Hamline; go past Concordia Avenue and the campus is on your left hand side. Visitor parking is available in the lot on your left or on the streets within and around the campus.

### Traveling East on Interstate 94

Exit on Snelling Avenue. Continue straight on the frontage road (Concordia Avenue) until Hamline Avenue. Turn right (south) on Hamline. Visitor parking is available in the lot on your left or on the streets within and around the campus.

### From the Airport

#### Related Links

- [Campus Life](#)
- [Employment](#)
- [Facility Rentals](#)
- [Parents](#)
- [Undergraduate Admission](#)

Take I-494 East to I-35E N towards St. Paul. Exit onto Ayd Mill Road. Take Hamline Avenue exit and turn right onto Hamline Avenue. The campus will be on your right side just past Marshall Avenue. Visitor parking is available next to the theatre or on the streets within and around the campus.

[Graduate Admission](#)

[Accelerated Admission](#)

[Request Info](#)

[Schedule A Campus Visit](#)

### From the Amtrak Station

Turn left (south) onto Cleveland Avenue to University Avenue. Travel right (east) on University Avenue to Hamline Avenue. Go past Concordia Avenue and the campus is on your left hand side. Visitor parking is available in the lot on your left or on the streets within and around the campus.

[St. Paul - Minneapolis Amtrak® Station](#)

[Amtrak® Discount - Free Companion Offer](#)

### Office of Admission

Local: (651) 641-8230

Toll-Free: (800) 333-4705

Fax: (651) 603-8320

E-mail: [admission@csp.edu](mailto:admission@csp.edu)

### Airline/Airport Information

[Minneapolis/St. Paul International Airport](#)

### Taxi Information

[Airport Taxi](#) (651) 222-0000 or (800) 464-0555

[Airport Yellow Taxi](#) (651) 644-3212

[All City Cab](#) (651) 222-8294

[Super Shuttle](#) (612) 827-7777 ext. 2

[Suburban Taxi](#) (651) 222-2222

### Metro Transit

[Metro Transit](#)

[Light Rail - Hiawatha Line](#)

Last updated on July 22, 2008.

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## Course Descriptions

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- Communication Studies
- Computer Information Systems
- Computer Science
- Christian Ministry
- Director of Christian Outreach
- Early Childhood Education
- Earth Sciences
- Economics
- Education
- English
- Family Life Education
- Family Studies
- Finance
- Fine and Performing Arts
- First Year Seminar
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- Philosophy
- Physics
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- Religion and Theology
- Science
- Sociology
- Spanish
- Student Support Services
- Theatre
- Vocation and Ministry

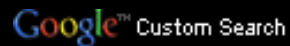
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Please contact [Jody Ragan](#) about content on this page last updated on September 17 2009.

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Continuing Education, Degree Completion, Graduate & Undergraduate



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2009–2010 Final Calendar (Approved Final 10/08)

*Fall Semester 2009*

August 23–26, 2009 - Welcome Week

August 24, Monday - Classes begin for New Freshman

August 27, Thursday - Classes begin

September 2, Wednesday – Last day to add a full semester course

-Last day to add or drop a first half semester course without record

September 3, Thursday - Festival of Beginnings

September 7, Monday- Labor Day-No Classes

September 10, Thursday-Last day to drop a full semester course without record

September 30, Wednesday-Deadline for requesting a P-N

October 1, Thursday- Last day to withdraw from a first half semester course (W)

October 8-11, Thursday–Sunday - Fall break

October 12, Monday - Classes resume

October 19, Monday - Midterm/end of first half semester courses

October 21, Wednesday – Second half semester courses begin

October 27, Tuesday - Last day to add or drop a second half semester course without record

November 9, Monday - Last day to withdraw from a full semester course (W)

November 9-12, Monday- Thursday – Registration for spring semester

November 24, Tuesday - Last day to withdraw from a second half semester course (W)  
November 25-29, Wednesday–Sunday - Thanksgiving break  
November 30 – Monday – Classes resume

December 11, Friday - Classes end  
December 14–17, Monday–Thursday - Fall semester finals  
December 18, Friday - Residence hall move out day  
December 19, 2009 –January 19, 2010 - Semester break

### Spring Semester 2010

January 18, 2010, Monday- Martin Luther King Day  
January 20, Wednesday - Classes begin  
January 26, Tuesday – Last day to add a full semester course  
-Last day to add or drop a first half semester course without record

February 2, Tuesday - Last day to drop a full semester course without record  
February 23, Tuesday - Deadline for requesting a P-N  
- Last day to withdraw from a first half semester course (W)

March 6 - March 14, Saturday–Sunday - Spring break  
March 15, Monday- Classes resume  
March 16, Tuesday-Midterm/end of first half semester courses  
March 17, Wednesday – Second half semester courses begin  
March 23, Tuesday – Last day to add or drop a second half semester course without record  
March 31 – April 5 – Wednesday-Monday – Easter break

April 6, Tuesday – Classes resume  
April 12, Monday - Last day to withdraw from full semester course (W)  
April 13– April 16, Tuesday-Friday- Registration for fall semester  
April 26, Monday– Last day to withdraw from a second half semester course (W)  
April 28, Wednesday – Academic Honors Convocation

May - Baccalaureate Service and Commencement Ceremonies – *to be announced*

May 7, Friday - Classes end  
May 10-13, Monday–Thursday - Spring semester finals  
May 14, Friday- Residence Hall Move Out Day



## Summer School 2010

May 24-Monday, - June 11, Friday – Summer Session #1

May 31, Monday – Memorial Day - Offices closed

June 14, Monday – July 1, Thursday – Summer Session #2

July 2, Friday – Holiday, no classes

July 6, Tuesday – July 23, Friday – Summer Session #3

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Please contact [Jody Ragan](#) about content on this page last updated on June 22 2009.

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UNIVERSITY SAINT PAUL

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## 2010–2011 Calendar Final (Approved 10/09)

### Fall Semester 2010

August 22–26, 2010 - Welcome Week

August 23, Monday - Classes begin for New Freshman

August 26, Thursday - Classes begin

September 1, Wednesday – Last day to add a full semester course

-Last day to add or drop a first half semester course without record

September 6, Monday- Labor Day-No Classes

September 9, Thursday-Last day to drop a full semester course without record

September 30, Thursday-Deadline for requesting a P-N

- Last day to withdraw from a first half semester course (W)

October 14-17, Thursday–Sunday - Fall break

October 18, Monday - Classes resume

- Midterm/end of first half semester courses

October 20, Wednesday – Second half semester courses begin

October 26, Tuesday - Last day to add or drop a second half semester course without record

November 8, Monday - Last day to withdraw from a full semester course (W)

November 9-12, Tuesday- Friday – Registration for spring semester

November 23, Tuesday - Last day to withdraw from a second half semester course (W)

November 24-28, Wednesday–Sunday - Thanksgiving break

November 29 – Monday – Classes resume

December 10, Friday - Classes end

December 13–16, Monday–Thursday - Fall semester finals

December 17, Friday - Residence hall move out day

December 18, 2010 –January 18, 2011 - Semester break

Spring Semester 2011

January 17, 2011, Monday- Martin Luther King Day

January 19, Wednesday - Classes begin

January 25, Tuesday – Last day to add a full semester course

-Last day to add or drop a first half semester course without record

February 1, Tuesday - Last day to drop a full semester course without record

February 22, Tuesday - Deadline for requesting a P-N

- Last day to withdraw from a first half semester course (W)

March 5 - March 13, Saturday–Sunday - Spring break

March 14, Monday - Classes resume

March 15, Tuesday-Midterm/end of first half semester courses

March 16, Wednesday – Second half semester courses begin

March 22, Tuesday – Last day to add or drop a second half semester course without record

April 5, Monday - Last day to withdraw from full semester course (W)

April 11– April 15, Monday-Thursday- Registration for fall semester

April 19, Monday– Last day to withdraw from a second half semester course (W)

April 20 – April 25 – Wednesday-Monday – Easter break

April 26, Tuesday – Classes resume

April 27, Wednesday – Academic Honors Convocation

May - Baccalaureate Service and Commencement Ceremonies – *to be announced*

May 6, Friday - Classes end

May 9-12, Monday–Thursday - Spring semester finals

May 13, Friday- Residence Hall Move Out Day

Summer School 2011

May 23-Monday, - June 10, Friday – Summer Session #1

May 30, Monday – Memorial Day - Offices closed

June 13, Monday – June 30, Thursday – Summer Session #2

July 1, Friday – July 4, Monday – Holiday, no classes

July 5, Tuesday – July 22, Friday – Summer Session #3

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UNIVERSITY SAINT PAUL

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## 2011-2012 Proposed Calendar

### Fall Semester

August 21–24, 2011 - Welcome Week

August 22, Monday - Classes beginning for New Freshman

August 25, Thursday - Classes begin

August 31, Wednesday - – Last day to add a full semester course

-Last day to add or drop a first half semester course without record

September 5, Monday- Labor Day-No Classes

September 8 Thursday-Last day to drop a full semester course without record

September 28, Wednesday-Deadline for requesting a P-N

September 29, Thursday - Last day to withdraw from a first half semester course (W)

October 13-16, Thursday–Sunday - Fall break

October 17, Monday - Classes resume; Midterm/end of first half semester courses

October 19, Wednesday – Second half semester courses begin

October 25, Tuesday - Last day to add or drop a second half semester course without record

November 7, Monday - Last day to withdraw from a full semester course (W)

November 14-17, Monday- Thursday – Registration for spring semester

November 22, Tuesday - Last day to withdraw from a second half semester course (W)

November 23-27, Wednesday–Sunday - Thanksgiving break

November 28 – Monday – Classes resume

December 9, Friday - Classes end

December 12–15, Monday–Thursday - Fall semester finals

December 16, Friday - Residence hall move out day

December 17, 2011 –January 17, 2012 - Semester break

Spring Semester



January 16, 2012, Monday- Martin Luther King Day

January 18, Wednesday - Classes begin

January 24, Tuesday – Last day to add a full semester course

-Last day to add or drop a first half semester course without record

January 31, Tuesday - Last day to drop a full semester course without record

February 21, Tuesday - Deadline for requesting a P-N

-Last day to withdraw from a first half semester course (W)

March 3 - March 11, Saturday–Sunday - Spring break

March 12, Monday- Classes resume

March 13, Tuesday-Midterm/end of first half semester courses

March 14, Wednesday – Second half semester courses begin

March 20, Tuesday – Last day to add or drop a second half semester course without record

March 26 – 29, Monday-Thursday- Registration for fall semester

April 4 – April 9, Wednesday-Monday – Easter break

April 10, Tuesday - Classes resume; Last day to withdraw from full semester course (W)

April 18, Wednesday – Academic Honors Convocation

April 23, Monday– Last day to withdraw from a second half semester course (W)

May - Baccalaureate Service and Commencement Ceremonies – *to be announced*

May 4, Friday - Classes end

May 7-10, Monday–Thursday - Spring semester finals

May 11, Friday- Residence Hall Move Out Day

Summer School 2012

May 21-Monday, - June 8, Friday – Summer Session #1

May 28, Monday – Memorial Day - Offices closed, no classes

June 11, Monday – June 28, Thursday – Summer Session #2

July 2, Monday – July 6, Friday – Holiday week, no classes

July 9, Monday – July 26, Thursday– Summer Session #3

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## Concordia University Security Department

Welcome to the Concordia University Security Department! The Security Department is committed to providing a safe campus environment. The safety of our students, faculty, staff and visitors is our primary goal. We will make every effort to provide the best possible security for the campus community. A safe campus is everyone's responsibility! You are the most important piece in crime prevention. Do your part to protect yourself and other's by being alert, safety-conscious, and knowledgeable. We need everybody's assistance in making Concordia University a truly safe campus. We encourage you to browse through our site and become familiar with the crime prevention tips and services that we provide. If we can answer any questions or provide additional information for you please feel free to contact us.

### Contact Information

**Mike Mulso**

Director

O-651-641-8797

F-651-659-0207

[mulso@csp.edu](mailto:mulso@csp.edu)

**Mark Heiser**

Assistant Director

O-651-641-8717

F-651-659-0207

[heiser@csp.edu](mailto:heiser@csp.edu)

Mike Mulso

Director of Security

Security: (651) 641-8777

Switchboard: (651) 641-8278

dispatcher@csp.edu

Mailing Address

275 Syndicate Street North

St. Paul, MN 55104-5494

Local: 651-641-8278

Please contact [Mark Heiser](#) about content on this page last updated on April 01 2009.

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Jody Ragan

Registrar

Local: 651-603-6300

Fax: 651-603-6298

E-mail: [registrar@csp.edu](mailto:registrar@csp.edu)

## Registrar

The Registrar's Office prepares class schedules, provides registration services, evaluates transfer work, and issues diplomas and transcripts. We serve current, former and visiting students.

Mailing Address

275 Syndicate Street North  
St. Paul, MN 55104-5494

Local: 651-641-8278

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## Basic Business Core Curriculum

52 credits

*Required: (52 credits)*

ACC201	Principles of Accounting I (Financial Accounting)	4
ACC202	Principles of Accounting II (Managerial Accounting)	4
ECO101	America in the Global Econ.: Macroeconomics	4
	*This course also fulfills a general education requirement	
ECO102	America in the Global Econ.: Microeconomics	4
ECO201	Econometrics	4
ECO401	International Trade and Financial Markets	4
FIN301	Corporate Finance I	4
LAW401	Legal Environment of Business	4
MAN301	Organizational Behavior and Human Resource Management	4
MAN302	Operations and Quality Management	4
MAN401	Business Strategy and Ethics	4



MAR301 Principles of Marketing 4

MIS301 Computer Systems for Management 4

**Majors**

- Accounting
- Finance
- Business Management
- Marketing

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## Art Design Major

45 credits

*Prerequisite:*

ART101	Approaching Art	2
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*Required: (24 credits)*

ART102	2-D Design	3
ART103	3-D Design	3
ART105	Color Theory	3
ART111	Drawing I	3
ART141	Photography I	3
ART212	Illustration	3
ART282	Graphic Design I	3
ART472	20th Century Western Art	3

*Graphic Design Track: (12 credits)*

MAN101	Introduction to Business	2
ART382	Graphic Design II	3
ART482	Graphic Design III	3

ART498	Design Internship	3
ART499	Professionalism and Exhibition	1

*Electives to total 45 credits:*

ART202	Digital Art I	3
ART302	Digital Art II	3
ART332	Screen Printmaking	3
ART241	Photography II	3
ART291	Introduction to InDesign	1
ART292	Introduction to Photoshop	1
ART293	Introduction to Illustrator	1
ART341	Photography III	3
ART431	Mixed Media Graphics	3

and/or

*Off-Campus/Mentored Study:*

Advertising

Animation

Digital Photography

Fashion

Furniture

Landscape

Layout

Typography

Web Design

Etc.



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## Art Studio Major

56-58 credits

*Required: (44-45 credits)*

ART100	Fine Arts Colloquium	1
ART101	Approaching Art	2
ART102	2-D Design	3
ART103	3-D Design	3
ART105	Color Theory	3
ART111	Drawing I	3
ART211	Figure Drawing	3
ART171	Survey of Art I	3
ART172	Survey of Art II	3
ART491	Theories in Contemporary Art	2
ART499	Professionalism and Exhibition	1

*choose 1: (2-D)*

ART121	Painting I	3
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ART311	Drawing III	3
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*choose 1: (3-D)*

ART151	Sculpture I	3
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ART161	Ceramics I	3
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*choose 1: (photo)*

ART141	Photography I	3
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ART202	Digital Design I	3
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*choose 1: (graphics)*

ART231	Relief Printmaking	3
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ART332	Screen Printmaking	3
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ART333	Intaglio Printmaking	3
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*Required: (5-6 credits)*

*choose 1: (non-western art history)*

ART271	Art of Mexico	3
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ART272	Art of Asia	3
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ART273	Ethnographic Art	3
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ART370	Mexican Art & Culture	2
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*choose 1: (western art history)*

ART371	Ancient Western Art History	3
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ART372	Early Centuries of Christian Art	3
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ART373	Baroque to Romantic Art	3
ART471	The Revolution: 19th C. Art History	3
ART472	20th Century Western Art	3

*Electives: (12-13 credits)*

ART311	Drawing III	3
ART202	Digital Art I	3
ART302	Digital Art II	3
ART221	Painting II	3
ART321	Painting III	3
ART231	Relief Printmaking	3
ART332	Screen Printmaking	3
ART333	Intaglio Printmaking	3
ART431	Mixed Media Graphics	3
ART241	Photography II	3
ART341	Photography III	3
ART251	Sculpture II	3
ART271	Art of Mexico	3
ART272	Art of Asia	3
ART273	Ethnographic Art	3
ART370	Mexican Art & Culture	2
ART351	Sculpture III	3
ART261	Ceramics II	3
ART361	Ceramics III	3
ART300	Community Arts	4
ART371	Ancient Western Art History	3
ART372	Early Centuries of Christian Art	3
ART373	Baroque to Romantic Art	3

ART471	The Revolution: 19th C. Art History	3
ART472	20th Century Western Art	3
ART481	Topics in Art: _____	1-3
ART489	Mentored Study	1-4

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## Biology Major

49-50 credits

### *General Education Courses:*

BIO120 Biology I: The Unity of Life	4
CHE115 General Chemistry I	4
MAT110 (or MAT125; or MAT135)	3-4

### *Required (29-30 credits):*

BIO130 Biology II: The Diversity of Life	4
CHE116 General Chemistry II	4
CHE221 Organic Chemistry	5
BIO210 Genetics	5
BIO330 Cell Biology	5
BIO450 Special Topics in Biology (2 Courses of 1 Credit)	2
BIO455 Research Proposal	1
- AND -	
BIO456 Research in Biology	4
- OR -	
BIO498 Internship in Biology	4

### *Elective Courses:*

Students must take at least 19 elective credits  
At least 7 credits need to be 300- or 400- level classes

BIO200 Biology of the Outdoors	2
--------------------------------	---



BIO315 Human Anatomy and Physiology I	5
BIO316 Human Anatomy and Physiology II	5
BIO231 Field Biology and Natural History	4
BIO540 Molecular Biology Techniques	5
BIO256 Research in Biology	1-4
BIO300 Microbiology	5
BIO320 Ecology	5
BIO220 Plant Biology	5
BIO230 Animal Biology and Physiology	5
BIO410 Developmental Biology	3
BIO420 Bacterial Pathogenesis	3
BIO430 Immunology	3
ENV300 Environmental Issues and Ethics	4
CHE328 Biochemistry	5
CHE222 Organic Chemistry II	5
- OR -	
PHS111 Principals of Physics	3
- OR -	
PHS112 General Physics	4
PSY310 Physiological Psychology	4
KHS473 Biomechanics	4

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## Communications Studies Major

44 credits

*Prerequisite:*

COM103 Communication Fundamentals 4

*Required (36 Credits):*

COM205 Group Communication & Facilitation 4

COM212 Public Speaking & Performance 4

COM222 Mass Communication 4

COM309 Intercultural Communication 4

*Take ENG221 or ENG420*

ENG221 Journalism 4

ENG420 Persuasive Writing 4

COM403 Family Communication 4

COM442 Comm Theory & Analysis: Interpersonal 4

COM443 Comm Theory & Analysis: Persuasion 4

COM478 Organizational Communication 4

*Track (8 Credits):*

*Internship in Track 2 of 2 Credits OR 4 Credits*

COM498 Communication Internship 2

COM498 Communication Internship 2

*Communication Technology*

COM223 TV Studio Practicum 1-3

COM323 TV Producer Practicum	3
COM423 Advanced Television Production	3
COM224 Introduction to Video Production	3
COM324 Intermediate Video Post Production	3
COM424 Video Production Capstone	3
COM322 History of Film & Television	3
COM327 Television News Gathering	3
ART102 2D Design	2
ART103 3D Design	2
ART141 Photography I	3
ART241 Photography II	3
ART341 Advanced Photography	2
ART202 Digital Art I	3
ART302 Digital Art II	3

*Intercultural Communication*

HIS339 Race & Ethnicity in American History	4
SOC358 Minority Groups	4
THY473 Cross-Cultural Outreach	4
COM409 Intercultural Communication Seminar	2
COM210 Exploring Comm Styles Across Cultures	2
COM320 Communication in Worldviews	2

*Public Relations and Marketing*

COM363 Interviewing for the Professional	2
COM364 The Job Interview	2
MAR301 Organizational Behavior & HR Management	4
MAR301 Principals of Marketing	4
MAR312 Consumer Behavior & Marketing Communications	4
ART141 Photography I	3
ART241 Photography II	3

*Professional Communication*

COM363 Interviewing for the Professional	2
COM364 The Job Interview	2
COM445 Communication Ethics	2
PSY380 Research Methods with Statistical Applications	4

*Family Communication*

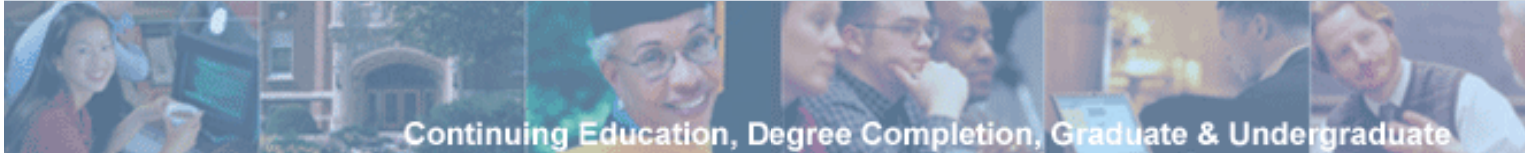
FAS300 Methods & Materials of Family Education	3
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FAS400 Family Systems, Structures, & Relationships	4
PSY240 Psychology & Family on Video	3
<i>Sports Information</i>	
COM363 Interviewing for the Professional	2
COM364 The Job Interview	2
KHS375 Sport Psychology	3
<i>Journalism (ENG221 &amp; ENG420 cannot double count)</i>	
ENG220 Applied Grammar	2
ENG221 Journalism	4
ENG222 Journalism II Practicum	1
ENG227 Column Writing	2
ENG228 Review Writing	2
ENG320 Writing in the Workplace	4
ENG325 Creative Writing	4
ENG326 Topics in Writing	2
ENG420 Persuasive Writing on Contemporary Issues	4
<i>Health Communication</i>	
COM470 Health Communication	4

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## Community Arts Major

44 credits

*Prerequisite:*

ART101	Approaching Art	2
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***Required: (29 credits)***

ART100	Fine Arts Colloquium	1
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ART102	2-D Design (7 weeks)	3
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ART103	3-D Design (7 weeks)	3
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ART111	Drawing 1	3
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ART121	Painting and Color Theory	3
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ART161	Ceramics I	3
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ART300	Community Arts	4
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ART472	20th Century Western Art	3
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ART498	Community Arts Internship	8
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*choose 1: (3 credits)*

ART141	Photography I	3
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ART232	Screen Printmaking	3
ART202	Digital Design I	3
ART499	Senior Seminar	1

*choose 1: (3 credits)*

ART271	Art of Mexico	3
ART272	Art of Asia	3
ART273	Ethnographic Art	3

or by petition with HECUA

HECUA Internship 16

Replacing the following:

ART498 and 8 elective credits

*choose 3-5: (9 credits)*

ART151	Sculpture I	3
ART211	Figure Drawing	2
ART221	Painting II	2
ART231	Relief Printmaking	3
ART233	Intaglio Printmaking	3
ART331	Advanced Printmaking	2
ART203	Digital Design II	3
ART251	Sculpture II	2
ART261	Ceramics II	2
ART498	Community Arts Internship	4
THR111,112	Theatre in Practice I, II	1-2
THR203	Creative Dramatics	2

THR251	Stagecraft	4
THR356	Costume Design	4
THR201	Dance for Musical Theatre	2
FPA113	Harlem Renaissance	4

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## Criminal Justice

44 credits

*Required: (32 credits)*

* SOC152	Introduction to Sociology	4
* SOC256	Introduction to Criminal Justice	4
* SOC351	Juvenile Justice	4
* SOC352	Police and Community	4
SOC357	Class and Community	4
SOC498	Criminal Justice Internship	12

*Electives: (12 credits)*

* PSY101	Introduction to Psychology	4
* SOC253	Marriage and the Family	4
SOC325	Minnesota Criminal Codes and Statutes	2
SOC354	Sociology of Law	4
*SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4



SOC451	Social Psychology	4
SOC452	Social Organization	4

\* These courses are required for students preparing to enter the professional law enforcement certificate program and take the licensing examination for law enforcement positions in Minnesota. Students may choose either PSY101 or PSY360.

\*\* Program meets requirements for Minnesota POST Board certification. The certificate program also requires that students complete two general education courses, COM103 Communication Fundamentals: Interpersonal and ENG120 College Writing and take a First Responder or other approved first aid course.

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## English Major

41 credits

*Prerequisites:*

ENG120	College Writing	4
ENG155	Introduction to Literature	4
COM103	Communication Fundamentals: Interpersonal	4

*Required: (17 credits)*

ENG369	Shakespeare	4
ENG420	Persuasive Writing on Contemporary Issues	4
ENG440	Literary Theory	4
ENG499	Framing the Literary Tradition	1
ENG490	Seminar in Literature	4

*Electives: (24 credits)*

*choose 4 credits:*

ENG221	Journalism	4
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ENG325	Creative Writing	4
--------	------------------	---

*choose 4 credits:*

ENG365	British Literature I	4
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ENG366	British Literature II	4
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*choose 4 credits:*

ENG375	World Literature I	4
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ENG376	World Literature II	4
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*choose 4 credits:*

ENG385	American Literature I	4
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ENG386	American Literature II	4
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Students consult with the department for guidance in selecting the remaining 8 credits.

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## Family Life Education Major (Traditional Program)

**48 credits**

*Prerequisites:*

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

*Required (47 credits):*

# FAS101	Introduction to Family Life Education	1
# SOC253	Marriage and Family	4
# PSY210	Child Psychology & Development	4
# PSY220	Adolescent Psychology	4
# SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4
#COM403	Family Communication	4
# FAS300	Methods & Materials of Family Education	3
# KHS320	Human Life Experience	3
# FAS400	Family Systems, Structures and Relationships	4

# FAS498	Family Life Education Internship	8
#X FAS442	Family Decision-Making & Resource Management	2
#X FAS443	Parent Education (online)	2
#X FAS444	Family Law, Public Policy and Applied Ethics (online)	4

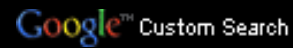
# Successful completion of these prescribed courses leads to National Council on Family Relations provisional Certification as a Certified Family Life Educator.

X Courses taken through Continuing Education (Child, youth and family studies) found at <http://www.csp.edu/SCS/>

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## History Major

### Major Option A - 44 credits

Option A is designed for those students who have intentions of going on to graduate school or of working outside the elementary/secondary teaching or church work professions. It provides a thorough, in-depth orientation in history and offers training appropriate not only for the historical discipline but also for the professional world in general.

*Required: (18 credits)*

HIS212 Introduction to History 4

choose one of the following:

HIS111 Western Civilization to 1648 4

HIS113 Western Civilization since the Reformation 4

HIS121 World History 4

HIS221 World Culture: Greece and Rome 4

choose one of the following (other course may be taken as  
elective):

HIS231 USA to 1877 4

HIS233 USA since 1877 4

choose one of the following (other course may be taken as elective):

HIS281 European History 1789-1914 4

HIS283 European History since 1914 4

choose one of the following:

HIS487 Readings Seminar: Topics in History 2

HIS498 Internship 2-16

*Electives: (26 credits)*

Choose from among the HIS courses listed in CSP catalog, including a minimum of eight (8) credits in USA history and eight (8) credits of non-USA history.

Major Option B - 44 credits

Option B is designed for students pursuing careers in teaching or church work who desire a greater familiarity with and affinity for, the historical discipline and the perspectives it offers.

*Required: (14 credits)*

HIS212 Historical Inquiry 4

HIS487 Readings 2

POL131 American Government 4

choose one of the following courses:

HIS111 Western Civilization to 1648 4

HIS113 Western Civilization since the Reformation 4

HIS221 World Culture: Greece and Rome 4

*Electives: (30 credits)*

A. choose from among the HIS courses listed in CSP catalog, including a minimum of eight (8) credits in USA history and eight (8) credits of non-USA history;

B. in addition, one course each from up to three of the following subject areas may be counted toward the 30 elective credits:

Political Science: POL241, POL242, POL334

Art History: ART371, ART372, ART373

Religion and Theology: RLG101, RLG201

English: ENG338, ENG365, ENG366, ENG369, ENG375, ENG376, ENG385, ENG386

Philosophy: PHI341

Foreign Language: 2nd semester of Latin, Greek, or Hebrew (or another foreign language)

Sociology: SOC152\*\* or another course as approved

Economics: ECO101\*\*

Geography: GE101 2\*\*

\*\*required courses for teacher education students in Social Studies

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## Mathematics Major

41 credits

A student who is interested in a mathematics major, but does not have a strong high school background in mathematics, may take MAT125 (Pre-calculus) for general education credit to prepare for the calculus sequence. MAT125 will not count toward elective credit for the major.

*Prerequisite: General Education (4 credits)*

MAT135	Calculus I	4
--------	------------	---

*Required: (31 credits)*

MAT145	Calculus II	5
MAT220	Discrete Mathematics	3
MAT255	Calculus III	4
MAT305	Foundations of Geometry	3
MAT310	Linear Algebra	3
MAT365	Differential Equations	3
MAT450	Abstract Algebra	4

MAT460	Foundations of Analysis	4
MAT478	Mathematics Seminar	2

*Electives: (minimum of 6 credits)*

CSC301	Programming and Problem Solving	3
MAT230	Probability and Statistics	4
MAT320	Number Theory	3
MAT488	Independent Study in Mathematics	1-4
MAT498	Mathematics Internship	1-4

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## Music Major

44 credits

### *Prerequisites:*

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

MUS101	Basic Musicianship	2
MUS111	Class Piano I	2
MUS112	Class Piano II	2

### *General Education - choose 2-4 credits:*

MUS120	Music and the Human Experience	2
FPA113	The Harlem Renaissance	4

*Required: (27 credits)*

MUS201	Musicianship I	4
MUS202	Musicianship II	4
MUS301	Musicianship III	4
MUS302	Musicianship IV	4
MUS321	Music History I	3
MUS322	Music History II	3
MUS323	Music History III	3

(Note: Beginning in 2004-2005, the two course Music History sequence changes to this sequence of three 3-credit courses.)

MUS7xx	4 semesters ensemble @0-2 credit each	0-8
MUS8xx	4 semesters private lessons @ 1 credit each	4

*Electives: (7-9 credits)*

Electives may be chosen from any music offerings. (9 for the Applied and Music History tracks, 7 for the Theory/Composition track.) Up to 2 credits may be drawn from 700- level ensemble courses.

Track: (select one of the following 8 credit tracks)

*Applied Music Track (8 credits)*

MUS9xx	3 semesters honors lessons @ 2 credits each	6
--------	---	---

*choose 2 credits:*

MUS494	Sr. Project: Conducting Recital	2
MUS495	Sr. Project: Recital	2

*Music History Track (8 credits)*

MUS493	Sr. Project: Thesis	2
--------	---------------------	---

*choose 4 credits:*

MUS220	Topics in Music (repeatable)	2
--------	------------------------------	---

MUS430	History of Sacred Music	4
MUS431	Congregational Song	4
<i>choose 2 credits:</i>		
MUS423	Vocal Literature	
MUS424	Keyboard Literature	2
MUS425	Choral Literature	2
MUS426	Instrumental (Band) Literature	2
MUS427	Organ Literature	2

*Music Theory/Composition Track (10 credits)*

MUS365	Electronic Instrument Techniques & Pedagogy	2
MUS444	Instrumental Arranging	1
MUS445	Choral Arranging	1
MUS890	2 semesters of Composition lessons @ 1 credit each	2
MUS990	Honors Composition lessons	2
MUS492	Sr. Project: Composition Recital	2

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## Psychology Major

44 credits

*Prerequisite:*

**MAT110 Introduction to Statistics 3**  
**(prerequisite for PSY380)**

*Required (24 credits):*

PSY101	Introduction to Psychology	4
PSY330	Introduction to Counseling	4
PSY380	Research Methods with Statistical Applications	4
PSY498	Psychology Internship	12

*Electives (20 credits):*

*choose 4 credits:*

PSY210	Child Psychology and Development	4
PSY220	Adolescent Psychology	4

SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4
<i>choose 16 credits:</i>		
PSY240	Psychology and Family on Video	3
PSY300	Cognition, Learning and Memory	4
PSY310	Physiological Psychology	4
PSY320	Sensation and Perception	4
PSY340	Introduction to Industrial/Organizational Psychology	4
PSY360	Abnormal Psychology	4
PSY370	Introduction to Personality Theories	4
PSY381	Psychology Research Seminar	1
FAS400	Family Systems, Structures and Relationships	4
KHS435	Sport Psychology	4
SOC451	Social Psychology	4
PSY488	Independent Study	1-4
PSY490	Psychology Topic Seminar	3
**PSY491	Preparing for Graduate School	1
*PSY210	Child Psychology and Development	4
*PSY220	Adolescent Psychology	4
*SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4

\* May select this course if not selected above

\*\* Offered as an independent study

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## Sociology Major

44 credits

*Prerequisite:*

MAT110	Introduction to Statistics	3
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(Prerequisite for SOC454)

*Required (12 credits):*

SOC152	Introduction to Sociology	4
SOC453	Social Theory	4
SOC454	Sociological Research Methods and Statistics	4

*Electives (32 credits):*

*choose 4 credits:*

SOC357	Class and Community	4
SOC451	Social Psychology	4
SOC452	Social Organization	4

*choose 4 credits:*

SOC253 Marriage and the Family 4

SOC353 Themes in Adult Development and Aging with a  
Lifespan Perspective 4

SOC358 Minority Groups 4

*choose 4 credits:*

SOC256 Introduction to Criminal Justice 4

SOC359 Sociology of Social Welfare 4

*choose 20 additional credits in Sociology from courses not taken above or from the following:*

HMG254 People and Culture of Southeast Asia 4

HMG255 People and Culture of China 4

SOC325 Minnesota Criminal Codes and Statutes 2

SOC351 Juvenile Justice 4

SOC352 Police and Community 4

SOC354 Sociology of Law 4

SOC456 Seminar in Sociology 4

SOC488 Sociology Independent Study 1-4

SOC498 Sociology Internship 6-12

Consult department for course prerequisites.



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## Theatre Major

*Prerequisite:*

THR101	Introduction to Theatre	2
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*Required: (36 credits)*

THR111	Theatre in Practice I 4 semesters @ 1 credit each	4
THR221	Acting I	4
THR241	Script Analysis	4
THR251	Stagecraft	4
THR445	Theatre History, Theory & Literature I	4
THR446	Theatre History, Theory & Literature II	4
THR478	Directing	4

*Choose 8 credits:*

THR324	Voice and Movement for Actors	4
THR355	Scenic Design	4
THR356	Costume Design	4

THR357	Lighting & Sound	4
--------	------------------	---

*Electives: (8 credits)*

THR111	Theatre in Practice I	0-1
THR112	Theatre in Practice II	2
THR114	Drama Ministry	0-2
THR201	Dance for Musical Theatre	2-16
THR203	Creative Dramatics	4
THR253	Makeup for the Stage	2
THR224	Shakespeare in Performance	4
THR255	Stage Management	2
THR270	Computer Assisted Design	2
THR291	Topics in Theatre	1-4
THR301	New York Theatre Tour	2
THR302	London Theatre Tour	2
THR321	Acting II	4
THR355	Scenic Design	4
THR356	Costume Design	4
THR357	Lighting & Sound	4
THR428	Techniques for the Singer/Actor	4
THR488	Theatre Independent Study	1-4
THR492	Drama in the Life of the Church	4
THR499	Theatre Internship	4-16
ART100	Fine Arts Colloquium	1
ENG369	Shakespeare	4
MUS161	Class Voice	1
MUS860	Voice	1

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## Biology Major - Bachelor of Science

72 credits

### *Biology Core (25 Credits):*

BIO120 Biology I: The Unity of Life	4
BIO130 Biology II: The Diversity of Life	4
BIO210 Genetics	5
BIO330 Cell Biology	5
BIO450 Special Topics in Biology (2 Courses of 1 Credit)	2
BIO455 Research Proposal	1
- AND -	
BIO456 Research in Biology	4
- OR -	
BIO498 Internship in Biology	4

### *Chemistry Requirement (14 Credits):*

CHE115 General Chemistry I	4
CHE116 General Chemistry II	4
CHE221 Organic Chemistry I	5
- OR -	
CHE222 Organic Chemistry II	5
CHE328 Biochemistry (may be counted only once)	5

### *Math Requirement (7 Credits):*

MAT125 Pre-Calculus	4
---------------------	---

- OR -	
MAT135Calculus I	4
MAT110Introduction to Probability and Statistics	3
- OR -	
MAT230Probability and Statistics (calc-based)	4
<i>Physics Requirement (10 Credits):</i>	
PHS112General Physics I (trig-based)	5
- AND -	
PHS113General Physics II (trig-based)	5
- OR -	
PHS221General Physics I (calc-based)	5
- AND -	
PHS222General Physics II (calc-based)	5
<i>Biology Electives (minimum of 12 credits):</i>	
2 courses must be at the 300- or 400- level	
BIO200 Biology of the Outdoors	2
BIO220 Plant Biology	5
BIO230 Animal Biology and Physiology	5
BIO231 Field Biology and Natural History	4
BIO240 Molecular Biology	5
BIO256 Research in Biology	1-4
BIO300 Microbiology	5
BIO315 Human Anatomy and Physiology I	5
BIO316 Human Anatomy and Physiology II	5
BIO320 Ecology	5
BIO410 Developmental Biology	3
BIO420 Bacterial Pathogenesis	3
BIO430 Immunology	3
ENV300Environmental Issues and Ethics	4
CHE328Biochemistry (may be counted only once)	5
PSY310Physiological Psychology	4
KHS473Biomechanics	4







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## Mathematics Major - Bachelor of Science

68 credits

*Prerequisites: General Education (13 credits):*

MAT135	Calculus I	4
BIO120	Biology I: The Unity of Life	4
PHS221	General Physics I (calc-based)	5

*Required (45 credits):*

MAT145	Calculus II	5
MAT220	Discrete Mathematics	3
MAT255	Calculus III	4
MAT305	Foundations of Geometry	3
MAT310	Linear Algebra	3
MAT365	Differential Equations	3
MAT460	Foundations of Analysis	4
MAT478	Mathematics Seminar	2
MAT478	Mathematics Seminar (must take two)	2
CSC301	Programming and Problem Solving	3
PHS222	General Physics II (calc-based)	5
MAT498	Internship in Mathematics	4
	Any 200- level or higher science	4

*Elective (Minimum of 10 Credits):*

MAT230	Probability and Statistics	4
MAT320	Number Theory	3
MAT450	Abstract Algebra	4

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## Psychology Major - Bachelor of Science

79 credits

### *Required Psychology Courses (47 Credits):*

PSY101 Introduction to Psychology	4
SOC451 Social Psychology	4
PSY380 Research Methods with Statistical Applications	4
PSY498 Psychology Internship	12
PSY490 Psychology Topic Seminar	3

### *Mind-Brain (Choose 8 Credits):*

PSY300 Cognition, Learning, and Memory	4
PSY310 Physiological Psychology	4
PSY320 Sensation and Perception	4

### *Clinical (Choose 8 Credits):*

PSY330 Introduction to Counseling	4
PSY360 Abnormal Psychology	4
PSY370 Introduction to Personality Theories	4

### *Developmental (Choose 4 Credits):*

PSY210 Child Psychology	4
PSY220 Adolescent Psychology	4
SOC354 Themes in Adult Development and Aging	4

*Math and Science Courses (20 Credits):*

MAT110 Introduction to Statistics	3
MAT125 Pre-calculus	4
- OR -	
MAT135 Calculus	4
BIO120 Biology I: The Unity of Life	4
BIO210 Genetics	5
CHE115 General Chemistry I	4

*Psychology Electives (12 Credits - 300 level and above):*

FAS400 Family Systems, Structures, and Relationships*	4
PSY340 Intro to Industrial/Organizational Psychology*	4

\* Students may choose from either of these two courses and/or other upper level psychology courses not taken above



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## Art History Minor

25 credits

*Prerequisite:*

ART101	Approaching Art	2
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*Required: (13 credits)*

ART100	Fine Arts Colloquium	1
ART111	Drawing I	3
ART371	Survey of Western Art I	3
ART372	Survey of Western Art II	3
ART373	Survey of Western Art III	3

*Electives: (8 credits)*

ART271	Art of Asia	3
ART272	Art of Mexico	3
ART273	Ethnographic Art Survey	3

ART370	Mexican Art and Culture	2
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ART481	Topics in Art: _____	2
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*And: (4 credits)*

Foreign Language or History	4
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## Art Studio Minor

25 credits

*Prerequisite:*

ART101	Approaching Art	2
--------	-----------------	---

*Required: (14 credits)*

ART100	Fine Arts Colloquium	1
ART102	2D Design	3
ART103	3D Design	3
ART111	Drawing I	3
ART121	Painting I	3
ART472	20th Century Western Art	3

*Electives: (3 credits)*

ART271	Art of Mexico	3
ART272	Art of Asia	3

ART273	Ethnographic Art Survey	3
<i>Electives: (8 credits)</i>		
ART231	Relief Printmaking	3
ART141	Photo I	3
ART151	Sculpture I	3
ART161	Ceramics I	3
ART202	Digital Art I	3
ART211	Figure Drawing	3
ART221	Painting II	3
ART332	Screen Printmaking	3
ART241	Photography II	3
ART251	Sculpture II	3
ART261	Ceramics II	3
ART271	Art of Asia	3
ART272	Art of Mexico	3
ART273	Ethnographic Art Survey	3
ART370	Mexican Art & Culture	2
ART371	Ancient Western Art	3
ART373	15th - 18th C. Western Art	3

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## Biology Minor

26 credits

### *General Education Courses:*

BIO120      Biology I: The Unity of Life      4

CHE115      General Chemistry I      4

or

CHE110      Chemistry in Perspective      3

### *Required Core Courses:*

BIO130      Biology II: The Diversity of Life      4

BIO210      Genetics      5

or

BIO330      Cell Biology      4

### *Elective Courses (17 credits)*

*Students take at least 4 elective courses; at least*

2 need to be 300- or 400-level.

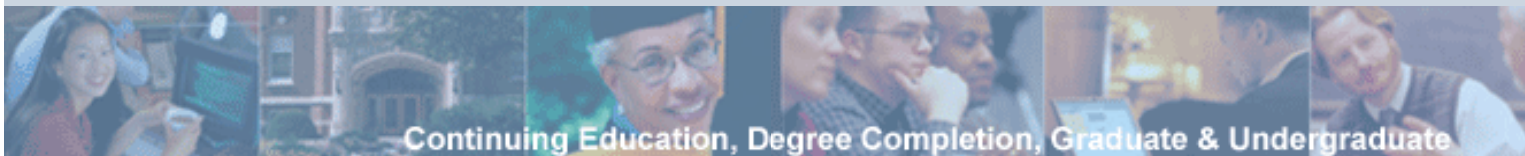
*Elective Course Choices:*

BIO120	Biology of the Outdoors	2
BIO315	Human Anatomy and Physiology I	5
BIO316	Human Anatomy and Physiology II	5
BIO231	Field Biology and Natural History	4
BIO240	Molecular Biology Techniques	5
BIO256	Research in Biology	1-4
BIO300	Microbiology	5
BIO320	Ecology	5
BIO220	Plant Biology	5
BIO230	Animal Biology and Physiology	5
BIO410	Developmental Biology	3
BIO420	Bacterial Pathogenesis	3
BIO430	Immunology	3
BIO450	Topic Seminar (Maximum of 2)	2
BIO455	Research Proposal	1
	<b>and</b>	
BIO456	Research in Biology	4
CHE328	Biochemistry	5

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## Chemistry Minor

21 credits

*Required (16-18 credits):*

CHE115	General Chemistry I	4
CHE116	General Chemistry II	4
CHE221	Organic Chemistry	5
CHE230	Environmental Chemistry	3
	- OR -	
CHE326	Analytical Chemistry I	5

*Electives (3-5 Credits):*

CHE222	Organic Chemistry II	5
CHE230	Environmental Chemistry	3
CHE326	Analytical Chemistry I	5
CHE327	Analytical Chemistry II	4
CHE328	Introduction to Biochemistry	5
CHE431	Advanced Inorganic Chemistry	3
CHExxx	Chemistry Elective	x
CHE456	Research in Chemistry	1-6
CHE498	Internship in Chemistry	1-4

\*Variable credits, maximum of 5 credits may be applied to the minor

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## Communications Studies Minor

24 credits

*Prerequisite:*

COM103 Communication Fundamentals 4

*Required (12 Credits):*

COM205 Group Communication & Facilitation 4

COM212 Public Speaking & Performance 4

COM222 Mass Communication 4

*Electives (12 Credits):*

ENG221 Journalism (*required if less than a 'B' in ENG120*) 4

COM309 Intercultural Communication 4

COM323 TV Producer Practicum 3

COM363 Interviewing for the Professional 2

COM364 The Job Interview 2

COM403 Family Communication 4

COM478 Organizational Communication 4





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## Criminal Justice Minor

24 credits

*Required: (16 credits)*

*SOC152	Introduction to Sociology	4
*SOC256	Introduction to Criminal Justice	4
*SOC351	Juvenile Justice	4
*SOC352	Police and Community	4

*Electives: (8 credits)*

*PSY101	Introduction to Psychology	4
SOC253	Marriage and the Family	4
SOC325	Minnesota Criminal Codes and Statutes	2
SOC354	Sociology of Law	4
SOC357	Class and Community	4
*SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4

\*These courses are required for students in the PPOE program who plan to complete a skills program and take the POST exam following graduation.

The PPOE program also requires two general education courses: COM103 and ENG120, and a First Responder or EMT course.

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## Dance Minor

24 credits

### *Required (24 Credits):*

THR160	Introduction to Dance	2
THR201	Dance for the Musical Theater	2
THR262	Modern Dance Technique I	2
THR263	Jazz Dance Technique I	2
THR364	Tap Dance Technique I	2
THR365	Dance History I	2
THR366	Choreography & Composition I	2
THR462	Modern Dance Technique II	2
THR463	Jazz Dance Technique II	2
THR464	Tap Dance Technique II	2
THR465	Dance History II	2
THR466	Choreography & Composition II	2

### *Electives (Not Required):*

THR367	Ballet Technique I	2
THR467	Ballet Technique II	2
THR468	Special Topics in Dance	2





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## Design Minor

25 credits

*Prerequisite:*

ART101	Approaching Art	2
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*Required: (24 credits)*

ART100	Fine Arts Colloquium	1
ART102	2D Design	3
ART103	3D Design	3
ART111	Drawing I	3
ART121	Painting I	3
ART141	Photography I	3
ART241	Photography II	3
ART202	Digital Art I	3
ART302	Digital Art II	3
ART472	20th Century Western Art	3

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## English Minor

24

*Prerequisites:*

ENG120	College Writing	4
ENG155	Introduction to Literature	4
COM103	Communication Fundamentals: Interpersonal	4

*Required (4 credits):*

ENG420	Persuasive Writing on Contemporary Issues	4
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*Electives (20 credits):*

*choose 4 credits:*

ENG365	British Literature I	4
ENG366	British Literature II	4

*choose 4 credits:*

ENG375	World Literature I	4
ENG376	World Literature II	4

*choose 4 credits:*

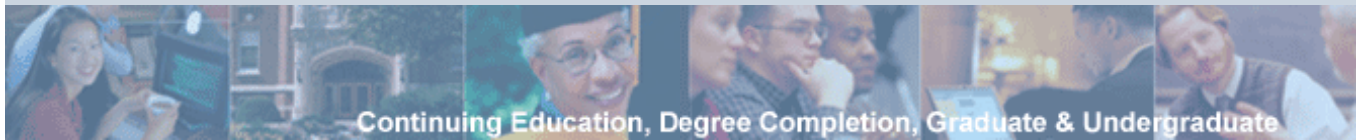
ENG385	American Literature I	4
ENG386	American Literature II	4

8 credits chosen from 300-400 level English courses.

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## Environmental Science Minor

21-24 credits

*Required: (15 credits)*

BIO231	Field Biodiversity and Natural History	4
BIO320	Ecology	5
CHE115	General Chemistry I	4
SCI324	Environmental Issues	4

*Electives: (6-8 credits)*

CHE116	General Chemistry II	4
CHE230	Environmental Chemistry	3
ESC320	Physical Geology	4
SCI325	Environmental Ethics	2

*no more than 2 credits from the following:*

BIO336	Marine Biology (Belize or Jamaica)	2
BIO337	Tropical Biology (Costa Rica)	2

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## Family Studies Minor

24 credits

*Prerequisites:*

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

*Required (15 credits):*

COM403	Family Communication	4
FAS300	Methods and Materials of Family Education	3
FAS400	Family Systems, Structures and Relationships	4
SOC253	Marriage and Family	4

*Electives (9 credits):*

*choose 4 credits:*

PSY210	Child Psychology and Development	4
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PSY220	Adolescent Psychology	4
SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4
<i>choose 5 credits:</i>		
<b>X</b> ANT20x	Cultural Anthropology	2
HMG254	People and Culture of Southeast Asia	4
HMG255	People and Culture of China	4
PSY240	Psychology and Family on Video	3
SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4
KHS320	Human Life Experience	3
*PSY210	Child Psychology and Development	4
*PSY220	Adolescent Psychology	4
SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4

\* May select this course if not selected above.

**X** Course taken through Continuing Education in conjunction with the College of Graduate and Continuing Studies.

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## History Minor

22 credits

*Required: (6 credits)*

HIS212	Introduction to History	4
HIS487	Readings Seminar: Topics in History	2

*Electives: (16 credits)*

Choose from among the HIS courses listed in CSP catalog, including a minimum of four (4) credits in USA history and four (4) credits of non-USA history.



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## Hmong Studies Minor

24 credits

*Required (10 credits):*

HMG101	Introduction to Hmong Studies	2
HMG110	Introduction to Hmong History	4
HMG201	Hmong Culture and Society	4

*Electives (14 credits):*

HMG202	Hmong Literature and Art	4
HMG301	Hmong Cosmology and Beliefs	4
HMG327	Reading and Writing for Hmong	2
HMG328	Reading and Writing for Hmong - Intermediate	2

HMG254	People and Culture of Southeast Asia	4
HMG255	People and Culture of China	4
SOC357	Class and Community	4
SOC358	Minority Groups	4
COM309	Intercultural Communication	4
HIS339	Race and Ethnicity in American History	4
HIS393	Modern China	4
POL241	International Relations	4
FAS400	Family Systems, Structures and Relationships	4

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## International Studies Minor (ITS)

24 credits

*Prerequisites:*

*POL241	International Relations	4
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*Required (4 credits):*

*ITS401	Senior Capstone	4
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*Additional POL or ITS classes (12-16 credits)*

*Choose from the following:*

POL232	Comparative Government and Politics	4
POL332	The Cold War: A Global Perspective	4
POL334	U.S. Foreign Policy	4
ITS351	Themes in International Studies	4

ITS487	Readings Seminar	2-4
ITS488	Independent Study	2-4
ITS498	Internship or Service Learning	2-8

Travel abroad programs (see Department of History chair)

*Electives (no more than 8 credits):*

Foreign language (8 credits may be used for ITS minor)

ART271, 272, or 273 (3 art credits may be used for ITS minor)

HMG201, 202, 254, 255, 301 (4 credits of Hmong Studies may be used for ITS minor)

COM309	Intercultural Communication	4
ECO401	America in the Global Economy	4
ENV300	Environmental Issues and Ethics	4
HIS283	European History since 1914	4
HIS362	Mexican History	4
HIS382	Hitler's Germany	4
HIS383	Modern France	4
HIS385	Britain since 1688	4
HIS389	The Holocaust	4
HIS391	Modern Japan since 1853	4
HIS393	Modern China, 1911-present	4

\*History courses may include supplemental readings for ITS minors

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## Mathematics Minor

22 credits

*Required: (12 credits)*

MAT135	Calculus I	4
MAT145	Calculus II	5
MAT220	Discrete Mathematics	3

*Electives: (10 credits)*

*(Choose at least one from MAT310, MAT365, MAT450, or MAT460)*

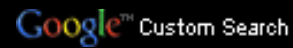
MAT230	Probability and Statistics	4
MAT255	Calculus III	4
MAT305	Foundations of Geometry	3
MAT310	Linear Algebra	3
MAT320	Number Theory	3
MAT365	Differential Equations	3
MAT450	Abstract Algebra	4

MAT460	Foundations of Analysis	4
MAT478	Mathematics Seminar	2
MAT488	Independent Study in Mathematics	1-4
CSC301	Programming and Problem Solving	3

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## Music Minor

24 credits

### *Prerequisites:*

The successful music minor 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:

MUS101	Basic Musicianship	2
MUS111	Class Piano I	2
MUS112	Class Piano II	2

### *General Education-choose 2-4 credits:*

MUS120	Music and the Human Experience	2
FPA112	The Human Odyssey	4
FPA113	The Harlem Renaissance	4

*Required: (12 credits)*

MUS201	Musicianship I	4
MUS202	Musicianship II	4
MUS7xx	2 semesters ensemble required @ 0-2 credit each	0-4
MUS8xx	2 semesters private lessons @ 1 credit each	2

*Choose 3 credits: (4 credits prior to 2004-2005)*

MUS321	Music History I	3
MUS322	Music History II	3
MUS323	Music History III	3

*Electives: (12 credits)*

Electives may be chosen from any music offerings (including private lessons and ensembles beyond those required).

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## Political Science Minor

24 credits

*Required (10 credits):*

POL131Introduction to American Government	4
POL241International Relations	4
POL401Research & Writing in Political Science	2

*Electives (14 credits):*

At least 4 elective credits must have a global/international emphasis. Some courses in other departments might qualify for Political Science minor credit - please see HIS/POL department chair with any questions you may have

POL231Political Theory	4
POL232Comparative Government & Politics	4
POL242State and Local Government	4
POL321Minnesota Politics	4
POL331The Constitution	4
POL332The Cold War: A Global Perspective	4
POL334U.S. Foreign Policy	4
POL337Parties, Campaigns, and Elections	4
POL390The Vietnam War	4
POL487Readings Seminar: Topics in Political Science	2
POL488Independent Study	2-4
POL498Internship or Service Learning	2-8

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## Psychology Minor

24 credits

*Prerequisite:*

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MAT110	Introduction to Statistics	3
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(Prerequisite for PSY380)

*Required (8 credits):*

PSY101	Introduction to Psychology	4
PSY330	Introduction to Counseling	4

*Electives (16 credits):*

*choose 4 credits:*

PSY210	Child Psychology and Development	4
PSY220	Adolescent Psychology	4

SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4
<i>choose 12 credits:</i>		
PSY240	Psychology and Family on Video	3
PSY300	Cognition, Learning and Memory	4
PSY310	Physiological Psychology	4
PSY320	Sensation and Perception	4
PSY340	Introduction to Industrial/Organizational Psychology	4
PSY360	Abnormal Psychology	4
PSY370	Introduction to Personality Theories	4
PSY380	Research Methods with Statistical Applications	4
PSY381	Psychology Research Seminar	1
FAS400	Family Systems, Structures & Relationships	4
KHS435	Sport Psychology	4
SOC451	Social Psychology	4
PSY488	Independent Study	1-4
PSY490	Psychology Topic Seminar	3
**PSY491	Preparing for Graduate School	1
*PSY210	Child Psychology & Development	4
*PSY220	Adolescent Psychology	4
SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4

\* May select this course if not selected above.

\*\* Offered as an independent study



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## Sociology Minor

24 credits

*Prerequisite:*

MAT110	Introduction to Sociology	3
<b>(Prerequisite for SOC454)</b>		

*Required (12 credits):*

SOC152	Introduction to Sociology	4
SOC453	Social Theory	4
SOC454	Sociological Research Methods and Statistics	4

*Electives (12 credits):*

SOC253	Marriage and the Family	4
HMG254	People and Culture of Southeast Asia	4
HMG255	People and Culture of China	4

SOC256	Introduction to Criminal Justice	4
SOC351	Juvenile Justice	4
SOC352	Police and Community	4
SOC353	Themes in Adult Development and Aging with a Lifespan Perspective	4
SOC354	Sociology of Law	4
SOC357	Class and Community	4
SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4
SOC451	Social Psychology	4
SOC452	Social Organization	4
SOC456	Seminar in Sociology	4
SOC488	Sociology Independent Study	1-4

Consult department for course prerequisites.

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## Spanish Minor

24 credits

*Prerequisites:*

SPA101	Beginning College Spanish I	4
SPA102	Beginning College Spanish II	4

*Required: (16 credits)*

SPA201	Intermediate College Spanish I	4
SPA202	Intermediate College Spanish II	4
SPA301	Advanced College Spanish I	4
SPA302	Advanced College Spanish II	4

*Electives: (8 credits)*

SPA401	Advanced Spanish IV: Topics in Spanish linguistics, writing or culture	4
SPA402	Readings in Contemporary Spanish Literature	4

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## Theatre Minor

24 credits

*Prerequisite:* THR101 Introduction to Theatre 2

*Required: (20 credits)*

THR221	Acting I	4
THR241	Script Analysis	4
THR251	Stagecraft	4
THR478	Directing	4

*choose 4 credits:*

THR445	Theatre History, Theory & Literature I	4
THR446	Theatre History, Theory, & Literature II	4

*Electives: (4 credits)*

THR111	Theatre in Practice I	0-1
THR112	Theatre in Practice II	2

THR114	Drama Ministry	0-2
THR201	Dance for Musical Theatre	2-16
THR203	Creative Dramatics	4
THR224	Shakespeare in Performance	4
THR253	Makeup for the Stage	2
THR255	Stage Management	2
THR270	Computer Assisted Design	2
THR291	Topics in Theatre	1-4
THR301	New York Theatre Tour	2
THR302	London Theatre Tour	2
THR321	Acting II	4
THR324	Voice and Movement for Actors	4
THR355	Scenic Design	4
THR356	Costume Design	4
THR357	Lighting & Sound	4
THR428	Techniques for the Singer/Actor	4
THR445	Theatre History, Theory & Literature I	4
THR446	Theatre History, Theory, & Literature II	4
THR488	Theatre Independent Study	1-4
THR492	Drama in the Life of the Church	4
THR498	Theatre Internship	4-16
ART100	Fine Arts Colloquium	1
ENG369	Shakespeare	4
MUS161	Class Voice	1
MUS860	Voice	1







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## Writing Minor

23 credits

*Prerequisites:*

ENG120	College Writing	4
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*Required (7 credits):*

ENG220	Applied Grammar	2
ENG420	Writing Persuasively on Contemporary Issues	4
ENG488	Independent Study (senior year for portfolio revisions)	1

*Electives (16 credits):*

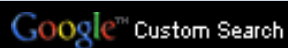
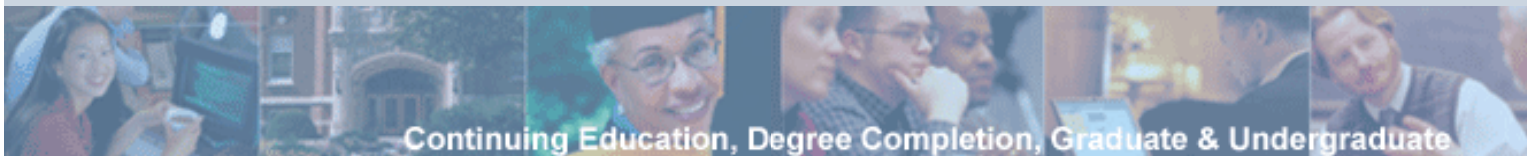
ENG221	Journalism	4
ENG222	Journalism Practicum	1
ENG227	Column Writing	2
ENG228	Review Writing	2

ENG320	Writing in the Workplace	4
ENG324	Teaching Writing 1:1	2
ENG325	Creative Writing	4
ENG338	History and Principles of the English Language	4
ENG498	Internship	1-4

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## Pre-Engineering Studies

Students who wish to pursue a degree in Engineering but do not want to begin their education at a large college or university have an option to attend Concordia University at St. Paul in the Pre-Engineering program. The program was designed in consultation with the Institute of Technology at the University of Minnesota to ensure that course credits meet the program requirements.

Pre-engineering students fulfill general education requirements and build a solid foundation in math and the sciences, including calculus-based physics courses. When students complete their first two years at Concordia, they are prepared to study engineering as upper level students.

### Recommended:

#### Chemistry

CHE115	General Chemistry I	4
CHE116	General Chemistry II	4
CHE221	Organic Chemistry I	5
CHE222	Organic Chemistry II	5
CHE326	Analytical Chemistry I	5
CHE327	Analytical Chemistry II	4

## Computer Science

CSC301	Programming and Problem Solving	3
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## Mathematics

MAT135	Calculus I	4
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MAT145	Calculus II	5
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MAT230	Probability and Statistics	4
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MAT255	Calculus III	4
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MAT310	Linear Algebra	3
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MAT365	Differential Equations	3
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## Physics

PHS221	General Physics I	5
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PHS222	General Physics II	5
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## Pre-Law Studies

Pre-law students at Concordia University should complete the bachelor of arts degree in one or more fields of study. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse and challenging courses. A broad liberal arts curriculum is the preferred preparation for law school. Undergraduate programs should reveal your 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, (651) 641-8844.

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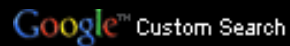
## Pre-Medical Studies

To enter professional programs in medicine, dentistry, veterinary medicine, chiropractic, pharmacy, physician's assistant and physical therapy, students normally complete a Bachelor of Arts degree in related fields, or at least work in that direction. Pre-medical education should be considered a field of interest rather than a major. The Biology Major allows students to select a track appropriate to their chosen professional program (health sciences, general biology, biotechnology and environmental science).

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## Bachelor of Arts in Public Safety and Security - College of Business and Organizational Leadership

### Program Objective

The curriculum of this accelerated degree program serves to enhance interest, experience, and knowledge in the field of public safety and security. Professionalism, ethics, and leadership are central themes for students as they explore public safety and security in today's society. Public and private sector employees will benefit from this program as they learn together to better work together.

This program is a accelerated degree\* program designed for practitioners employed in the public safety and security delivery system who wish to improve the work they do, position themselves for leadership opportunities, and incorporate educational into life transition. (This program will not provide federal or state certification; however, it may be used for certain continuing education credits.)

Successful completion of this Bachelor's Degree program will enable students to:

- Articulate an understanding and awareness of the varied roles and relationships comprising public safety and security delivery systems;
- Explain federal, state, local, and private resources available to the public safety and security professional;
- Understand organizational and administrative theory in the public and private sectors;
- Apply a systems-thinking analysis of personal, professional, and organizational relationships;
- Implement the personal and professional change derived from examining such issues as ethics, diversity, academic growth, and spiritual reflection;
- Have an understanding of timely topics impacting public safety and security, including risk mitigation and

- management, legal liability issues, terrorism, biohazard dangers, and environmental hazards;
- Develop strategies for maintaining a healthy balance of job and life in a uniquely stressful profession.

\* This accelerated degree program provides 48 of the 128 credits required for the Bachelor of Arts Degree. Depending on the student's previous education, additional credits may be required, which may be earned at Concordia. Further information on credits can be obtained from the Concordia University Academic Advisor.

### **Course Descriptions**

**PUB 400 Returning Student Seminar - 2 credits:** This course covers areas critical to learner success including goal setting, library resources, writing, personal life balance, and basic computer literacy. This course models the collaborative learning and self-direction of the program, preparing students to make the most of their degree program.

### **PUB 401 Introduction to Public Safety and Security Studies - 3 credits**

This course builds upon student work experience, training and education. Learners will review and further study history, theories and models of public safety & security while exploring those different than those in which they work.

### **PUB 410 Systems Thinking in Public Safety - 2 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 using systems thinking. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

### **PUB 420 Homeland Security Resources - 3 credits**

A in-depth exploration of how different resources interact and complement each another, including fire, police, emergency medical, emergency management, military, community and private resources. The unique resources of each are explored, as is how they can best work together for maximum efficiency.

### **PUB 425 Working with Federal and Local Government - 3 credits**



This course explains the Federal Emergency Management Agency, its resources and processes for obtaining a disaster declaration and making applications for government aid, as well as opportunities and expectations of local and private entities.

**PUB 430 Legal and Legislative Issues - 4 credits**

Provides an understanding of what law affects public safety & security professionals and how to find it. This course will examine constitutional, administrative, civil and criminal law issues impacting professionals working in the public safety & security fields.

**PUB 433 Risk Management for Safety and Security - 3 credits**

This course provides insight into risk assessment and mitigation from both a private and public perspective. Students will explore methods by which professionals analyze and respond to risk in order to protect assets (be they public or private) while insuring a safe environment for employees and those people working, traveling and living in the community.

**PUB 440 Writing for the Public Safety and Security Professional - 3 credits**

This course addresses the basic writing skills necessary for professionals, including how to writing effective reports, business letters, memos and informational articles.

**PUB 445 Media Relations and Politics - 3 credits**

This class explores the role of the media as it affects the public safety & security fields. In this class students will learn how best to interact with the media, as well as how to write press releases, organize news conferences, and submit informational articles for publication. The role of information officers and spokespeople will be explored.

**PUB 450 Organization and Administration of Public Safety, Security, and Homeland Security - 4 credits**

This course is a scholarly consideration of the concepts, principles and analytical tools for effectively administering public safety & security services. 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, while being limited by legal, financial and political constraints.

**PUB 455 Incident Management for Safety and Security - 2 credits**

This course provides a model for incident management that will apply to a range of operations from department organization to disaster response. It is based on nationally recognized incident management and command models that have brought order to even the most catastrophic events.

**PUB 460 Contemporary Issues in Public Safety and Security - 3 credits**

Updates on timely issues including terrorism, severe weather, bio-hazard releases, and SARA Title III requirements.

**PUB 415 Biblical Christianity - 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.

**PUB 435 Philosophy of Values and Ethics - 3 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.

**PUB 470 Public Safety and Security Wellness - 4 credits**

The nature of public safety & security exposes the care givers and those being cared for to unique stress. This course examines stress from the perspective of the individual, helping them develop a strategy to prepare for, identify and respond to stress. This course also explores what is expected of supervisors, managers and administrators when dealing with stress impacting subordinates, as well as stress experienced by victims of emergencies and disasters.

**PUB 490 Portfolio - 2 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 & educational portfolio or e-folio will cap the learning experience.

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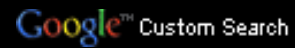
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## Accounting Major

20 credits

*Required: (20 credits)*

ACC311	Intermediate Accounting I	4
ACC312	Intermediate Accounting II	4
ACC413	Cost Accounting	4
ACC411	Advanced Accounting	2
ACC412	Auditing	4
LAW411	Federal Income Tax	4



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## Finance Major

20 credits

*Required: (20 credits)*

ACC413	Cost Accounting	4
FIN211	Personal Finance	4
FIN311	Corporate Finance II	4
FIN411	Investments and Capital Markets	4
LAW411	Federal Income Tax	4



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## Business Management

20 credits

*Required:*

Students choose any 5-6 courses (20 credits) from the Accounting, Finance, and/or Marketing majors.

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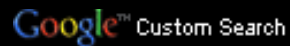
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## Marketing

20 credits

*Required: (20 credits)*

MAR311 Entrepreneurship	4
MIS311 Technical Strategy, Analysis and Project Management	4
MIS411 Information Technology Infrastructure and Telecommunications for Management	4
MIS412 Database Management Systems for Management	4
MIS413 Testing, Implementation and Support	4



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## Liberal Arts Majors

### Child Learning and Development 40 credits

**Prerequisite:**

PSY101 Introduction to Psychology 4 credits

**Required** (11 credits)

PSY210 Child Psychology 4 credits

**or**

PSY220 Adolescent Psychology 4 credits

**or**

PSY215 Child & Adolescent Development for K-12 Educators 4 credits

ED200 Introduction to Teaching 1 credit

ED336 Educational Psychology 2 credits

ED330 Human Diversity & Relations 2 credits

ED439 The Inclusive Classroom 2 credits

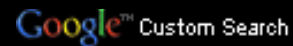
**or**

ECE425 Young Child with Special Needs 2 credits

**Electives:** minimum 25 credits from upper level Education and Psychology related courses



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## Liberal Arts Majors

### Community Health Science (43-47 credits)

**Required:**

- SOC451 Social Psychology 4 credits
- COM309 Intercultural Communication 4 credits
- KHS220 Epidemiological Foundations 2 credits
- KHS300 Applied Nutrition 3 credits
- KHS310 Drug Education 2 credits
- KHS320 Human Sexuality 4 credits
- KHS400 Health Psychology 4 credits
- KHS401 Teaching Research Assistant 1-4 credits
- KHS410 Health Methods/Strategies 2 credits
- KHS420 Program Administration 2 credits
- KHS490 Senior Seminare 1 credit
- KHS499 Community Health Science Internship 12 credits





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## Liberal Arts Majors

### Kinesiology 48 credits

**Prerequisites:**

KHS110 Dynamic Health and Human Movement 3 credits

**Required:**

KHS125 Introduction to Kinesiology 1 credit

KHS220 Epidemiological Foundations 4 credits

**or**

PSY480 Professional Psychology 4 credits

**or**

SOC454 Research Methods with Statistical Applications 4 credits

KHS250 Technology, Media, Health and Your Environment 2 credits

KHS400 Health Psychology 3 credits

KHS436 Motor Development, Control and Motor Learning 3 credits

KHS473 Biomechanics 3 credits

KHS474 Exercise Physiology 4 credits

KHS475 Applied Exercise Prescription 3 credits

KHS490 Senior Seminar 1 credit

KHS498 Kinesiology Internship 12 credits

Tracks (select one of the following)

**Exercise Science Track**

KHS300 Applied Nutrition 3 credits  
KHS472 Athletic Training, Injury Prevention and Safety 4 credits  
PSY435 Sport Psychology 3 credits  
KHS420 Program Administration 2 credits  
BIO315 Human A & P I (pre req BIO120) 4 credits  
BIO316 Human A & P I (pre req BIO315 or instructor consent) 4 credits

#### **Athletic Training Track**

KHS472 Athletic Training, Injury Prevention and Safety 4 credits  
KHS435 Sport Psychology 3 credits  
KHS482 Advanced Athletic Training 4 credits  
BIO315 Human A & P I (pre req BIO120) 4 credits  
BIO316 Human A & P I (pre req BIO315 or instructor consent) 4 credits

#### **Sport Psychology Track**

KHS375 Sociology of Sport and Exercise 3 credits  
KHS435 Sport Psychology 3 credits  
PSY430 Introduction to Counseling 4 credits  
PSY460 Abnormal Psychology 4 credits

#### **Sports Management Track**

KHS390 Sport Management 3 credits  
KHS391 Sport Law 3 credits  
KHS305 Youth Sports 3 credits  
KHS392 Finance, Marketing and Fundraising In Sports 3 credits  
KHS393 Planning and Managing Sport Facilities 3 credits

#### **Community Health Track**

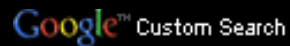
HLTH205 Women's Health: Today and Future 3 credits  
KHS200 Community First Aid/CPR 1 credit  
KHS300 Applied Nutrition 3 credits  
KHS310 Drug Education 2 credits  
KHS320 Human Life Experience 3 credits  
KHS400 Health Psychology 3 credits  
KHS420 Program Administration 2 credits

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## Majors Leading to Licensure

## Parent and Family Education

### General Education prerequisites

- PSY101 Introduction to Psychology 4 credits
- SOC152 Introduction to Sociology 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits

### Prerequisites to Admission to Teacher Education

- ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit
- PSY210 Child Psychology and Development (taken below)
- ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits
- Minimum of 48 earned credits
- Minimum 2.50 CGPA

### Parent and Family Education Major Required Courses

#### Understanding Families and Parent and Child Relations

- FAS400 Family Systems, Structures and Relationships 4 credits
- COM403 Family Communication 4 credits

#### Understanding Child Development

- PSY210 Child Psychology and Development 4 credits
- ECE324 Language Development and Emergent Literacy 3 credits

ECE325 Education of Infants and Toddlers 3 credits

ECE321 Pre-primary Education 3 credits

ECE425 Young Child with Special Needs (+ 25 hours HR Activity) 2 credits

ECE427 Authentic Assessment and Guidance in ECE 2 credits

### **Understanding Adult Education**

FAS300 Methods and Materials for Family Education 3 credits

COM205 Group Communication and Facilitation 4 credits

ED418 Adult Education & Development 4 credits

### **Standards of Effective Practice**

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

*Complete all four Human Relation Reports prior to student teaching.*

### **Student Teaching**

ED464 Student Teaching Parent and Family Education 8 credits

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## Majors Leading to Licensure

### Early Childhood Education (Birth - Grade 3)

#### **General Education Prerequisites:**

- PSY101 Introduction to Psychology 4 credits
- SOC152 Introduction to Sociology 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits

#### **Prerequisites to Admission to Teacher Education**

- ED200 Introduction to Teaching (+ 25 hours of HR Activity) 1 credit
- PSY210 Child Psychology and Development 4 credits
- ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits
- Minimum of 48 earned credits
- Minimum 2.50 CGPA

#### **Birth- 3 Practicum Block**

- ED371.01 Birth-3 Practicum 4 credits
- ECE325 Education of Infants and Toddlers 3 credits
- FAS400 Family Systems 4 credits

#### **Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ECE321 Pre-Primary Education 3 credits  
ECE324 Language Development and Emergent Literacy 3 credits  
ECE326 Building Primary Classrooms 4 credits  
ECE425 Young Child with Special Needs (+ 25 hours HR activity) 2 credits  
ECE427 Authentic Assessment and Guidance in ECE 2 credits  
ED342 Teaching Literacy 4 credits  
ED385 Foundations of Education 3 credits  
ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits  
KHS470 Health Education for Teachers 2 credits

**Student Teaching**

ED471.01 Student Teaching Birth-Grade 3 16 credits

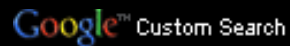
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## Majors Leading to Licensure

### Elementary Education with Early Childhood Specialty (Pre-Kindergarten - Grade 6)

#### **General Education Prerequisites:**

PSY101 Introduction to Psychology 4 credits

SOC152 Introduction to Sociology 4 credits

MAT110 Introduction to Probability and Statistics 3 credits

KHS110 Dynamic Health and Human Movement 3 credits

BIO choose: BIO100 (3 cr) OR BIO120 (4 cr) **and** BIO 130 (4 cr) 3 or 8 credits

PHS/CHM choose one: PHS 111 OR CHE110 OR CHE141, OR PHS221 AND PHS222 4 or 8 credits

ERTH/SPAC choose: ESC120 (2), ESC320 (4) or ESC140 (2) or ESC340 (4) 2 or 4

*Visual and Performing Arts (4 credits total)*

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

#### **Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology and Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CGPA

### **Prerequisites to Practicum Block**

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED360 Content and Methods for K-6 Mathematics 2 credits

### **Practicum Block** (Prerequisite: Admission to Teacher Education)

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods in Elem/MS Movement Education 1 credit

ED371.02 PK-6 Practicum 4 credits

### **Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ECE321 Pre-Primary Education 3 credits

ECE326 Building Primary Classrooms 4 credits

ECE324 Language Development and Emergent Literacy 3 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

**or**

ECE425 Young Child with Special Needs (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

FAS400 Family Systems 4 credits

KHS470 Health Education for Teachers 2 credits

### **Student Teaching**

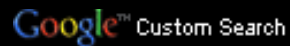
ED471.03 Student Teaching PK-6 16 credits

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## Majors Leading to Licensure

### Elementary Education with Middle Level Specialty in Communication Arts/Literature (K-8)

#### General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

MAT110 Introduction to Probability and Statistics 3 credits

KHS110 Dynamic Health and Human Movement 3 credits

BIO choose: BIO100 (3 credits) **or** BIO120 (4 credits) **and** BIO130 (4 credits)

PHS/CHEM choose one: PHS111 **or** CHE 110 **or** CHEM141 **or** PHS221 **and** PHS222 4 or 8 credits

ERTH/SPAC choose: ESC120, ESC320 or ESC140 or ESC340 2 or 4 credits

*Visual and Performing Arts (4 credits total)*

Choose from:

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

#### Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.5 CPGA



**Prerequisites to Practicum Block** (Prerequisite: Admission to Teacher Education )

ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

**Practicum Block**

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods in Elem/MS Movement Education 1 credit

ED371.03 K-8 Practicum 4 credits

**Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED346 The Effective Middle School Teacher 2 credits

ED477 Teaching 5-8 Communication Arts/Literature 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

**Student Teaching**

ED471.05 Student Teaching K-8 16 credits

**Specialty in Middle Level Communication Arts/ Literature** (2.5 GPA required)

ENG3\_\_\_\_\_ One 300 Level Literature Class 4 credits

ENG324 Teaching Writing 1:1 2credits

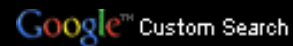
COM212 Public Speaking and Performance 4 credits

COM222 Mass Communication 4 credits

ENG330 Young Adult Literature 2credits

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## Majors Leading to Licensure

### Elementary Education with Middle Level Specialty in Mathematics (K-8)

#### General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

BIO choose: BIO100 (3 credits) **or** BIO120 (4 credits) **and** BIO130 (4 credits)

PHS/CHEM choose one: PHS111 **or** CHE 110 **or** CHEM141 **or** PHS221 **and** PHS222 4 or 8 credits

ERTH/SPAC choose: ESC120, ESC320 **or** ESC140 **or** ESC340 3 or 4 credits

*Visual and Performing Arts (4 credits total)*

Choose from:

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

#### Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology and Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CGPA

**Prerequisites to Practicum Block** (Prerequisite: Admission to Teacher Education)

ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

### **Practicum Block**

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods for EL/MS Movement Education 1 credit

ED371.03 K-8 Practicum 4 credits

### **Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED346 The Effective Middle School Teacher 2 credits

ED475 Teaching 5-8 Math 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 3 credits

### **Student Teaching**

ED471.05 Student Teaching K-8 16 credits

### **Specialty in Middle Level Mathematics** (2.5 GPA required)

MAT135 Calculus (Gen Ed) 4 credits

MAT101 Contemporary Math 3 credits

MAT220 Discrete Mathematics 3 credits

MAT110 Probability and Statistics 3 credits

**or**

MAT230 Probability and Statistics (Calc based) 4 credits

MAT305 Foundations of Geometry 3 credits

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## Majors Leading to Licensure

### Elementary Education with Middle Level Specialty in Science (K-8)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits  
MAT110 Introduction to Probability and Statistics 3 credits  
KHS115 Health and Human Movement for Professionals 3 credits  
BIO120 The Unity of Life 4 credits  
*Visual and Performing Arts (4 credits total)*  
Choose from:  
ART101 Approaching Art 2 credits  
MUS120 Music and the Human Experience 2 credits  
FPA112 The Human Odyssey 4 credits

#### Prerequisites to Admission to Teacher Education

- PSY210 Child Psychology 4 credits  
ED200 Introduction to Teaching (+ 25 hours HR activity) 1 credit  
ED336 Educational Psychology (+ 25 hours HR activity) 2 credits  
Minimum of 48 earned credits  
Minimum 2.50 CGPA

#### Prerequisites to Practicum Block

ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours HR activity ) 2 credits

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

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods for EL/MS Movement Education 1 credit

ED371.03 K-8 Practicum 4 credits

**Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Science 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

**Student Teaching**

ED471.05 Student Teaching K-8 16 credits

**Specialty in Middle Level Science** (2.5 GPA required)

BIO130 Diversity of Life 4 credits

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

CHEM: CHE110 **or** CHE115 **and** CHE116 4 or 8 credits

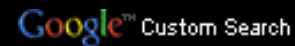
PHS: PHS111 **or** PHS112 **and** PHS113 **or** PHS221 **and** 222 4 or 8 credits







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## Majors Leading to Licensure

### Elementary Education with Middle Level Specialty in Social Studies (K-8)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- MAT110 Introduction to Probability and Statistics 3 credits
- KHS110 Dynamic Health and Human Movement 3 credits
- BIO120 Biology I: The Unity of Life Specialty Course 4 credits
- Visual and Performing Arts (4 credits total)*
- ART101 Approaching Art 2 credits
- MUS120 Music and the Human Experience 2 credits
- FPA112 The Human Odyssey 4 credits

#### Prerequisites to Admission to Teacher Education

- PSY210 Child Psychology 4 credits
- ED200 Introduction to Teaching (+ 25 hours HR Activity report) 1 credit
- ED336 Educational Psychology (+ 25 hours HR Activity report) 2 credits
- Minimum of 48 earned credits
- Minimum 2.50 CGPA

#### Prerequisites to Practicum Block

- ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours) HR Activity report) 2 credits

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

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods for EL/MS Movement Education credit1

ED371.03 K-8 Practicum 4 credits

**Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED346 The Effective Middle School Teacher 2 credits

ED476 Teaching 5-8 Social Studies 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity report) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

**Student Teaching**

ED471.05 Student Teaching K-8 16 credits

**Specialty in Middle Level Science**

BIO130 Biology II: Diversity of Life 4 credits

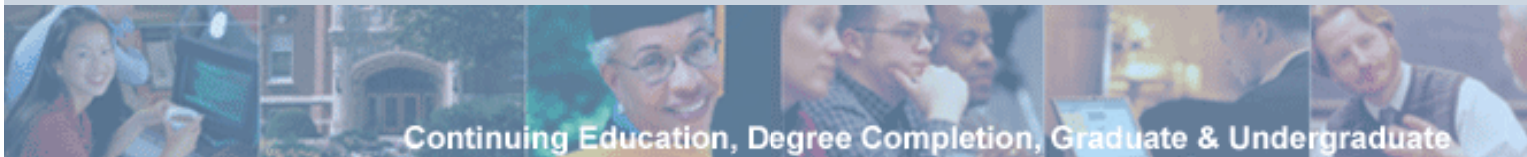
ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

CHEM: CHE110 **or** CHE115 **and** CHE116 4 or 8 credits

PHS: PHS111 **or** PHS112 **and** PHS113 **or** PHS221 **and** 222 4 or 8 credits





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## Majors Leading to Licensure

### Chemistry Teaching Major (Grades 9-12, with 5-8 General Science optional add-on)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- KHS110 Dynamic Health & Human Movement 3 credits
- MAT135 Calculus I 4 credits
- BIO120 The Unity of Life 4 credits
- CHE115 General Chemistry 4 credits

#### 9-12 Chemistry Teaching Content Major

- PHS221 General Physics I 5 credits
- PHS222 General Physics II 5 credits
- CHE115 from Gen Ed above 4 credits
- CHE116 General Chemistry II 4 credits
- CHE321 Organic Chemistry I 4 credits
- CHE322 Organic Chemistry II 4 credits
- CHE326 Analytical Chemistry I 5 credits
- CHE327 Analytical Chemistry II 4 credits
- CHE328 Biochemistry 5 credits

#### ***Strongly Recommended***

- MAT145 Calculus II 5 credits

### **Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credit

Minimum of 48 earned credits

Minimum of 2.50 CGPA

### **Prerequisites to Student Teaching**

*Complete content major with 2.75 GPA*

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher (5-8 option) 2 credits

ED478 Teaching 5-8 Science (5-8 option) 1 credit

ED353 Teaching 9-12 Science 2 credits

ED347 The Effective Secondary Teacher 2 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

### **Student Teaching**

ED472.03 Student Teaching 9-12 Chemistry 16 credits

### **5-8 General Science add-on (optional)**

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Science 1 credit

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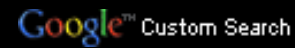
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## Majors Leading to Licensure

### Communication Arts/Literature Teaching Major (Grades 5-12)

#### **General Education Prerequisite:**

- PSY101 Introduction to Psychology 4 credits
- ENG120 College Writing 4 credits
- ENG155 Introduction to Literature 4 credits
- COM103 Communication Fundamentals: Interpersonal 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits

#### **5-12 Communication Arts/Literature Teaching Major Required Courses**

- ENG324 Teaching Writing 1:1 2 credits
- ENG330 Young Adult Literature 2 credits
- ENG338 History and Principles of the English Language 4 credits
- ENG369 Shakespeare 4 credits
- ENG440 Literary Theory 4 credits
- ENG490 Literature Seminar 4 credits
- ENG499 Framing the Literary Tradition 1 credit
- COM212 Public Speaking and Performance 4 credits
- COM222 Mass Communication 4 credits

#### **5-12 Communication Arts/Literature Teaching Major - Electives**

choose 4 credits:

ENG221 Journalism 4 credits

ENG420 Persuasive Writing on Contemporary Issues 4 credits

choose 4 credits:

ENG365 British Literature I 4 credits

ENG366 British Literature II 4 credits

choose 4 credits:

ENG375 World Literature I 4 credits

ENG376 World Literature II 4 credits

choose 4 credits:

ENG385 American Literature I 4 credits

ENG386 American Literature II 4 credits

#### **Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

#### **Prerequisites to Student Teaching**

*Complete content major with 2.75 content GPA*

*Complete all four Human Relations Activity Reports*

ED347 The Effective Secondary Teacher 2 credits

ED355 Teaching 9-12 Communication Arts/Literature 2 credits

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Tch. 2 credits

ED477 Teaching 5-8 Communication Arts/Literature 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits



## **Student Teaching**

ED472.01 Student Teaching 5-12 Communication Arts/Literature 16 credits

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## Majors Leading to Licensure

### Life Science Teaching Major (Grades 9-12 with optional grades 5-8 General Science add-on)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- BIO120 Biology I: The Unity of Life 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits
- MAT135 Calculus I **or** MAT125 Pre-Calculus 4 credits
- CHE115 General Chemistry 4 credits

#### 9-12 Life Science Teaching Content Major

*Complete content major with 2.75 content GPA*

- BIO130 Biology II: The Diversity of Life 4 credits
- CHE116 General Chemistry II 4 credits
- BIO220 Plant Biology 5 credits
- BIO230 Animal Biology 5 credits
- BIO210 Genetics 5 credits
- BIO300 Microbiology 5 credits
- BIO330 Molecular Cell Biology 5 credits
- MAT230 Probability & Statistics 4 credits
- OR
- MAT110 Intro to Probability & Statistics 3 credits

BIO455 Research Proposal 1 credit

BIO456 Research in Biology 4 credits

**5-8 General Science add-on (optional)**

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

ED346 Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Science 1 credits

**Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

**Prerequisites to Student Teaching**

NOTE: Complete content major with 2.75 GPA

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Life Science 1 credit

ED353 Teaching 9-12 Life Science 3 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

**Student Teaching**

ED472.11 Student Teaching 9-12 Life Science

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## Majors Leading to Licensure

### Mathematics Teaching Major (Grades 5-12)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits  
MAT135 Calculus I 4 credits  
KHS110 Dynamic Health and Human Movement 3 credits

#### 5-12 Mathematics Teaching Major

*Complete content major with 2.75 GPA*

- MAT145 Calculus II 5 credits  
MAT220 Discrete Math 3 credits  
MAT230 Probability and Statistics 4 credits  
MAT255 Calculus III 4 credits  
MAT305 Foundations of Geometry 3 credits  
MAT310 Linear Algebra 3 credits  
MAT365 Differential Equations 3 credits  
MAT450 Abstract Algebra 4 credits  
MAT460 Real Analysis 4 credits  
CSC301 Programing and Problem Solving 3 credits

#### Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

### **Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Mathematics 1 credits

ED353 Teaching 9-12 Mathematics 3 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

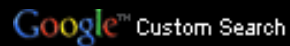
### **Student Teaching**

ED472.02 Student Teaching 5-12 Mathematics 16 credits

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## Majors Leading to Licensure

### Social Studies Teaching Major (Grades 5-12)

**General Education prerequisites:**

- PSY101 Introduction to Psychology 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits

**5-12 Social Studies Teaching Major required content courses**

- HIS121 World History 4 credits
- HIS212 Introduction to History (Gen Ed) 4 credits
- POL131 American Government 4 credits
- ECO101 Am. in Global Econ: Macroeconomics (Gen Ed) 4 credits
- PSY101 Introduction to Psychology (from above) 4 credits
- SOC152 Introduction to Sociology 4 credits
- HIS231 USA to 1877 4 credits
- HIS233 USA since 1877 4 credits
- HIS281 Europe 1789-1914 4 credits
- HIS283 Europe since 1914 4 credits
- Open Electives: 4 social science courses at 300/400 level 4 credits

**Prerequisites to Admission to Teacher Education**

- ED200 Introduction to Teaching ( + 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology ( + 25 hours HR Activity) 2 credits

Minimum if 48 credits earned

Minimum 2.50 CGPA

### **Prerequisites to Student Teaching**

*Complete content major with 2.75 G.P.A.*

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations ( + 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED476 Teaching 5-8 Social Studies 1 credit

ED352 Teaching 9-12 Social Studies 2 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom ( + 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

### **Student Teaching**

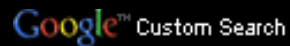
ED472.05 Student Teaching 5-12 Social Studies 16 credits

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## Majors Leading to Licensure

### Visual Art Education Teaching Major (K-12)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- ART101 Approaching Art 2-3 credits
- KHS110 Dynamic Health and Human Movement 3credits

#### K-12 Art Teaching Major required courses

*Complete content major with 2.75 GPA*

- ART100 Fine Arts Colloquium 1 credit
- ART102 2-D Design (14 Weeks) 2-3 credits
- ART103 3-D Design (14 Weeks) 2-3 credits
- ART111 Drawing I 3 credits
- ART211 Figure Drawing 3 credits
- ART311 Advanced Drawing 1-3 credits
- ART121 Painting I 3 credits
- ART141 Photography I 3 credits
- ART231 Relief Printmaking 3 credits
- ART202 Digital Art I 3 credits
- ART151 Sculpture I 3 credits
- ART161 Ceramics I 3 credits

ART499 Professionalism and Exhibition 1 credit

*Choose one:*

ART371 Ancient Western Art 3 credits

ART372 Early Epoch of Christian Art 3 credits

ART373 15th - 18th C. Western Art 3 credits

*Choose one:*

ART271 Art of Mexico 3 credits

ART272 Art of Asia 3 credits

ART273 Ethnographic Art Survey 3 credits

ART370 Mexican Art and Culture 2 credits

**Electives:** 4 credits in one studio area as arranged with advisor

ART\_\_\_\_

ART\_\_\_\_

**Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

*Choose:* PSY210 Child Psychology 4 credit

**and**

PSY220 Adolescent Psychology 4 credit

**or**

PSY215 Child and Adolescent Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

**Prerequisites to Student Teaching**

*Complete content major with 2.75 GPA*

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teachers 2 credits

ED347 The Effective Secondary Teacher 2 credits

ED447 Teaching Elementary Art 1 credit

ART357 Art in Secondary Education 2 credits

ART358 Advanced Art Education 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

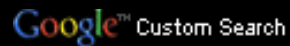
**Student Teaching**

ED472.08 Student Teaching K-12 Visual Art 16 credits

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## Majors Leading to Licensure

### K-12 English as a Second Language Teaching Major

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

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

#### **General Education Prerequisites**

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

#### **Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR activity) 1 credit

PSY210 Child Psychology 4 credits

**and**

PSY220 Adolescent Psychology 4 credits

**or**

PSY215 Child and Adolescent Developmental Psychology for K-12 Educators 4 credits

ED336 Educational Psychology (+ 25 hours HR activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

#### **Content Courses-prerequisite to Student Teaching**

ED348 Second Language Acquisition 4 credits  
ED485 Assessment of ESL Students 4 credits  
ED338 History and Principles of the English Language 4 credits  
ENG290 Language and Society 4 credits

### **Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR activity) 2 credits  
ED342 Teaching Literacy 4 credits  
ED345 The Effective Elementary Teacher 2 credits  
ED346 The Effective Middle School Tch. 2 credits  
ED347 The Effective Secondary Teacher 2 credits  
ED389 ESOL Methods 4 credits  
ED382 Teaching Students with linguistic Differences and Difficulties 4 credits  
ED439 The Inclusive Classroom (+ 25 hours HR activity) 2 credits  
ED385 Foundations of Education 3 credits  
KHS470 Health Education for Teachers 2 credits

### **Student Teaching**

ED472.09 Student Teaching K-12 ESL 16 credit

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## Majors Leading to Licensure

### Vocal and/or Instrumental Music Education Teaching Major (K-12)

#### General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits  
KHS110 Dynamic Health and Human Movement 3 credits  
MUS120 Music and the Human Experience 2 credits

#### Prerequisites: if determined in assessments by music department

- MUS101 Basic Musicianship 2 credits  
MUS111 Class Piano I 2 credits  
MUS112 Class Piano II 2 credits  
MUS115 Beginning Guitar I 1 credits

#### K-12 Music Teaching Major - required courses

*Complete content major with 2.75 GPA*

- MUS201 Musicianship I 4 credits  
MUS202 Musicianship II 4 credits  
MUS301 Musicianship III 4 credits  
MUS302 Musicianship IV 4 credits  
MUS321 Music History I 3 credits (offered Fall 2006 and then Spring 2009)  
MUS322 Music History II 3 credits (offered Fall 2006, Spring 2009, Fall 2009)  
MUS323 Music History III 3 credits (offered Spring 2007, then Fall 2008)

MUS261 Beginning Conducting 2 credits  
MUS360 String Techniques and Pedagogy 1 credit  
MUS361 Woodwind Techniques and Pedagogy 1 credit  
MUS362 Brass Techniques and Pedagogy 1 credits  
MUS365 Electronic Media Techniques and Pedagogy 2 credits  
MUS366 Vocal Techniques and Pedagogy 1 credits  
MUS367 Percussion Techniques and Pedagogy 1 credit  
MUS444 Instrumental Arranging 1 credit  
MUS445 Choral Arranging 1 credit  
MUS840 2 semesters of private piano 1 credit

*Recital Attendance: 4 programs in portfolio per year performance audition in February of second year.*

*Submit music Portfolio Progress Report to Music Department Nov 1 each year.*

*Document in portfolio 4 public performances, including small ensemble.*

*Pass Keyboard Proficiency Exam before student teaching (document in portfolio).*

**Tracks: Choose one**

**Vocal and Classroom K-12 Track:**

MUS369 Art of Accompanying 1 credit  
MUS425 Choral Literature 2 credits  
MUS456 Choral Conducting and Methods 2 credits  
MUS713/714: 7 semesters choral ensemble required 0-7 credits  
MUS860: 7 semesters private voice lessons @ 1 credit each 7 credits

**Instrumental and Classroom K-12 Track**

MUS368 Jazz Improvisation credit1  
MUS426 Instrumental (Band) Literature 2 credits  
MUS457 Instrumental Conducting and Methods 2 credits  
MUS720/730: 7 semesters instrumental ensemble required 2 credits  
MUS800: 7 semesters private instrumental lessons @1 credit each 0-7 credits

**Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

Choose either: PSY210 Child Psychology 4 credit

**and**

PSY220 Adolescent Psychology 4 credits

**or**

PSY215 Child and Adolescent Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

### **Prerequisites to Student Teaching**

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED347 The Effective Secondary Teacher 2 credits

MUS356 K-12 General Music Teaching Methods 4 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

### **Student Teaching**

ED472.07 Student Teaching K-12 Music 16 credits

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## Liberal Arts Majors

Physical Education Teaching Major, Grades K-12  
Health Education Teaching Major, Grades 5-12

### General Education Prerequisites

PSY101 Introduction to Psychology 4 credits  
KHS110 Dynamic Health and Human Movement 3 credits

### K-12 Physical Education and 5-12 Health Teaching Majors required course

KHS200 Community Safety and First Aid/CPR 1 credit  
KHS220 Epidemiological Foundations and Research 4 credit  
KHS250 Technology, Media, Health, and Your Environment 2 credits  
KHS300 Applied Nutrition 3 credits  
KHS310 Drug Education 2 credits  
KHS320 Human Life Experience 3 credits  
KHS330 Elementary Methods Block I 4 credits  
KHS335 MS/Secondary Methods Block II for Health and Physical Education 4 credits  
KHS400 Health Psychology 3 credits  
KHS410 Health Methods and Strategies for Instruction 2 credits  
KHS420 Program Administration 2 credits  
KHS436 Motor Development, Control and Motor Learning 3 credits  
KHS473 Biomechanics 3 credits  
KHS474 Exercise Physiology 4 credits

KHS481 Adaptives 2 credits

**Prerequisites to Admission to Teacher Education**

ED200 Introduction to Teaching (+ 25 hours of HR Activity) 1 credit

*Choose either:* PSY210 Child Psychology 4 credits

**and**

PSY220 Adolescent Psychology 4 credits

**or**

PSY215 Child and Adolescent Developmental 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

**Prerequisites to Student Teaching**

*Complete content major with 2.75 GPA*

*Complete all four Human Relations Activity Reports*

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

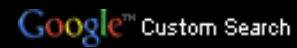
**Student Teaching**

ED472.06 Student Teaching in Health and Physical Education 16 credits

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## Minors

### Community Health Science Minor

**Prerequisite:**

BIO221 Human Anatomy & Physiology I 4 credits

**Required :**

KHS220 Epidemiological Foundations 4 credits

KHS300 Applied Nutrition 3 credits

KHS310 Drug Education 2 credits

KHS320 Human Sexuality 3 credits

KHS400 Health Psychology 3 credits

KHS410 Health Methods and Strategies for Instruction 4 credits

KHS420 Program Administration 2 credits



## Minors

### Education 22 credits

**Required:** A Developmental Psychology Course (4 credits)

Choose from PSY210, PSY215, PSY220 **or** ED418

ED330 Human Diversity and Relations 2 credits

ED336 Educational Psychology 2 credits

ED385 Foundations of Education 3 credits

**Choose one:** An Effective Teacher Course

ECE321 Pre-Primary Education 3 credits

ECE325 Education of Infants and Toddlers 3 credits

ECE326 Building Creative Primary Classrooms 4 credits

ED345 The Effective Elementary Teacher 2 credits

ED346 The Effective Middle School Teacher 2 credits

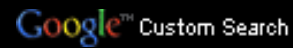
ED347 The Effective Secondary Teacher 2 credits

**Electives:** Upper level courses (7-9 credits)

ECE, ED MUS 356, MUS 36X, MUS 456, MUS 457, ART 357, or ART 358

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## Minors

### Special Education Minor 15 credits (Elementary or Secondary)

Coursework in the Special Education Minor meets the requirement of the Special Education Core in the Post-Baccalaureate License in Special Education.

Required:

- ED380 Education of the Exceptional Learner 3 credits
- ED481 Introduction to Learning Disabilities 3 credits
- ED492 Students with Emotional Behavioral Needs 3 credits
- ED483 Collaborative Teaching in Inclusive Settings 3 credits
- ED382 Teaching Students with Reading Difficulties 3 credits



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## Minors

### Teaching English as a Second Language (TESL)

- ENG290 Language and Society 4 credits
- ED342 Teaching Literacy 4 credits
- ED382 Teaching Literacy in a Multilingual Environment 2 credits
- ED340 Linguistics for Language Teachers 4 credits
- ED348 Second Language Acquisition 4 credits
- ED483 Assessment of ESL Students 4 credits
- ENG338 History and Principles of the English Language 4 credits

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## Kindergarten Endorsement (for teachers licensed in grades 1-6)

Teachers who possess a Minnesota 1-6 teaching license may add the kindergarten endorsement by completing:  
ECE321 Pre-Primary Education 3 credits

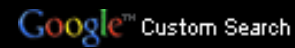
**Concordia University currently does not offer this endorsement.**

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## Interscholastic Athletics Coaching Certificate 18 credits

**Required:** 10 credits

- KHS473 Biomechanics 4 credits
- KHS474 Exercise Physiology 4 credits
- KHS479 Coaching Pedagogy 2 credits

**Electives** (8 credits)

Choose 1 of the following classes:

- KHS472 Athletic Training, Injury Prevention & Safety 4 credits
- KHS482 Advanced Athletic Training 4 credits

Choose 1 of the following classes:

- PSY440 Sport Psychology 4 credits
- KHS375 Sociology of Sport Exercise 4 credits



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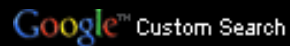
## Lutheran Classroom Teacher Certificate

To be certified as a Lutheran Classroom Teacher candidates must complete the Confessional Lutheranism Minor. (See College of Vocation and Ministry section for courses required.)

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## Post-Baccalaureate Teaching Licensure

### Teacher Education Program

The Department of Teacher Education has identified as its conceptual model, "Educator as Professional Decision Maker." Successful candidates demonstrate competency in subject matter, learning and human development, teaching strategies, and personal qualities that foster learning. The model is introduced to students early in the teacher education program.

#### **Admission to Professional Program**

During the second semester of their sophomore year (or during the first semester on campus for transfer students), students apply for admission to the Teacher Education Program. The following criteria must be met for students to be admitted to the Teacher Education Professional Program:

1. Successful completion of a minimum of 48 semester hours
2. A cumulative grade point average of 2.50 or higher. Post-baccalaureate students whose degree completion date is at least five years prior to the date of application for admission may petition the Department of Teacher Education for a waiver of these requirements with supporting rationale, a writing sample, and Praxis I (PPST) test scores.
3. Completion of the Praxis I (PPST) examination. The state of Minnesota requires the following minimum scores for teacher licensure: Reading 173, Mathematics 171, and Writing 172.
4. Signed copies of the appropriate teacher education planning forms.
5. Approved Human Relations reports documenting 50 hours of activity. One report must be from ED200 verifying work with children in the required settings.
6. Presentation of an initial portfolio to a faculty interview team, showing personal, professional and academic qualities.

Upon completion of the interview names are submitted for final action by the Department of Teacher Education. Admission to and continuance in the Teacher Education Program is dependent upon approval by the Department of Teacher Education.

### **Progress in Professional Program**

The progress of students in the Teacher Education Program is subject to continuous review by the Department of Teacher Education. To remain in good standing, students are required to maintain a minimum cumulative GPA of 2.50. Students admitted to teacher education beginning fall semester of the 2004-2005 academic year must earn or have previously earned a grade of C- or better in all courses required in the teacher licensure program (courses listed on the program planning form) including courses taken at other institutions. Courses transcribed below a C- must be retaken and a grade of C- or better earned prior to graduation and/or licensure completion.

### **Minnesota Human Relations Activity Requirements**

The Human Relations activities are designed to run concurrently with the Teacher Education program. The 100 hours of required human relations experiences are met in the following courses: ED200 Introduction to Teaching, ED330 Human Diversity and Relations, ED336 Educational Psychology, and ED439 Inclusive Classroom, or ECE425 Young Child with Special Needs, or ED380 Education of Exceptional Child. A minimum of 25 hours from ED200 and 25 hours from one of the other courses listed above are required for admission to the teacher education professional program. The remaining 50 hours and activity reports are required prior to placement in a clinical experience.

### **Fees Associated with Teacher Education and Licensure**

The following items have fees associated with teacher education: Praxis I, Pre-Professional Skills Test (\$120-\$130), Praxis II, Principles of Learning and Teaching (\$90), content exam(s) in major (\$80-\$90), Education Minnesota Liability Insurance (\$25), CPR/First Aid certification (fee varies), state license application (\$57), conduct review for license application (\$26.25), and fingerprinting (\$0-\$15). These fees are subject to change.

### **Field Experience / Clinical Practices**

The Teacher Education Program is designed with three major field experiences for candidates in the Birth through Grade 3, Pre-Kindergarten through Grade 6 and Kindergarten through Grade 8 licensures: a teaching practicum and two experiences in the student teaching semester. Candidates for the 5-12 and K-12 licenses have two field experiences in the student teaching experience in the same semester. The Coordinator of Field Experiences and Clinical Practice arranges all placements in consultation with students. To assure a successful student teaching experience, students should not engage in outside employment or participate in co-curricular experiences during this semester. Transfer students must complete a minimum of eight semester credits of coursework at Concordia before they are eligible for student teaching. All students must have liability insurance so students registering for field experiences are enrolled in Education Minnesota, which provides liability coverage (fee assessed, see above).

### **Requirements for Registration for Teaching Practicum**

1. Admission to and satisfactory progress in the teacher education program as directed by the Department of Teacher Education.
2. Cumulative grade point average of 2.50 or above.
3. Completion of ED200 Introduction to Teaching, ED336 Educational Psychology and ED360 Content and Methods for K-6 Mathematics.
4. Birth-Grade 3 licensure candidates enroll in ECE325 Education of Infants and Toddlers and FAS400 Family Systems concurrently with the Teaching Practicum.
5. Normally, PK-6 and K-8 licensure candidates, enroll in, ED342 Teaching Literacy, ED356 Teaching Elementary Science and Environmental Education, ED357 Teaching Elementary Social Studies, ED345 Effective Elementary Teacher, ED 446 Teaching Elementary Music, ED447 Teaching Elementary Art, and ED448 Teaching Methods for EL/MS Movement Education concurrently with the Teaching Practicum.

### **Requirements for Registration for Student Teaching**

1. Successful completion of the Teaching Practicum (for applicable programs).
2. Cumulative grade point average of 2.50 or above. Candidates seeking licensure in a secondary content area must have a CGPA of 2.75 or above in their content area.
3. Completion of all four Human Relation activity reports.
4. K-8 licensure candidates: Completion of the appropriate middle level (5-8) methods courses.
5. 5-12 and K-12 licensure candidates: Completion of ED358 Effective Middle School Teacher, the appropriate secondary and middle level methods courses, and completion of coursework in the teaching major.
6. Lutheran elementary and secondary education candidates: completion of ED454 Teaching the Faith.

### **Requirements for Graduation**

In addition to the general requirements for graduation, candidates will:

1. Apply for graduation with the university registrar the semester **BEFORE** program is completed.
2. Complete Human Relations activities (minimum 100 hours) and reports.
3. Complete First Aid/CPR requirements.
4. Complete 128 credits with 2.50 CGPA and in program courses; and 2.75 CGPA in 5-12, K-12, or middle level content area.
5. Complete the Praxis II examination(s) - Principles of Learning and Teaching (PLT) and content knowledge area.

Note: Lutheran Classroom Teacher: Complete the Confessional Lutheranism Minor and apply for placement with the College of Vocation and Ministry Placement Office.

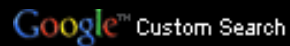
### **Requirements for Licensure**

Achieve passing scores on all required parts of Praxis I (PPST) and Praxis II examinations (PLT and content tests).  
Apply for certification with the university registrar the semester **BEFORE** program is completed..  
Apply on line for license with the Minnesota Department of Education.  
Submit license application to the Education Office.

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## Special Education License in Learning Disabilities (Initial Minnesota License, Add-On License)

## Special Education License in Emotional Behavioral Disorders (Initial Minnesota License, Add-On License)

Concordia University offers a Special Education Teacher Education Program (SETEP) that is specifically designed to respond to the needs of special educators in culturally diverse, urban settings. At present, educators have access to two special education programs at the graduate level: Learning Disabilities and Emotional Behavioral Disorders. Undergraduate courses taken as part of the Concordia Special Education Minor can be applied to meet the required Special Education core of the post-baccalaureate licensure program.

**Learning Disabilities: Initial MN License** (Available to persons holding a baccalaureate degree but no MN license)

**Learning Disabilities: Additional License** (Available to persons holding a current MN license)

**Emotional/Behavioral Disorders: Initial MN License** (Available to persons holding a baccalaureate degree but no MN license)

**Emotional Behavioral Disorders: Additional License** (Available to persons holding a current MN license)



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## Christian Outreach Major

42-45 credits

*Prerequisites:*

For the Parish/Cross-cultural Track:

[cmid="AcademicCatalog:Content">](#)

COM205	Group Communication and Facilitation	4
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For both Parish Cross/Cultural and Bible Translation/Literacy Track:

RLG350	Religions of the World (fulfills GenEd Requirement)	4
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*Required: (25 credits)*

[cmid="AcademicCatalog:Content">](#)

THY280	Personal Witnessing	2
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THY281	Principles of Christian Outreach	4
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THY371	Mission of God	4
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THY381	Congregational Outreach	4
THY382	Assimilation Ministries	3
THY473	Cross-Cultural Outreach	4
THY481	Christian Response to Religions of the World	2
THY495	All Within the Context of the Christian Gospel	2

**Track: (select one of the following)**

*Christian Outreach Major Track*

RLG350	Religions of the World	4
THY372	Life and Work on the Mission Field	2
THY461	Worship and Witness	2
THY480	Rural, Suburban, Urban Outreach	3

*Electives (6cr): Choose 6 credits from the following courses:*

**cmid="AcademicCatalog:Content">**

PHI341	Major Systems in Philosophy	4
RLG459	Studies in Religion and Society	2
THY331	Seminar in Theology	4
THY409	Studies in Biblical Theology	2

*Parish/Cross-cultural Track: (18 credits)*

*(Leads to DCO certification)*

DCO361	Intro to the Role of a DCO	1
PEA316	Leadership I	4
PEA401	Teaching the Faith Across the Lifespan	4
THY366	Outreach Practicum-Parish	2

THY367	Outreach Practicum-Cross Cultural	2
THY461	Worship and Witness	2
THY480	Rural, Suburban, Urban Outreach	3

*Bible Translation/Literacy Track (21-22 credits)*

*(Leads to DCO Certification)*

"L" courses from Summer Institute of Linguistics

cmid="AcademicCatalog:Content">

L450	Articulatory Phonetics	2
L452	Syntax and Morphology I	4
L470	Introduction to Sociolinguistics	1
L480	Second Language Acquisition	2
DCO361	Intro to the Role of a DCO	1
THY367	Outreach Practicum - Cross Cultural	2
THY372	Life and Work in the Mission Field	2

**Emphasis (select one of the following emphasis):**

*Translation Courses (Choose 8 credits)*

cmid="AcademicCatalog:Content">

GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4
HBR311	Biblical Hebrew I	4
HBR312	Biblical Hebrew II	4

*Literacy Courses (Choose 7-8 credits):*

COM309	Intercultural Communication	4
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ENG290	Language and Society	4
ED366	Educational Psychology	2
ED340	Linguistics for Language Teachers	4
ED342	Teaching Literacy	3

### **Internship**

All students admitted to the program and desiring to be certified as DCOs must complete a full-time, supervised internship experience. This learning/service experience extends from 9-12 months and is normally taken after completion of the junior year. A student will normally be approved for an internship when s/he has:

1. successfully completed the entrance interview.
2. maintained a cumulative 2.50 GPA.
3. successfully completed RLG203, RLG206, RLG303, and THY330, THY341, THY421.
4. successfully completed THY281, THY366, THY367, THY371, and THY381, and an additional eight other credits from the major (a student intending to serve in a cross-cultural internship should also complete THY473, a student intending to serve in an overseas internship should complete THY372).

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## Parish Education and Administration Major

44 credits

*Prerequisite:*

PSY101 Introduction to Psychology 4

*Required: (46 credits)*

COM205	Group Communication and Facilitation	4
ED418	Adult Education and Development	4
ED454	Teaching the Faith	2
ED330	Human Diversity and Relations	2
FAS400	Family Systems, Structures and Relationships	4
PEA312	Family and Youth Ministry	4
PEA316	Leadership I	4
PEA366	Parish Education I	3
PEA367	Parish Education II	3
PEA401	Teaching the Faith Across the Lifespan	4
PEA411	Leadership II	4

PSY215	Child and Adolescent Development	4
PSY330	Introduction to Counseling	4

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## Christian Outreach Minor

22-24 credits

*Required: 16 credits*

THY280	Personal Witnessing	2
THY281	Principles of Christian Outreach	4
THY371	Mission of God	4
THY381	Congregational Outreach	4
THY495	All Within Context of Christian Gospel	2

*Electives: 6-8 credits (choose 6-8 credits from the following courses):*

RLG350	Religions of the World	4
THY372	Life and Work on the Mission Field	2
THY382	Assimilation Ministries	3
THY461	Worship and Witness	2
THY473	Cross-cultural Outreach	4
THY480	Rural, Suburban, Urban Outreach	3
THY481	Christian Response: Religions of World	2

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## Parish Education and Administration Minor

20 credits

*Prerequisite:*

PSY101 Introduction to Psychology 4

*Required:*

CVM370	Contextual Education I	1
CVM372	Contextual Education II	1
PEA312	Family and Youth Ministry	4
PEA316	Leadership I	4
PEA366	Parish Education I	3
PEA367	Parish Education II	3
PEA410	Teaching the Faith Across the Lifespan	4







## Director of Christian Education

### Requirements

#### **Certification as a Director of Christian Education**

Background: The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders who are prepared for service in team ministry in a congregational setting within the Lutheran Church.

#### **Routes Leading to Certification as a Director of Christian Education:**

##### **DCE Baccalaureate:**

One who is seeking certification as a DCE through the completion of a Liberal Arts degree with the Director of Christian Education Certification.

##### *Course of Study*

DCE Baccalaureate:

- General Education requirements
- Minor in Confessional Lutheranism
- Parish Education and Administration Major
- Director of Christian Education Emphasis.

##### DCE Colloquy:

One who has previously earned a baccalaureate degree, is currently serving a Lutheran congregation and is seeking certification

as a Director of Christian Education through the colloquy process of The Lutheran Church-Missouri Synod.

**DCE/Church Teacher (DCT):**

One who is seeking certification as a DCE and in addition is seeking licensure as a Lutheran Classroom Teacher.

*Course of Study*

DCT Baccalaureate:

- General Education requirements
- Minor in Confessional Lutheranism
- Parish Education and Administration Major
- Director of Christian Education Emphasis
- Requirements for elementary/secondary licensure.

**Contextual Education and Clinical Experiences**

The DCE/DCT Baccalaureate Certification program provides a variety of contextual education and clinical experiences designed to support the candidate in developing attitudes and skills necessary for working in a ministry setting as a Director of Christian Education.

**Contextual Experiences**

Each candidate must complete 150 hours of guided parish work prior to beginning an internship experience. The primary work takes place in a parish assignment contextual courses, CVM 370, CVM 372. Policies regarding the parish experiences may be found in the Parish Education and Administration Contextual Education Handbook.

*Requirements for Admission to Contextual Education Experiences:*

1. Enrollment in Parish Education I/II.
2. Enrollment in Contextual Education I/II.
3. Approval of the course instructors.

**Clinical Practice**

**DCE Practicum**

The DCE Practicum provides opportunity for the DCE student to experience teaching the faith in the setting of a Lutheran school under the supervision of a Lutheran Classroom Teacher. In addition, the DCE student provides leadership in chapel settings and other projects designed to support the formation of the DCE student as a life-span Christian educator.

### *Requirements for Admission to DCE Practicum*

1. Application to the DCE Certification Program.
2. Completion of ED-454.
3. Enrollment in DCE 361.
4. Approval of the Director of the DCE Certification Program.

### **Internship**

The Internship is a full-time assignment in an approved ministry setting allowing the student to develop knowledge, skills and attitudes necessary for service as a Director of Christian Education. The internship is normally for one year and takes place within the course of academic preparation. Policies regarding the DCE Internship are in the DCE Contextual Education and Clinical Practices Handbook.

### *Requirements for Admission to Internship:*

1. Admission in good standing to the DCE Program.
2. Completion of CVM 370, CVM 372, DCE 361.
3. Letter of recommendation from contextual education supervisors.
4. Cumulative grade point average of 2.50 or above.
5. Successful completion of PSY 101-Introduction to Psychology, RLG203-Old Testament Narrative, RLG206-New Testament, PSY215 Child and Adolescent Development, PEA 366-Parish Education I, PEA 367-Parish Education II, DCE 366-Introduction to DCE, DCE 361-DCE Practicum, CVM 370 Contextual Education I, CVM 372 Contextual Education II, ED 454-Teaching the Faith, ED 330-Human Diversity and Relations, THY 330-Our Living Faith, PEA 316 Leadership I.
6. Provision of background check.
7. Evidence of Scriptural requirements for entry-level service in the Church: sound in doctrine with evidence of a vibrant Christian faith; a life above reproach, giving faithful Christian witness; competency in ministry content and skills.
8. Participation in pre-intern workshops/retreats in the semester prior to internship.
9. Approval of DCE Certification program coordinator and the Department of Christian Ministries.

### ***Graduation Requirements***

Students working toward certification as a Director of Christian Education (DCE Baccalaureate) complete the following:

1. 140 credits, including all area and course requirements.
2. Academic work with a minimum cumulative grade point average of 2.00 and a minimum cumulative grade point average of 2.50 in major and minor area courses.

### **Certification Requirements**

Graduation and certification are two separate processes; one does not guarantee the other. Requirements for certification are delineated in the DCE Certification Program Handbook.

### **Academic Program for Certification as a Director of Christian Education**

*Prerequisite:*

PSY101 Introduction to Psychology 4

### **Major: Parish Education and Administration**

46 credits

PSY215 Child and Adolescent Developmental Psychology for K-12 Educators 4

PEA366 Parish Education I 3

PEA367 Parish Education II 3

COM205 Group Communication and Facilitation 4

CVM370 Contextual Education I 1

CVM372 Contextual Education II 1

PEA312 Family and Youth Ministry 4

PEA316 Leadership I 4

PSY330 Introduction to Counseling 4

PEA401 Teaching the Faith Across the Lifespan 4

PEA411 Leadership II 4

ED454 Teaching the Faith 2

FAS400 Family Systems, Structures and Relationships 4

ED418 Adult Education and Development 4

### **Minor: Confessional Lutheranism**

21 credits

RLG203 Old Testament Narrative 3

RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

### **Certification Requirements**

38-47 credits

*Director of Christian Education Emphasis*

Professional Courses: (26-32 credits)

DCE361	DCE Practicum	2
DCE366	Introduction to the DCE Ministry	2
DCE367	DCE Pre-Internship	2
DCE433	Role of the Director of Christian Education	2
DCE497	Introduction to International Missions Director Christian Education Internship (international interns only)	6
DCE498	DCE Internship I	6
DCE499	DCE Internship II	6
ED330	Human Diversity and Relations	2
ED454	Teaching God's Children the Faith	2
THY460	Worship for Lutherans	2

**DCE Electives: 12-14 credits.** Students should consult their advisor regarding guided electives in various ministry fields. Students should consult the Department of Undergraduate Teacher Education for those additional requirements necessary to be certified as a church teacher.





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## Director of Christian Education with Lutheran Classroom Teacher Certification and Licensure

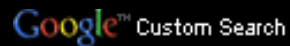
The student completes the DCE certification program with additional requirements determined to be licensed as teacher and certified as a Lutheran Classroom Teacher. Students should consult the Department of Undergraduate Teacher Education for those additional requirements necessary to be certified as a church teacher.

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## Director of Christian Outreach (DCO) Program

The purpose of the Director of Christian Outreach certification program is to prepare students for professional Word and Service ministry as equippers of the Church to carry out God's mission to seek and save the lost throughout the world.

Individuals desiring to be certified to the public ministry as Director of Christian Outreach in the Lutheran Church-Missouri Synod are prepared for full-time outreach service for the church. The primary function of the DCO is to stimulate, mobilize and support outreach efforts and educate and train people in evangelism and mission. A DCO works in either congregational-based outreach ministries (cross-culturally and same culture contexts) and in mission contexts in the United States and around the world. A DCO works in a team ministry setting under the supervision of a pastor or missionary and with members of a congregation, circuit, district or mission organization.

### Academic Requirements

To be certified as a Director of Christian Outreach, the student completes the following academic requirements:

#### Course of Study

1. General Education requirements
2. Minor in Confessional Lutheranism
3. Christian Outreach Major in either Parish/Cross cultural or Translation/Literacy.

#### *Prerequisites:*

For the Parish/Cross-cultural Track:

## COM205 Group Communication and Facilitation

For Both Parish Cross/Cultural and Bible Translation/Literacy Track:

RLG350 Religions of the World (fulfills GenEd Requirement) 4

*Required: (23 credits)*

THY280 Personal Witnessing 2

THY281 Principles of Christian Outreach 4

THY371 Mission of God 4

THY381 Congregational Outreach 4

THY382 Assimilation Ministries 3

THY473 Cross-cultural Outreach 4

THY495 All Within the Context of the Christian Gospel 2

**Track: (select one of the following)**

*Christian Outreach Major Track*

RLG350 Religions of the World 4

THY372 Life and Work on the Mission Field 2

THY461 Worship and Witness 2

THY480 Rural, Suburban, Urban Outreach 3

THY481 Christian Response: Religions of World 2

*Electives (6cr): Choose 6 credits from the following courses:*

RLG459 Studies in Religion and Society 2

PHI341 Major Systems in Philosophy 4

THY331 Seminar I Theology 4

THY409 Studies in Biblical Theology 2

*Parish/Cross Cultural Track (leads to DCO certification) (21 credits)*

DCO361 Intro to the Role of a DCO 2

PEA316 Leadership I 4

PEA401 Teaching the Faith Across the Lifespan 4

THY366 Outreach Practicum-Parish 2

THY367 Outreach Practicum-Cross Cultural 2

THY461 Worship and Witness 2

THY480 Rural, Suburban, Urban Outreach 3

THY481 Christian Response: Religions of World 2

*Bible Translation/Literacy Track (leads to DCO Certification) (21-22 credits)*

"L" courses from Summer Institute of Linguistics

L450 Articulatory Phonetics 2

L452 Syntax and Morphology I 4

L470 Introduction to Sociolinguistics 1

L480 Second Language Acquisition 2

DCO361 Intro to the Role of a DCO 2

THY372 Life and Work on the Mission Field 2

**Emphasis (select one of the following emphasis):**

*Translation Courses (Choose 8 credits)*

GRK211 Beginning Greek I 4

GRK212 Beginning Greek II 4

HBR311 Biblical Hebrew I 4

HBR312 Biblical Hebrew II 4

*Literacy Courses (Choose 7-8 credits):*

COM309	Intercultural Communication	4
ENG290	Language and Society	4
ED366	Educational Psychology	2
ED340	Linguistics for Language Teachers	4
ED342	Teaching Literacy	3

MINOR: Christian Outreach

22-24 credits

*Required: 16 credits*

THY280	Personal Witnessing	2
THY281	Principles of Christian Outreach	4
THY371	Mission of God	4
THY381	Congregational Outreach	4
THY495	All Within Context of Christian Gospel	2

*Electives: 6-8 credits (choose 6-8 credits from the following courses):*

RLG350	Religions of the World	4
THY372	Life and Work on the Mission Field	2
THY382	Assimilation Ministries	3
THY461	Worship and Witness	2
THY473	Cross-cultural Outreach	4
THY480	Rural, Suburban, Urban Outreach	3
THY481	Christian Response to the Religions of World	2

### **Internship**

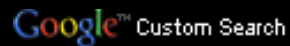
All students admitted to the program and desiring to be certified as DCOs must complete a full-time, supervised internship experience. This learning/service experience extends from 9-12 months and is normally taken after completion of the junior year. A student will normally be approved for an internship when s/he has:

1. successfully completed the entrance interview.
2. maintained a cumulative 2.50 GPA.
3. successfully completed RLG203, RLG206, RLG303, and THY330, THY341, THY421.
4. successfully completed THY281, THY366, THY367, THY371, and THY381, and an additional eight other credits from the major (a student intending to serve in a cross-cultural internship should also complete THY473, a student intending to serve in an overseas internship should complete THY372).

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## Director of Parish Music Program

The purpose of the Director of Parish Music certification program is to prepare students for professional Word and Service ministry which uses music to praise God, proclaim the Gospel and lead the song of the people in the life and worship of the Church.

The Director of Parish Music program is grounded in the belief that music is a gift of God and that the ministry of church musicians is to offer their special abilities to praise God, proclaim the Gospel in music, and lead the people's song in worship. The program builds upon the rich musical heritage of the Lutheran church while incorporating the best of contemporary music idioms. Among the distinctive features of the program are:

- a strong liberal arts foundation.
- a church music major which equips each student with knowledge and skills for leading parish music.
- a minor in Confessional Lutheranism.
- separate emphases for organ, piano, choral conducting, instrumental conducting, or guitar.
- field experience in a local parish.

Completing the following requirements leads to certification for service to the church as a parish musician.

### **Admission to Field Experience**

1. Minimum of 96 semester hours credit.
2. Cumulative GPA of 2.50 or above.
3. Cumulative GPA of 2.75 or above in Church Music Major.
4. Qualifying performance on organ, piano, voice, guitar, or other instrument appropriate to chosen track.
5. Approval of Music Department based on evaluation of student portfolio and recommendation of applied music

- and conducting instructors.
6. Pass the Keyboard Proficiency Exam.
  7. Admission to program interview and portfolio review with representative of CVM faculty.

### **Requirements for Graduation**

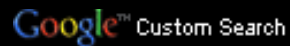
In addition to general requirements for graduation the candidate will:

1. Complete 128 credits with a cumulative GPA of 2.50 or above.
2. Complete the Church Music Major with cumulative GPA of 2.75 or above.
3. Complete the Confessional Lutheranism Minor (including THY460 Worship for Lutherans).
4. Submit a completed portfolio for Music Department approval.
5. Take the Sr. Music Outcomes Exam after completing the core music theory/history sequence.

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## Colloquy for Director of Christian Outreach, Director of Christian Education and Lutheran Classroom Teacher

The word colloquy is Latin for "interview" or "dialog together." It is a word used in a number of contexts. The Lutheran Church utilizes the colloquy (formal interview or dialog) to certify those who seek to be Ministers of Religion, Ordained, and Ministers of Religion, Commissioned in Lutheran congregations or Recognized Service Organizations (RSO), but who have not, for one reason or another, had formal training in a college, university or seminary of the denomination.

The Lutheran Church-Missouri Synod has charged Concordia University St. Paul and other Concordias within the Concordia University System with the task of colloquizing men and women to serve as Directors of Christian Education (DCE), Directors of Christian Outreach (DCO), Lutheran Classroom Teachers (LCT) or Concordia University Faculty (CUF). This preparation leads to Certification, Placement, and Installation as a Minister of Religion, Commissioned of The Lutheran Church-Missouri Synod.

Those who utilize the colloquy system demonstrate mastery of required outcomes so they may serve as Ministers of Religion, Commissioned. The Lutheran Church-Missouri Synod states that the candidate must seek entry into the colloquy program through one of the ten campuses of the Concordia University System, or for LCTs, through the colloquy program being offered electronically by CUENET on behalf of the Concordia University System.

Successful admission through the colloquy process at Concordia, St. Paul leads the candidate to Certification as a Minister of Religion, Commissioned either as DCO, DCE LCT or CUF. Upon certification, the candidate becomes eligible for a Call and placement into a calling entity of The Lutheran Church-Missouri Synod.

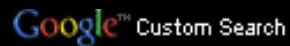


For more detailed information on individual programs see Director of Christian Education Colloquy, Director of Christian Outreach Colloquy, Lutheran Classroom Teacher Colloquy.

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## Director of Christian Education Colloquy

The DCE Colloquy exists to support the work of those who function as lay-practitioners in DCE-type positions within the Lutheran Church. The DCE Colloquy program will provide opportunity for a lay-practitioner to become rostered by the Lutheran Church-Missouri Synod as Minister of Religion, Commissioned.

### **Eligibility to be Colloquized by the Lutheran Church-Missouri Synod**

The DCE Colloquy program of Concordia University, St. Paul is designed to accomplish the objectives of the Director of Christian Education Certification Program through an alternative delivery system. The alternative delivery system is offered in order to enhance the work of lay specialists serving in congregations of The Lutheran Church-Missouri Synod in roles similar to that of certified Directors of Christian Education. Recognizing the gifts of those selected by the local congregation for service in their midst, the DCE Colloquy program will seek to strengthen the service through specialized training while credentialing mastery through life experience. Certification is the responsibility of the University or College that houses the DCE program. Certification is the attestation of the University that the candidate has met the entry-level standards in three areas:

1. Demonstrates solid doctrine through competency in and commitment to the Scriptures and the Lutheran Confessions.
2. Lives a life above reproach.
3. Demonstrates competency as a lifespan Christian Educator.

Certification is the responsibility of the University or College that houses the DCE Program. Certification is the attestation of the University that the candidate has met the entry-level standards in three areas:

To be eligible for admission to DCE Colloquy program the applicant must:

1. Possess an earned Baccalaureate degree.
2. Demonstrate a minimum 2.5 cumulative grade point average.
3. Be a member of a congregation of The Lutheran Church-Missouri Synod.
4. Serve on the professional ministry staff in a congregation or Recognized Service Organization (RSO) of The Lutheran Church-Missouri Synod.
5. Apply for Colloquy as a Minister of Religion, Commissioned-Director of Christian Education in The Lutheran Church-Missouri Synod.
6. Receive the approval of the College of Vocation and Ministry

### **Eligibility to be Certified by The Lutheran Church-Missouri Synod**

Certification by the faculty of Concordia University, St. Paul, MN will follow satisfactory completion of required coursework and the completion of either the Colloquy or CERTIFICATION REVIEW PROCESS.

1. Successfully complete all course work, field and clinical experiences;
2. Maintain a 2.5 CGPA;
3. Through the final Professional Portfolio and Interview, provide evidence of having developed the necessary qualities and competencies identified for admission to public ministry;
4. Receive recommendation from the Colloquy Interview Team and the Director of the DCO Certification Program;
5. Be approved through the colloquy process of the Lutheran Church-Missouri Synod.

### **Application and Registration Procedures**

1. For application materials contact Kathryn Hagen at 651-641-6194 or Dr. Stephen Stohlmann, Director of Colloquy at 651-641-8824 or Kristen Schoon at 651-641-8230.
2. Complete all application materials and return to Kathryn Hagen at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104
3. Submit official sealed transcripts of all work in higher education to Kristen Schoon in the Admissions Office. She will send copies to the Colloquy Office.
4. Once all materials have been received the Director of Colloquy will schedule a Colloquy entrance interview with the candidate. The interview team will be composed of the Director of Colloquy, the Director of the DCE Program, and another rostered commissioned minister.
5. Upon recommendation by the colloquy interview team the director of Colloquy will forward the applicants file to the applicant's district president for approval. Upon the district President's approval, the applicants file will be forwarded to the office of the First Vice President of the Lutheran Church Missouri Synod for approval and publication in the Lutheran Witness. After a 60 day waiting period the applicant is normally approved for entry into the colloquy program
6. The Director of Colloquy will make recommendation for the applicant's acceptance into the DCE Colloquy Certification process to the Professional Standards Committee and the College of Vocation and Ministry.
7. The College of Vocation and Ministry will approve the applicant for entry into the DCE Colloquy program.

## Tuition

Courses taken through Concordia University, St. Paul will be charged the established rate. Those fulfilling the Theology courses through the CUENET Online Colloquy Program will register and pay fees established through this program.

## Curricular Requirements for DCE Colloquy

The Handbook of The Lutheran Church-Missouri Synod prescribes in By-Law H. 6.123 that an individual seeking certification as Director of Christian Education through colloquy must meet the standards established through the Concordia University site at which application is made. The Director of Christian Education Certification Programs of the six Concordia's offering certification as a Director of Christian Education work together to maintain a partnership that strives for curricular focus and partnership.

Each Concordia provides a variety of delivery systems. Concordia University, St. Paul accepts transfer from other institutions and grants credit for documented life experience.

Each transcript is assessed on an individual basis and every attempt is given to provide exemption for life experience.

*The curricular requirements of Concordia University, St. Paul include: Colloquy Core:*

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

OR

Scripture and Theology courses may also be taken through the Concordia Online Colloquy Program (CUENET). For information on this technology based instruction contact the Concordia University Education Network (CUENET), 345 Cyber Drive, Bend, Oregon, 1-800-238-3037, [colloquy@cuenet.edu](mailto:colloquy@cuenet.edu).

Old Testament		New Testament
History of Theology		Lutheran Confessions

Christian Doctrine		Varieties of Belief
Lutheran Teacher I		Lutheran Teacher II

Education requirements will be met through the DCE Colloquy Cohort program which includes the following programs:

CLQ576	Colloquy: Intro to DCE Ministry **
CLQ512	Colloquy: Volunteer Management
CLQ513	Colloquy: Ministry Teams in the Parish
CLQ515	Colloquy: Teaching the Faith Across the Lifespan
CLQ519	Colloquy: Teaching Strategies for Adults
CLQ520	Colloquy: Leadership
CLQ572	Colloquy: Family & Youth Ministry
CLQ478	Colloquy: Internship I *
CLQ479	Colloquy: Internship II *
CLQ573	Colloquy: Role of the DCE
*Taken on site of parish service.	
**REQUIRED RESIDENCY AT Concordia University, St. Paul	

### Field Work and Clinical Experiences

Field work and clinical experiences may be taken at the site of parish service. These experiences will be designed on the basis of need as identified through consultation between the Director of the DCE Program, the applicant and the pastor of the congregation served by the applicant.

### Transferring Courses

Any courses successfully taken from and transcribed at a Concordia University System institution or other accredited institutions of higher education may be transferred into the program, if such courses directly correlate with Specialist/Colloquy course. The applicant is responsible for ensuring that appropriate transcripts are sent to Concordia University. The Director of

the DCE Program and the Registrar make final decision regarding transfer and acceptance of coursework.

### **Credit/Exemption for Life Experience**

Credit or exemption for life experience may be granted by documenting accomplishment of outcomes through a portfolio process. The applicant and academic advisor will identify courses that may have been accomplished through life experience. The applicant may then compile a portfolio consisting of essays and/or statements of verification that will document accomplishment. The course instructor will then review the portfolio for verification.

### **Final Certification Review Process**

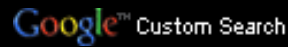
The Certification Review Process serves as the outcomes examination for the Parish Education Major and the DCE Certification Program, providing a final review before application for Certification and providing closure and synthesis for the DCE candidate. The Certification Review Process will serve as the colloquy examination for those seeking to be placed on the roster of The Lutheran Church-Missouri Synod as Ministers of Religion, Commissioned as Directors of Christian Education.

The Certification Interview is to be scheduled after DCE Internship and in conjunction with application for Synodical placement. The interview team membership shall include the Director of Colloquy as chair, the Director of Christian Education program and another rostered Commissioned Minister.

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## Lutheran Classroom Teacher Colloquy

Concordia University, St. Paul offers two routes for those seeking to be Certified as Ministers of Religion, Commissioned serving as Lutheran Classroom Teachers.

1. Enrollment in courses offered on the campus of Concordia, University, St. Paul.
2. On-Line Teacher Colloquy through CUENET.

### Option I - Complete Minor Confessional Lutheranism at Concordia University

RLG203	Old Testament Narritive	3
RLG206	New Testament	3
RLG241	Church History	3
RLG301	Old Testament II	3
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Church Ministry and Practice	3

### Option II - Complete CUENET program

Old Testament		New Testament

History of Theology		Lutheran Confessions
Christian Doctrine		Varieties of Belief
Lutheran Teacher I		Lutheran Teacher II

### **Eligibility**

The applicant must:

1. Hold a bachelor's degree from an accredited institution of higher education.
2. Possess a valid state teaching license.
3. Hold membership in a congregation of The Lutheran Church-Missouri Synod.
4. Be presently teaching in a Lutheran school.
5. Demonstrate ability to meet the Scriptural standards for admission into the public ministry of the Church.

### **Application**

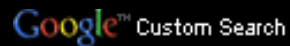
1. For application materials contact Kathryn Hagen at 651-641-6194 or Dr. Stephen Stohlmann, Director of Colloquy at 651-641-8824 or Kristen Schoon at 651-641-8230.
2. Complete all application materials and return to Kathryn Hagen at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104.
3. Submit official sealed transcripts of all work in higher education to Mary Lewis.
4. Once all materials have been received the Director of Colloquy will schedule a Colloquy entrance interview with the candidate. The interview team will be composed of the Director of Colloquy and two rostered commissioned ministers.

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## Director of Christian Outreach Colloquy

The DCO Colloquy exists to support the work of those who function as lay-practitioners in DCO-type positions within the Lutheran Church. The DCO Colloquy program will provide opportunity for a lay-practitioner to become rostered by the Lutheran Church-Missouri Synod as a Minister of Religion, Commissioned.

### **Eligibility to be Colloquized by the Lutheran Church- Missouri Synod**

Certification through Colloquy by the faculty of Concordia University, St. Paul, MN will follow satisfactory completion of the colloquy interview conducted by rostered members of the Concordia University faculty and staff. Admission to the DCO Colloquy does not constitute assurance of later certification or approval for Synodical Placement. Certification and admission to the public ministry of the Lutheran Church-Missouri Synod gives testimony that the candidate is:

1. Sound in the understanding of the Scriptures and the Lutheran Confessional writings;
2. Living a life above reproach;
3. Competent for entry-level service in the Church as a Director of Christian Outreach.

To be eligible for admission to DCO Colloquy the applicant must:

1. Possess an earned Baccalaureate degree;
2. Be a member in good standing of an LCMS congregation;
3. Serve on the professional ministry staff of a congregation or Recognized Service Organization of the Lutheran Church-Missouri Synod.

### **Eligibility to be Certified by the Lutheran Church-Missouri Synod**

Certification by the faculty of Concordia University, St. Paul, MN will follow satisfactory completion of required coursework and the completion of either the Colloquy or CERTIFICATION REVIEW PROCESS.

1. Successfully complete all course work, field and clinical experiences;
2. Maintain a 2.5 CGPA;
3. Through the final Professional Portfolio and Interview, provide evidence of having developed the necessary qualities and competencies identified for admission to public ministry;
4. Receive recommendation from the Colloquy Interview Team and the Director of the DCO Certification Program;
5. Be approved through the colloquy process of the Lutheran Church-Missouri Synod.

#### **Application and Registration Procedures**

1. For application materials contact Kathryn Hagen at 651-641-6194 or Dr. Stephen Stohlmann, Director of Colloquy at 651-641-8824 or Kristen Schoon at 651-641-8230.
2. Complete all application materials and return to Kathryn Hagen at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104
3. Submit official sealed transcripts of all work in higher education to Kristen Schoon in the Admissions Office. She will send copies to the Colloquy Office.
4. Once all materials have been received the Director of Colloquy will schedule a colloquy entrance interview with the candidate. The interview team will be composed of the Director of Colloquy, the Director of the DCO Program, and another rostered commissioned minister.
5. Upon recommendation by the colloquy interview team the Director of Colloquy will forward the applicant's file to the office of the First Vice President of the Lutheran Church-Missouri Synod for approval and publication in the Lutheran Witness. After a 60 day waiting period the applicant is normally approved for entry into the colloquy program.
6. The Director of Colloquy will make recommendation for the applicant's acceptance in the DCO Colloquy Certification process to the Professional Standards Committee and the College of Vocation and Ministry.
7. The College of Vocation and Ministry will approve the applicant for entry into the DCO Colloquy program.
8. For application to the Master of Arts in Christian Outreach Program (MACO) - (the delivery vehicle for DCO Colloquy) contact the MACO Administrative Assistant in the Hoffmann Institute office 651-641-8224.
9. Those choosing to apply for the MACO degree program should complete all MACO application forms and return with official transcripts to the MACO office at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104. Those seeking colloquy apart from a MACO degree should apply for admittance to Concordia University through the Universities Office of Admissions, Attention Kristen Schoon, Admissions, Concordia University, 275 Syndicate St. North, St. Paul, MN 55104.
10. Upon receipt of all forms and acceptance into the MACO program and acceptance into the university as a student in either the undergraduate or MACO program the applicant will be contacted by the Director of Colloquy to arrange an entrance interview. The interview team will consist of the Director of Colloquy (Chair), The Director of the DCO Program, and one other rostered person (faculty, staff or DCO from the field).

#### **Tuition**

Courses taken through Concordia University, St. Paul will be charged the established rate. For Theology course work taken through the on-line CUENET program the applicant will register and pay the fees established by that program.

### **Curricular Requirements for DCO Colloquy**

The curricular requirements of the Director of Christian Outreach Program at Concordia University, St. Paul include:

1. Minor in Confessional Lutheranism or Synodical CUENET Theology Courses;
2. Outreach Major or Master of Arts in Christian Outreach;
3. Internship experience supervised by the University

*The curricular requirements for the minor in Confessional Lutheranism are:*

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

The normal academic program for DCO Colloquy is to take the Master of Arts Christian Outreach (MACO). DCO Colloquy students may take the course work for the master's degree or simply for colloquy. For MACO application forms contact 651-641-8224.

A two credit seminar Introduction to the Role of a DCO will be offered prior to the start of the internship experience. This is normally taken the second summer of participation in MACO for DCO colloquy candidates.

### **Field Work and Clinical Practice Experiences**

Field work and clinical practice experiences may be taken at the site of parish service. These experiences will be designed on the basis of need as identified through consultation between the Director of the DCO Program, the applicant and the pastor of the congregation, or the direct supervisor within the organization served by the applicant.

### **Transfer Courses**

Any courses successfully taken from and transcribed at a Concordia University System institution or other accredited institutions of high education may be transferred into the program, if such courses directly correlate with Specialist/Colloquy coursework. The applicant is responsible for ensuring that appropriate transcripts are sent to Concordia University. The Director of Colloquy, Director of the DCO Program and the Registrar make final decisions regarding transfer acceptance of coursework.

Scripture and Theology courses must be taken through an institution of the Concordia University System or Valparaiso University. Scripture and Theology courses may also be taken through the Concordia Online Colloquy Program (CUENET.) For information on this technology based instruction see or contact the Concordia University Education Network, 345 Cyber Drive, Bend, Oregon, 1-800-238-3037, or <http://www.cuenet.edu/colloquy>.

### **Credit / Exemption for Life Experience**

Credit or exemption for life experience may be granted by documenting accomplishment of outcomes through a portfolio process. The applicant and academic advisor will identify courses that may have been accomplished through life experience. The applicant may then compile a portfolio consisting of essays and/or statements of verification that will document accomplishment. The course instructor will then review the portfolio for verification.

### **Final DCO Colloquy Certification Review Process**

The final certification will serve as the colloquy examination for those seeking to be placed on the roster of The Lutheran Church-Missouri Synod as Ministers of Religion, Commissioned, as Directors of Christian Outreach.

1. The final certification review process will be through a two hour interview which will include the following:
  - a. Examination and discussion of content knowledge of the Old and New Testament
  - b. Examination and discussion of content knowledge of the Lutheran Confessions and Christian Doctrine.
  - c. Expression of synthesis of Outreach Philosophy through the final Philosophy of DCO Ministry paper. The outline for this paper may be obtained in the application for certification review materials and is discussed in the Intro to the Role of a DCO course.
  - d. Documentation of successful completion of the applicant's plan together with a 2.5 CGPA in all course work taken.
  - e. Submission of final professional portfolio to the Colloquy Interview team.
2. The Colloquy Certification Interview is to be scheduled after DCO internship and in conjunction with application for synodical placement.
3. Approval of the Professional Standards Committee, Dean and Faculty of the College of Vocation and Ministry. In the event that a student is not recommended for certification the applicant may appeal for reconsideration to the Vice President of Academic Affairs. The Vice President of Academic Affairs shall determine the nature of the reconsideration process.

4. Approval by the Colloquy process of the Lutheran Church-Missouri Synod as specified in the Synodical Handbook By-law 3.8.3.5.1-3.

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## Theology Major

41 credits

*Prerequisites:*

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG303	Old Testament II	2

*Required: (19 credits)*

RLG241	Church History	3
THY330	Our Living Faith	4
THY331	Seminar in Theology	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3
THY495	All Within the Context of the Christian Gospel	2

*Electives: (6 credits)*

*choose 2 credits:*

ARC101	Introduction to Archaeology	2
RLG459	Studies in Religion and Society	2
THY280	Personal Witnessing	2
THY409	Studies in Biblical Theology	2
THY439	Studies in Christian History and Thought	2
THY460	Worship for Lutherans	2

Tracks: (select 1 track)

*Theology Track (16 credits from courses not taken above):*

ARC250	Near Eastern Archaeology	4
ARC301	Palestine and Its Material Remains	4
ARC351	Field Archaeology	4
ED454	Teaching the Faith	2
PHI341	Major Systems of Philosophy	4
RLG350	Religions of the World	4
RLG391	Luther's Germany	2
RLG400	Jerusalem: God at the Center	4
RLG459	*Studies in Religion and Society (repeatable)	2
RLG488	Independent Study	1-4
THY280	*Personal Witnessing	2
THY371	Mission of God	4
THY381	Congregational Outreach	4
THY409	*Studies in Biblical Theology (repeatable)	2
THY439	*Studies in Christian History and Thought (repeatable)	2
THY460	Worship for Lutherans	2
THY461	Worship and Witness	2
THY473	Cross-Cultural Outreach	4
THY480	Rural, Suburban and Urban Outreach	4

THY481 Christian Response to the Religions of the World 2

\*courses not taken in the core may be taken in the track. However, no single occurrence of a course may be counted both in the core and in the track.

*Biblical Languages Track: (16 credits) select credits representing two languages:*

*Required (10 credits)*

GRK212	Biblical Greek II	4
GRK250	Intermediate Greek	2
HBR312	Biblical Hebrew II	4

*Electives (8 credits)*

GRK312	Matthew	2
GRK314	Mark	2
GRK316	Luke	2
GRK412	Galatians and Romans	2
GRK414	Corinthians	2
GRK416	General Epistles	2
HBR411	Biblical Hebrew Prose Readings	2
HBR413	Biblical Hebrew Poetry Readings	2

*Liberal Studies: (16 credits)*

Students select a coherent grouping of 300- and 400-level from the liberal arts and sciences with the approval of the department. Approval must be sought before enrollment in the second course in the sequence. Students will prepare a portfolio of best work including samples representing each course.

Students must prepare a portfolio in the department as part of the application for the major.



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## Bible Translation Minor

24 credits

*Prerequisite:*

GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4

*Required: (22 credits)*

GRK212	Beginning Greek II	4
GRK250	Intermediate Greek	2
HBR311	Biblical Hebrew I	4
HBR312	Biblical Hebrew II	4

*Taken at the Summer Institute of Linguistics:*

Introductory linguistics courses approved by the Graduate  
Institute of Applied Linguistics, Dallas, TX (10 credits)

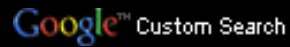
*Electives: (4 credits)*

GRK312	Matthew	2
GRK314	Mark	2
GRK316	Luke	2
GRK412	Galatians and Romans	2
GRK414	Corinthians	2
GRK416	General Epistles	2
HBR411	Biblical Hebrew: Prose Readings	4
HBR413	Biblical Hebrew: Poetry Readings	4

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## Biblical Languages Minor

22-24 credits

*Required (18 credits)*

GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4
GRK250	Intermediate Greek	2
HBR311	Biblical Hebrew I	4
HBR312	Biblical Hebrew II	4

*Electives: (4-8 credits)*

GRK312	Matthew	2
GRK314	Mark	2
GRK316	Luke	2
GRK412	Galatians and Romans	2
GRK414	Corinthians	2
GRK416	General Epistles	2
HBR411	Biblical Hebrew: Prose Readings	4

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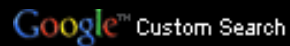
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## Confessional Lutheranism Minor

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3



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## Archaeology

### **ARC101 Introduction to Archaeology - 2 credits**

This course surveys the history and methods of the discipline of archaeology. It examines the relationships between historical records and material remains, and it provides hands-on experience with material remains.,

### **ARC250 Near Eastern Archaeology - 4 credits**

The course surveys the archaeology of the Levant from prehistoric times into the Islamic periods. It explores sites, monuments, and artistic remains as expressions of each society's institutions, beliefs, and self-understanding. This course also introduces the main issues in the practice of Near Eastern archaeology.

### **ARC301 Palestine and Its Material Remains - 4 credits**

Students pursue a selective acquaintance with the geography, history and material remains of Palestine. Extensive reading, travel to Israel, volunteer participation in a dig and reflective writing enable students to grasp the significance of the land, its cultures, religions, and remains.

### **ARC351 Field Archaeology - 4 credits**

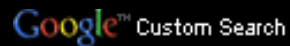
Through work at a field site, students gain experience in the excavation, recording, collection, conservation, and interpretation of material remains.

### **ARC498 Archaeology Lab Internship - 2 credits**

This internship provides the student with an in-depth experience in a lab setting that processes and documents archaeological finds. The student learns to apply standard techniques and practices.

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## Pre-Pastoral Studies

### Purpose Statement

The purpose of pre-pastoral education in the Concordia University System is to prepare students for theological studies and pastoral formation at a seminary of The Lutheran Church-Missouri Synod. This preparation includes:

- competency in biblical knowledge, the biblical languages and Lutheran doctrine.
- competency in advanced communication skills in reading, writing and speaking.
- skills in critical thinking and philosophical inquiry.
- acquisition of a global perspective.
- the understanding of and appreciation for the Lutheran ethos, identity and ethic; and
- helping the student to perceive, proclaim and live out the centrality of the Gospel for the whole of life.

### Curriculum

Pre-pastoral students are expected to complete the following studies:

- General education core curriculum.
- Minor in Confessional Lutheranism.
- Another minor or major from the following options:
  - minor or major offered by the Department of Religion and Theology.
  - liberal studies minor or major.
  - Outreach minor and major
  - parish education and administration minor or major.

Whichever of the above routes students elect to follow, it is highly recommended that they include the following in their

curriculum in order to fully prepare themselves for the study of theology at the seminary level:

- a. Four semesters of Greek.
- b. Two semesters of Hebrew.
- c. One semester of psychology or sociology.
- d. One semester of philosophy.
- e. One semester of public speaking (required by the LCMS seminaries.)

#### **Recommendation to LCMS Seminaries**

In addition to the graduation requirements as specified for the baccalaureate degree, successful completion of the following is required for recommendation of students by the Department of Religion and Theology and the president of the university to one of the theological seminaries of The Lutheran Church-Missouri Synod:

- a. completion of the pre-professional skills test (PPST) administered by the university testing office before the end of the sophomore year.
- b. interview by the Pre-pastoral director before first semester of the junior year.
- c. pass the seminary competency tests in Old Testament, New Testament, Christian Doctrine, Hebrew and Greek.
- d. submit a portfolio to their senior interviewer (assigned by the Pre-pastoral director) containing the following:
  1. autobiography describing what led the student to study for the pastoral ministry.
  2. five to six page essay that demonstrates their understanding of Christian worship and describes their participation in worship while a student at Concordia; describes their personal commitment to the Gospel of Jesus Christ; and characterizes their current understanding of the pastoral office.
  3. documentation of their participation in campus and congregational worship life during their time as a student at Concordia;
  4. description of their involvement and responsibilities in campus and congregational organizations, committees, and events.
  5. documentation of successful completion of General Education Core Curriculum, the Minor in Confessional Lutheranism, another minor or major and the pre-seminary curriculum courses.
  6. PPST scores.
  7. documentation and evaluation of cross-cultural experience.

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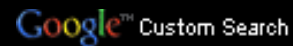
## Pre-Deaconess Studies

A Deaconess is someone dedicated to a life of spiritual care of those in need. Historically, deaconesses have served their Lord in many capacities. They have been spiritual care providers, teachers, and nurses on the staff of congregations and institutional agencies of the church. They have been especially devoted to the spiritual care of the unfortunate. The Pre-Deaconess program at Concordia University St. Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia St. Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia, River Forest, Deaconess program, or may graduate from CSP and may continue preparation at Concordia Seminary, St. Louis or Concordia Theological Seminary, Ft. Wayne, Indiana earning the Master of Arts and the Deaconess certification.

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## Graduate Admission

### General Information

Candidates for graduate admission to Concordia 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.

### Acceptance to Concordia University

All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the graduate admission committee.

### Application Procedures

Each program shall require the following:

1. Official documentation (transcripts) of an accredited baccalaureate degree;
2. An overall G.P.A. of 2.75 on a 4.0 scale, or a 3.0 on a 4.0 scale for the last two years of the undergraduate degree;
3. An application (application fee waived for CSP alumni) and application fee;
4. Letters of recommendations from non-relatives;
5. Professional resume;
6. A signed copy of the technology agreement; and
7. Personal interview with department.

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

#### MA in Education and Human Services (College of Education)

- Students must have completed at least 13 semester credits of baccalaureate work in education, psychology, or sociology. If students lack these required credits, life experience essays demonstrating proficiency in the specific emphasis area selected by the student may be accepted.
- Submit a portfolio or essay that describes the following:
  - Work experience and how it prepared the student for this degree;
  - Leadership positions held, memberships in professional organizations, service on boards and committees;
  - Evidence of personal leadership potential; and
  - Educational and professional goals.

#### MA in Education: Differentiated Learning Emphasis (College of Education)

- Submit a portfolio that contains a current resume and a 1-3 page statement of personal philosophy regarding students with diverse learning needs.

#### MA in Christian Outreach (College of Vocation and Ministry)

- A letter of recommendation from the applicant's pastor; two letters of recommendation from individuals who can verify applicant's outreach ministry experience or knowledge;
- Outreach work experience resume;
- Written expression of applicant's rationale for pursuing the degree; and
- Undergraduate courses in Old Testament, New Testament, and Christian doctrine, or demonstration of competency in course areas must be completed by the beginning of the second summer residency.

#### **Appeal of Policy and Procedure**

A. Graduate students may appeal decisions made by program faculty or administrators regarding admission to the program or questions that may arise as a result of a candidate's academic performance.

B. Steps for appeal include:

1. The student should first consult directly with the director of graduate admission. The formal appeal process will be offered and explained in detail.
2. Students submitting a formal written appeal will be reviewed by the Graduate Admission committee,

- academic dean(s) and program representatives.
3. Appeals will be reviewed within two weeks.
  4. Communication of formal appeal will be provided in written letter to the graduate applicant.
  5. Any appeal shall be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed.

### **Application Contacts**

Persons seeking graduate admission should direct all correspondence to the Office of Graduate Admission, Concordia University, St. Paul, 275 Syndicate Street North, St. Paul, Minnesota 55104-5494. Students may also submit an on-line application at [www.csp.edu](http://www.csp.edu)

Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, transcripts, and fees. Remittances should be made payable to Concordia University, St. Paul and sent to the Office of Graduate Admission.

### **Immunization**

Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs.

In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to our campus nurse.

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

1. Apply for re-admission through the Office of Graduate Admission. No application fee is required.
2. Submit information concerning activities since last attending Concordia, 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) be sent to the registrar.

### **International Students**

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.
2. Submit evidence of one or more of the following:
  - o a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test.
  - o b. Equated score of at least 70 on the Michigan test.
  - o c. Completed level 112 from English Language Services (ELS). Based on these test results, Concordia's testing program results, and the student's classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.
3. Demonstrate 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 Graduate Admission and the first semester is paid in full.
4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.
5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

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- Dean's Welcome

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- [Library](#)
- [Registrar](#)

**Contact College of Vocation and Ministry**

Rev. Dr. David Lumpp  
Dean  
Local: 651-641-8217  
[lumpp@csp.edu](mailto:lumpp@csp.edu)

**Mailing Address**

275 Syndicate Street North  
St. Paul, MN 55104-5494  
Local: 651-641-8278



## College of Vocation and Ministry

The College of Vocation and Ministry (CVM) is a new and creative innovation within Concordia University to demonstrate an integrated and intentional approach to Concordia's role in Church and community.

CVM is both an academic and a service unit in partnership with the other colleges of Concordia University and is committed to promoting academic excellence and the development of professional and lay leaders.

CVM exists to serve the Concordia community and the Church at large, helping each constituency in the identification and use of gifts for service in home, workplace, community and congregation.

### Offices & Departments

-  [Department of Christian Ministries](#)
-  [Office of Church Work Placement](#)
-  [Department of Religion and Theology](#)
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"The College of Vocation and Ministry is animated by the conviction that all of Concordia's students should confront the gospel of Jesus Christ in its biblical contexts and in ways pertinent to their individual interests or vocational pursuits. To that end, whether in preparing traditional church work students or engaging the larger university community, the College strives to champion every clause of Concordia's mission statement, which climaxes with the wonderful conclusion, 'all within the context of the Christian gospel.' For the College of Vocation and Ministry, the university mission statement is an expression of our theological and educational commitment, as well as an invitation to personal and academic opportunity."

David A. Lumpp

Dean, College of Vocation and Ministry

Last updated on February 02, 2010.

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Please contact [Rev. Dr. David Lumpp](#) about content on this page

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