



# Concordia

UNIVERSITY • SAINT PAUL

## 2017-18 ACADEMIC CATALOG

Undergraduate & Graduate



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# HOME

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A comprehensive & coeducational Lutheran university.

Founded in 1893, Concordia University is located in the Midway neighborhood of Saint Paul, Minnesota. The university operates under the auspices of The Lutheran Church – Missouri Synod, and currently grants the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Business Administration, Bachelor of Fine Arts, Master of Arts, Master of Fine Arts, Master of Science, Master of Business Administration, Educational Specialist, Doctor of Education, and Doctor of Physical Therapy.

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# UNIVERSITY INFORMATION

## From the Office of the President

Dear Friends:

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

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

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

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

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

Rev. Dr. Thomas K. Ries  
University President

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

All information in this Academic Catalog was current at the time of publication. However, the information in this catalog does not constitute a contract between Concordia University and the student. The material contained in this catalog is for information only. The university reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice. All questions may be referred to

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## Logo

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

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

## The Concordia Seal

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

## University Mission

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

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

Therefore, the university pursues the following purposes:

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

## Vision and Values

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

## Motto

In litteris proficere volo malo diligere Jesum

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

## Promise to Students

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

## College Profile

Type	Private not-for-profit
	Comprehensive, Coeducational
Affiliation	The Lutheran Church – Missouri Synod
Level	Four-year or above
Undergraduate Instructional Program	Professions focus, some graduate coexistence
Graduate Instruction Program	Post-baccalaureate professional (education dominant)
Enrollment Profile	Majority undergraduate
Undergraduate Profile	Full-time four-year, selective lower transfer-in
Student Population (headcount)	4,535 (Fall 2016)
Student Population (full-time equivalent)	3,896 (Fall 2016)
Size and Setting	Small four-year, primarily residential; urban
Basic	Master's Colleges and Universities (larger programs)

## History of the University

Concordia University was founded in 1893 to provide a Christian learning environment for high school students preparing to enter the professional ministries of The Lutheran Church – Missouri Synod. In the ensuing decade, Concordia continued to grow, adding a fourth year of high school and by 1921 had added the freshman and sophomore college years. The

change made it possible for Concordia High School students to remain at their high school alma mater to complete their first two years of college work before transferring to a Concordia Senior College where they would finish their studies in the church professions or teaching.

Concordia College admitted its first class of female students in fall 1950 – much to the delight of the young men on campus and to the dismay of coeducational opponents who predicted a significant drop in academic achievement. Despite this new “distraction,” students continued to excel in their studies. Concordia College entered a decade of intense expansion and growth. The college began granting Associate in Arts degrees in 1951 and earned accreditation as a two-year college in 1959.

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

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

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

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

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

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

## University Contact Information

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



## Concordia College and University Presidents

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

## Academic Affiliates

American Association of Colleges of Teacher Education (AACTE)  
 Concordia University System (CUS)  
 Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
 Council of Graduate Schools (CGS)  
 Council of Independent Colleges (CIC)  
 Higher Learning Commission (HLC)  
 Midwestern Association of Graduate Schools (MAGS)  
 Minnesota Association of Colleges of Teacher Education (MACTE)  
 Minnesota Department of Education (MDE)  
 Minnesota Office of Higher Education (OHE)  
 Minnesota Private College Council (MPCC)  
 National Association for Education of Young Children (NAEYC)  
 Council for the Accreditation of Educator Preparation (CAEP)  
 National Council for Family Relations (NCFR)

## Academic Calendars

### Academic Calendar 2017-2018

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

#### Fall Semester 2017

August 25, Friday- August 27, Sunday	Move in days/Welcome Weekend
August 28, Monday	Traditional undergraduate classes begin
September 1, Friday	Last day to add a traditional full semester course
	Last day to add or drop a traditional first half semester course without record
September 3, Sunday	Last day to add a cohort or SCS first half semester course
September 4, Monday- Labor Day	No traditional classes Classes begin for cohort and SCS first half semester
September 10, Sunday	Last day to drop a cohort or SCS first half semester course without record
September 11, Monday	Last day to drop a traditional full semester course without record

October 2, Monday	Last day to withdraw from a traditional first half semester course
October 8, Sunday	Last day to withdraw from a cohort or SCS first half semester course
October 13, Friday- October 15, Sunday	Fall break - no traditional classes
October 18, Wednesday	Midterm/end of traditional first half semester courses Deadline for requesting a P-N in a traditional full semester course
October 20, Friday	End of cohort and SCS first half semester courses
October 22, Sunday	Last day to add a cohort or SCS second half course
October 23, Monday	Traditional second half semester courses begin Cohort and SCS second half semester courses begin
October 27, Friday	Last day to add or drop a traditional second half semester course without record
October 29, Sunday	Last day to drop a cohort or SCS second half semester course without record
November 7, Tuesday	Last day to withdraw from a traditional full semester course
November 22, Wednesday- November 26, Sunday	Thanksgiving break
November 29, Wednesday	Last day to withdraw from a traditional second half semester course
December 3, Sunday	Last day to withdraw from a cohort or SCS second half semester course
December 8, Friday	Last day of traditional classes
December 11, Monday- December 14, Thursday	Fall semester finals for traditional classes
December 15, Friday	Last day of cohort and SCS second half semester courses Residence hall move out day
December 20, Wednesday	All grades due
December 16, 2017, Saturday - January 7, 2018, Sunday	Semester break
<b>Spring Semester 2018</b>	
January 7, Sunday	Last day to add a cohort or SCS course
January 8, Monday	Classes begin (traditional, cohort and SCS)
January 12, Friday	Last day to add a traditional full semester course Last day to add or drop a first half semester course without record
January 15, Monday	Martin Luther King day, no classes Last day to drop a cohort or SCS first half course without record

January 22, Monday	Last day to drop a full semester course without record
February 12, Monday	Last day to withdraw from a traditional, cohort or SCS first half semester course
February 23, Friday	Midterm/end of traditional first half semester courses
	<i>End of cohort &amp; SCS first half semester courses</i>
	Deadline for requesting a P-N for a traditional full semester course
February 24, Saturday- March 4, Sunday	Spring break (no classes for all students)
March 4, Sunday	Last day to add a cohort or SCS second half semester course
March 5, Monday	Second half semester courses begin (traditional, cohort and SCS)
March 9, Friday	Last day to add or drop a traditional second half semester course without record
March 11, Sunday	Last day to drop a cohort or SCS second half course without record
March 23, Friday	Last day to withdraw from a traditional full semester course
March 25, Sunday- April 1, Sunday	Easter break - cohort & SCS courses
March 29, Thursday- April 2, Monday	Easter break - traditional courses
April 11, Wednesday	Last day to withdraw from a traditional second half semester course
April 15, Sunday	Last day to withdraw from a cohort or SCS second half semester course
April 27, Friday	Classes end (traditional, cohort and SCS)
April 30, Monday- May 3, Thursday	Spring semester finals for traditional courses
May 3, Thursday	Grades due for cohort and SCS courses
May 4, Friday	Residence hall move out day
May 4, Saturday- May 5, Saturday	Baccalaureate Service and Commencement ceremonies to be announced
May 9, Wednesday	Grades due for traditional courses

### Summer School 2018

May 13, Sunday	Last day to add a first half semester course
May 14, Monday	First half semester courses begin
May 20, Sunday	Last day to drop a first half semester course without record
May 28, Monday – Memorial Day	Offices closed, no classes
June 17, Sunday	Last day to withdraw from a first half semester course
June 29, Friday	First half semester courses end
July 1, Sunday – July 8, Sunday	Holiday week, no classes

July 6, Friday	Grades due for first half semester courses
July 8, Sunday	Last day to add a second half semester course
July 9, Monday	Second half semester courses begin
July 15, Sunday	Last day to drop a second half semester course
August 12, Sunday	Last day to withdraw from a second half semester course
August 24, Friday	Second half semester courses end
August 30, Thursday	Grades due for second half semester courses

## Academic Calendar 2018-2019

### Fall Semester 2018

September 1, Saturday - September 3, Monday	Move in days/Welcome Weekend
September 4, Tuesday	Classes begin for all students
October 11, Thursday – October 14, Sunday	Fall break - no traditional face to face classes meet
October 19, Friday	Midterm/end of first half semester courses
October 22, Monday	Second half semester courses begin
November 22, Wednesday - November 25, Sunday	Thanksgiving break
December 14, Friday	Classes end
December 17, Monday – December 20, Thursday	Fall semester finals
December 21, Friday	Residence hall move out day

### Spring Semester 2019

January 14, 2019, Monday	Classes begin
January 21, Monday	Martin Luther King day, no classes
March 1, Friday	Midterm/end of first half semester courses
March 4, Monday - March 10, Sunday	Spring break
March 11, Monday	Second half semester courses begin
April 18, Thursday - April 22, Monday	Easter break
May 3, Friday	Classes end
May 6, Monday - May 9, Thursday	Spring semester finals
May 10, Friday	Residence hall move out day
May 10, Friday – May 11, Saturday	Baccalaureate Service and Commencement ceremonies

### Summer School 2019

May 13, Monday – June 28, Friday	Summer Session #1 (7 weeks)
May 27, Monday – Memorial Day	Offices closed, no classes
July 8, Monday – August 23, Friday	Summer Session #2 (7 weeks)

## Accreditation and Enrollment

### Accreditation

#### University

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

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

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

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

#### Family Life Education Programs

The National Council on Family Relations (NCFR) has fully accredited both the undergraduate and graduate programs in Family Life Education. The NCFR provides certification for the profession of family life education. Thus, students who complete the undergraduate or graduate FLE programs are eligible for certification as a Family Life Educator (CFLE). The NCFR undergraduate re-accreditation was completed in 2014 and is in place through 2019. The graduate re-accreditation was completed in 2015 and is in place through 2020.

National Council on Family Relations  
1201 West River Parkway, Suite 200  
Minneapolis, MN 55454  
(888) 781-9331.

#### Master of Science in Orthotics and Prosthetics Program

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

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

#### Nursing Programs

The baccalaureate degree in nursing at Concordia University, St. Paul is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The status will be reviewed in 2021.

#### Physical Therapy Program

The doctorate in Physical Therapy program was granted Candidate for Accreditation status in August, 2014 by the Commission on Accreditation in Physical Therapy Education (CAPTE). The status will be reviewed again in 2017.

Commission on Accreditation in Physical Therapy Education (CAPTE)  
American Physical Therapy Association  
1111 North Fairfax Street  
Alexandria, VA 22314-1488  
(800) 999-2782.

#### Teacher Education Programs

All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1969. The College of Education & Science at Concordia University is accredited with probation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 2 years, from fall 2015 to fall 2017. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching with the most recent approval completed in 2015 and through 2022.

All graduate programs in education are fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

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

Council for the Accreditation of Educator Preparation  
1140 19th Street NW, Suite 400  
Washington, DC 20036  
(202) 223-0077.

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

### Enrollment (Fall 2016 Census)

University Headcount	4535
University Fulltime Equivalent	3896
Traditional Undergraduate Headcount	1456
Traditional Undergraduate Fulltime Equivalent	1372
Degree Completion Undergraduate Headcount	1203
Degree Completion Undergraduate Fulltime Equivalent	693
Graduate Headcount	1876
Graduate Fulltime Equivalent	1831

### Admission Information

- Adult Undergraduate Programs (p. 11)

- Graduate Programs (p. 15)
- Undergraduate Traditional Programs (p. 12)

## Adult Undergraduate Programs

### Learning Concept

The goal of the adult undergraduate programs is to link learning directly to a student's present or planned career activities – connecting coursework to life experience. This educational model is designed specifically with adults in mind.

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

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

### General Admission Information

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

### Academic Requirement and Procedures

1. Submission of Undergraduate Application for Admission
2. Submission of official transcripts from all previously attended institutions indicating a minimum of 30 semester credits, transferable, from accredited colleges or universities, or a combination of transferable credits and extra collegiate learning experience equaling 30 semester credits
3. Verification of a cumulative grade point average (CGPA) of 2.0 or better.
4. Personal statement explaining what has led you to pursue your undergraduate degree and your long-term academic and professional goals (minimum of 300 words)

A partial list of additional requirements includes:

- BS in Pulmonary Science and Radiological Science Leadership: Students must have earned an associate's degree in Respiratory Therapy (Pulmonary Science) or in Radiologic Technology (Radiologic Science Leadership) to be considered for admission.
- BS in Nursing: Program applicants must have a cumulative grade point average (CGPA) of 2.5 or better. Prior to registration for NUR courses, students must meet programmatic specific health and practice requirements as outlined in the Nursing Student Handbook.

Upon receipt of official transcripts, an academic advisor will review them and determine the number of transferable credits that have been satisfied. When the above requirements have been met and the

university's Admissions Office has received and processed the completed application, the file will be reviewed for acceptance.

## International Students

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education
2. Submit evidence of one or more of the following (traditional freshmen and transfer):
  - 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. Submit evidence of one or more of the following (adult undergraduate and graduate):
  - a. Completion of Level 112 at an English Language School (ELS) or Accelerated Level at Global Language Institute (GLI)
  - b. Completion of Level 6 at an approved English school
  - c. TOEFL-iBT score of 78 or TOEFL PBT score of 547
  - d. An equated score of 80 or better on the Michigan Test
  - e. IELTS overall band score of 6 or higher (International English Language Testing System)
4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only
5. Any transcripts provided must be evaluated by an outside agency for American equivalents

## Application Contacts

Persons seeking undergraduate admission should direct all correspondence to:

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

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

## Acceptance to Concordia University

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

## Immunization Requirements for On Campus Students

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

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

Required immunizations are:

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

Recommended immunizations are for:

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

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

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

### Exemptions

Minnesota Law provides these exemptions from immunizations:

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

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

### Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

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

## Re-Admission of Former Students of Concordia University

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

2. Submit information concerning activities since last attending Concordia, and include appropriate letters of recommendation if required
3. Request official transcript of credits earned at other institution(s) be sent to the registrar

## Advanced Placement Program

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

## College-Level Examination Program

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

## Undergraduate Traditional Programs

### General Admission Information

Candidates for undergraduate admission to Concordia University must be graduates of a regionally accredited high school or home school or hold the General Education Diploma (GED). Applicants must be persons of good moral character. First year students may apply for admission for fall start terms. Transfer students may apply for admission for the fall, spring, or summer terms. Early application is encouraged. The priority deadline for fall admission is December 1 and the final deadline is August 1. The final deadline for spring transfer admission is December 1.

### Academic Requirements and Procedures

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

### First-Year Students

1. Complete the Undergraduate Application for Admission. Applications are encouraged to be submitted via the undergraduate admission website [www.csp.edu](http://www.csp.edu). The fall term deadline is August 1.
2. Request that an official transcript of the high school record to date be sent to Concordia University, and also a final official transcript after the senior year's grades and graduation have been recorded. Passing General Education Development (GED) scores may be accepted in lieu of verification of graduation.
3. Complete the ACT or SAT and have an official Student Profile Report sent directly to the Concordia University Office of Undergraduate Admission. Arrangements for taking the ACT or SAT should be made through the high school counselor's office.

4. First-time freshmen who graduated from high school three or more years before the application may submit a statement of educational objectives in lieu of item 3 above.

## Transfer Students

1. Complete the application for admission. Applications are encouraged to be submitted via the undergraduate admission website, [www.csp.edu](http://www.csp.edu). The fall term deadline is August 1 and winter term is December 1.
2. Submit official transcripts from each college or post-secondary school attended. If currently enrolled, submit a final transcript after completion of studies. If applicants have not completed one year (45 quarter credits or 20 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.

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

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

## Application Contacts

Persons seeking undergraduate admission should direct all correspondence to:

Office of Undergraduate Admission  
Concordia University, Saint Paul  
1282 Concordia Avenue  
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, Saint Paul and sent to the Office of Undergraduate Admission.

## Acceptance to Concordia University

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

## Immunization Requirements for Traditional Students

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

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

Required immunizations are:

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

Recommended immunizations are for:

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

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

## Exemptions

Minnesota Law provides these exemptions from immunizations:

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

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

## Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

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

## Post-Baccalaureate Teacher Licensure

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

## Southeast Asian Teacher Licensure Program (S.E.A.T.)

Concordia University offers a program leading to a degree and/or teacher licensure for students currently working in schools. The State of Minnesota provides some of the scholarship money for this program. Contact the Office of Undergraduate Admission (651) 641-8230 or

Director of the SEAT program, Professor Sally Baas at (651) 603-6188 or [baas@csp.edu](mailto:baas@csp.edu) for more information.

## Visiting Students

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

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

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

## Re-Admission of Former Students of Concordia University

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

## International Students

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education. Any transcripts provided must be evaluated by an outside agency for American equivalents.
2. Submit evidence of one or more of the following for Proof of English Proficiency
  - a. Students from Global Language Institute (<http://www.gli.edu>) (GLI) Completion of Mastering Level
  - b. Students from Atlanta English Institute (<http://www.atlei.com>) (AEI) Completion of Level Seven
  - c. Students from Spring International Language Center (<http://www.spring.edu/home.html>) (SILC) Completion of Level Six
  - d. Students from English Language School (<http://www.els.com>) (ELS) Completion of Level 109 AND IELTS test score of 5.5 or TOEFL iBT 65 or completion of Level 112
  - e. TOEFL iBT 65 or 513 PBT
  - f. IELTS overall band score of 5.5 or higher (International English Language Testing System)
  - g. ACT/SAT score
  - h. PTE result of 46 or higher
3. Demonstrated ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.

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

## Post-Secondary Enrollment Option Program (P.S.E.O.)

Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University's Post-Secondary Enrollment Options (PSEO) program during the spring before planned enrollment. A limited number of students are accepted on a space available basis. Students with a 3.25 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 1.

Application procedures include submitting the following:

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

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

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

## Advanced Placement Program

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

## College-Level Examination Program

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

## New Student Orientation

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

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

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

## Graduate Programs

### General Information

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

### Academic Requirements and Procedures

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

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

A partial list of additional requirements includes:

- MA in Criminal Justice Leadership and MA in Early Childhood - Students must be currently working or volunteering in the program "field"

### Application Contacts

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

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

Students can submit an 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, Saint Paul and sent to the Office of Graduate Admission.

### Acceptance to Concordia University

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

Undergraduate and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

### Appeal of Policy and Procedure

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

1. All appeals must be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed
2. Students consult directly with the Director of Graduate Admission. The formal appeal process will be offered and explained in detail
3. Students submit a formal written appeal to be reviewed by the Degree Completion and Graduate Admissions Committee.
4. Appeals are reviewed within two weeks of submission
5. Communication of formal appeal provided in written letter to the graduate applicant
6. Decisions of the Degree Completion and Graduate Admissions Committee may be made to the Vice President for Academic Affairs

### Immunization Requirements for On Campus Students

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

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

Required immunizations are:

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

Recommended immunizations are for:

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

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

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

### Exemptions

Minnesota Law provides these exemptions from immunizations:



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

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

### Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

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

## Re-Admission of Former Students of Concordia University

1. Apply for re-admission through the Office of 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.

## Degrees and Programs Colleges and Schools

College of Humanities & Social Sciences  
College of Business & Technology  
College of Education  
College of Health & Sciences  
School of Continuing Studies  
School of Graduate Studies

### Academic Degrees

Associate of Arts (AA)  
Bachelor of Arts (BA)  
Bachelor of Fine Arts (BFA)  
Bachelor of Science (BS)  
Bachelor of Science in Nursing (BSN)  
Bachelor of Business Administration (BBA)  
Master of Arts (MA)  
Master of Arts in Teaching (MAT)  
Master of Business Administration (MBA)  
Master of Fine Arts (MFA)  
Master of Science (MS)  
Educational Specialist (EdS)  
Educational Doctorate (EdD)  
Doctor of Physical Therapy (DPT)

### Graduate Programs

Business Administration (MBA)  
Business Administration with Health Care Compliance emphasis (MBA)  
Business Administration with Health Care Management emphasis (MBA)

Business Administration with Information Technology Management emphasis (MBA)  
Creative Writing (MFA)  
Criminal Justice Leadership (MA)  
Classroom Instruction with Reading Endorsement (K-12) (MA)  
K-12 Reading Endorsement (no MA)  
Differentiated Instruction (MA)  
Doctor of Education (EdD)  
Doctor of Physical Therapy (DPT)  
Early Childhood (MA)  
Educational Leadership (MA)  
Educational Specialist (EdS) in Educational Leadership  
Educational Technology (MA)  
Exercise Science (MS)  
Family Science (MA)  
Human Services with emphasis in Forensic Behavioral Health (MA); certificate also available  
Human Resource Management (MA)  
Leadership and Management (MA)  
Orthotics and Prosthetics (MS)  
Sport Management (MA)  
Strategic Communication Management (MA)  
Special Education (Emotionally Behaviorally Disordered; Specific Learning Disabilities; Autism Spectrum Disorder) (MA)  
Teaching (MAT with K-6 Teaching License)

## Undergraduate Programs Majors - Traditional Undergraduate

*(Bachelor of Arts unless noted)*

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

Art Education/Teaching – see Visual Art Education Teaching Major (K – 12)  
Chemistry Education/Teaching (Grades 9 – 12)  
Communication Arts and Literature Education/Teaching Major (Grades 5 – 12)  
Communication Arts and Literature Education/Teaching (Grades 5 – 8, add on to an existing license)  
Early Childhood Education/Teaching (Birth – Grade 3)  
Elementary Education/Teaching (Grades K – 6)  
English as a Second Language Education/Teaching (Grades K – 12)  
Health Education/Teaching (Grades 5 – 12)  
Kindergarten Endorsement (add on to an existing license)  
Life Science Education/Teaching (Grades 9 – 12)  
Mathematics Education/Teaching (Grades 5 – 8 add on to an existing license)

Music Education/Teaching – Instrumental and/or Vocal (Grades K – 12)  
 Parent and Family Education/Teaching  
 Physical Education/Teaching (Grades K – 12)  
 Pre-Primary Education/Teaching Endorsement (Age 3 – Pre-Kindergarten)  
 Secondary Mathematics Education (Grades 5 - 12)  
 Social Studies Education/Teaching (Grades 5 – 12)  
 Social Studies Education/Teaching (Grades 5 – 8 add on to an existing license)

English (emphasis areas: Creative Writing, Journalism, Literature, and Professional Writing)  
 Exercise Science (BA and BS)  
 Exercise Science with Athletic Training Emphasis  
 Family Science  
 Finance (BS)  
 Graphic Design (BA and BFA)  
 History  
 International Business (BS)  
 Marketing (BS)  
 Mathematics (BA and BS)  
 Music (Tracks: Performance, Theory/Composition, History/Literature)  
 Music Business  
 Orthotics and Prosthetics (BS)  
 Psychology (BA and BS)  
 Public Policy  
 Sociology  
 Sport Management  
 Sport Psychology  
 Theatre  
 Theology

## **Majors - Degree Completion Undergraduate**

*(Bachelor of Arts unless noted)*

Accounting (BA, BS)  
 Business  
 Child Development  
 Computer Science (BS)  
 Criminal Justice  
 Exercise Science  
 Family Science  
 Health Care Administration  
 Hospitality Management  
 Human Resource Management  
 Information Technology Management  
 Marketing  
 Nursing (BSN)  
 Organizational Management and Leadership  
 Psychology  
 Pulmonary Science (BS)  
 Radiologic Science Leadership (BS)  
 Sport Management

## **Minors**

Accounting  
 Art History  
 Art Studio  
 Biblical Languages  
 Biology  
 Business

Business Management  
 Chemistry  
 Communication Studies  
 Community Arts  
 Community Health Science  
 Computer Science  
 Criminal Justice  
 Dance  
 Design  
 Education  
 English  
 Exercise Science  
 Family Science  
 Finance  
 Gerontology  
 Health Care Administration  
 History  
 Hmong Studies  
 Human Resources Management  
 Information Technology Management  
 International Business  
 International Studies  
 Interscholastic Coaching  
 Leadership  
 Lutheran Theology  
 Marketing  
 Marketing Management  
 Mathematics  
 Music  
 Non-Profit Management  
 Photography  
 Political Science  
 Psychology  
 Religion  
 Sales and Business Development  
 Sociology  
 Spanish  
 Sport Management  
 Sport Psychology  
 Theatre  
 Writing  
 Writing/Communication

## **Programs/Certifications**

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

## Certificates

Early Childhood Education  
Leadership  
Parent Coaching

## Diversity Initiatives

### Diversity Affairs Office

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

- Vision and leadership for the university's diversity efforts through creative programming, consultation and partnerships
- Supportive and sustaining relationships with students, colleagues and various public constituents
- Attention to needs, issues, and concerns impacting diversity throughout the campus
- Oversight of the university's strategic diversity priorities;
- Coordination of activities that promote the identity of students of color
- Opportunities for celebration of the harmony in diversity on the campus and within the community

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

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

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

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

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

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

## Shades of Harmony Gospel Choir

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

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

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

The C.A.R.E. committee is comprised of Concordia staff and faculty who began an organized effort to identify, engage and eliminate racism as it exists in its various forms at Concordia and beyond. The mission of the committee is to promote equality and peaceful coexistence through developing awareness of self and others, sharing knowledge, encouraging mutual understanding, and healing the historical and continuing trauma of injustice and inequity by acknowledging that racism, classism, ableism, homophobia, transphobia, and sexism still exist.

The committee aims to support a campus community where the dignity, value, and human potential of each member is equally honored and respected through the creation of a campus environment free from violence and discrimination. Annual events and efforts sponsored by C.A.R.E. for the campus and wider community include interactive dialogues, focus groups, panels, sensitivity and awareness training, written and verbal communications and exchanges, unity activities, support of community issues and actions, and presentations at local and national conferences. Student involvement on all levels of this work is essential and critical to this team. Collaboration with on- and off-campus

groups, departments and organizations is central to the planning and execution of events led and supported by C.A.R.E.

## United Minds of Joint Action (UMOJA)

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

- Foster academic achievement and service
- Address issues and concerns affecting students from diverse backgrounds
- Promote an understanding and appreciation of cultural differences
- Create unity among students of multi-cultural heritage within Concordia University and the surrounding community

Annual events hosted by UMOJA include:

- Black History Month
- Multicultural Night
- Cultural Awareness Events
- Can We Talk Sessions
- Open Mic
- Present at Diversity Leadership conferences

For more information about UMOJA, please contact the UMOJA's advisors, Adrian Perryman, Assistant Director of Academic Advising at [perryman@csp.edu](mailto:perryman@csp.edu); (651) 641-8843; and Charles Hines, Coordinator of Military Services in Admissions at [hines@csp.edu](mailto:hines@csp.edu); (651) 641-8758.

## Concordia Hmong Unity Student Association (CHUSA)

Concordia has an active Hmong organization and support program, which provides advocacy, leadership experiences, internship opportunities and social connections. CHUSA's mission is to promote Hmong culture, practices, and history through academic leadership workshops, events and collaborations. CHUSA offers students a channel to make meaningful connections with other students and the overall campus. CHUSA's presence on campus is widely known and highly respected. The goals of the association attempts to:

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

CHUSA annual events include:

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

For more information about CHUSA, please contact CHUSA's advisors, Louisa Vang, Program Coordinator for Diversity Affairs at [lvang@csp.edu](mailto:lvang@csp.edu); (651) 641-8851; and Brenda Vue, Admissions Counselor/PSEO

Admissions Coordinator/Southeast Asian Student Recruiter at [bvue@csp.edu](mailto:bvue@csp.edu); (651) 641-6275.

## Concordia Sisterhood of Empowerment (CSE)

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

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

Events that CSE has hosted include:

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

For more information about CSE, please contact CSE's advisors, Louisa Vang, Program Coordinator for Diversity Affairs at [lvang@csp.edu](mailto:lvang@csp.edu); (651) 641-8851; Kimberly Newton, Student Activities and Leadership Development Coordinator, at [knewton@csp.edu](mailto:knewton@csp.edu); (651) 641-8757; and Caitlin Perszyk, Career Counselor and Employer Relations Specialist, at [perszyk@csp.edu](mailto:perszyk@csp.edu); (651) 603-6241.

## Financial Aid/Scholarships

### Financial Aid

All students applying for financial aid must:

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

### Financial Aid for Church Vocations

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

## Eligibility for Financial Aid

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

## Financial Aid for Summer School

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

## Financial Aid and Withdrawing/Dropping from Concordia University

If a learner has received Financial Aid and subsequently withdraws and/or drops from some or all courses at Concordia University, then the school or the student may be required to return all or some of the federal funds awarded to the student. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, all or some of an expected Refund Check may be returned to the grant, scholarship, and/or loan source from which the assistance was received. All students needing to Withdraw from the University must initiate an official Change of Status with the Registrar's office.

## Study Abroad

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

## Financial Aid Programs Available

### Federal

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

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

<sup>1</sup> Undergraduate students only

## State of Minnesota

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

<sup>1</sup> Undergraduate students only

## Work Study

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

## Satisfactory Academic Progress for Financial Aid Policy (SAFAP)

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

### Qualitative

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

### Quantitative

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

### Maximum Timeframe (MTF)

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

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

### Maximum Time-Frame

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

### Financial Aid Warning

A student failing to meet the minimum cumulative qualitative or quantitative standards, or close to violating the Maximum Time Frame Standard of academic progress shall be placed on financial aid warning.

A student on warning-status will remain eligible for financial aid for one term, but must remedy all SAP standards, or full financial aid suspension will be fully implemented.

### Financial Aid Probation

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

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

### Continuation of Students on Financial Aid Probation Status

A student on probation who meets a term 2.0 GPA Undergraduate and/or 3.00 Graduate standard and the 67% earned percentage standard during the probationary term and has met all other terms set forth by the university for continuation of academic success as defined by the SAP Appeal Committee, may be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as:

- the student has met the cumulative standards and is therefore reinstated in good academic standing, or
- the student fails to meet both the cumulative standards and the term standards, and is therefore suspended, or
- it is determined it is not possible for the student to meet the cumulative standards within the maximum timeframe allowed, and is therefore suspended.

### Suspension

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

### Immediate Financial Aid Suspension

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

### Student Right to Appeal

#### Appeal Policy

Students suspended from financial aid may appeal their suspension if there were extenuating or unforeseen circumstances affecting their progress. All appeals must explain and document all terms in which progress was not met. Each appeal must also address how the circumstances that caused the suspension have/will be resolved. Students interested in appealing must submit an appeal form with all required documentation. Appeals will be thoroughly reviewed and reinstatement of financial aid will depend on the qualifying extenuating circumstances as outlined by CSP (see below) that directly contributed to deficient academic performance, as well as other probable factors. Appeals are evaluated on a term-by-term basis. Should a student's appeal be approved, the student is required to sign an Appeal Contract for either one or multiple terms. Both options will require students to

meet certain conditions each term of attendance, such as earning a specified GPA, maintaining a specified completion rate, and registering for a certain number of credit hours. To facilitate understanding, a copy of the contract will be provided to the student.

#### 1. Probationary Appeal (for use for one term only)

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

#### 2. Probation Appeal Plan with APP (for use for multiple terms)

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

### Qualifying Extenuating Circumstances

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

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

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

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

The Official Financial Aid SAP Policy can be found online at: <http://www.csp.edu/tuition-financial-aid/forms-worksheets/>

## Scholarships

### Athletic Scholarships

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

NCAA guidelines.

## University Merit Scholarships

Renewable merit scholarships for new freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia University. The amounts of the merit scholarships range from \$500 to \$10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Concordia Opportunity Grant. They are renewable for three additional years for students that maintain academic eligibility.

## Lutheran Heritage Scholarship

The Lutheran Heritage Scholarship is available to new, full-time, first-year and transfer students from Lutheran Church – Missouri Synod (LCMS) congregations who meet regular admissions standards. This scholarship is renewable with the appropriate GPA.

## University Church Vocation Scholarship

Scholarships up to \$1,000 to undergraduate students who intend to serve The Lutheran Church-Missouri Synod in a full-time professional ministry after graduation. Students must enroll full-time in a church vocation program and apply to their home congregations and districts. The scholarship, as well as any assistance given by the student's congregation and district, will be part of the financial aid package, reducing need-based loans and work-study. This is renewable with the appropriate GPA.

## Church Assurance

New first-year and transfer students from LCMS congregations who are preparing for church professions may be eligible for a \$10,625 assurance. Thus, qualified students preparing for a church profession will be assured of receiving at least \$10,625 of grants from all sources (not counting church and district grants). These are renewable with the appropriate GPA.

## Need-Based Grants

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

## Synodical District Grants from the Lutheran Church - Missouri Synod (LCMS)

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

## LCMS Forward in Remembrance Music Scholarship

A program administered by the LCMS providing scholarships to church vocation students who excel in music.

## LCMS Forward in Remembrance Scholarship

A program administered by the LCMS providing scholarships to church vocation students.

## LCMS Minority Scholarship

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

## Scholarships – Endowed Funds

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

### AmeriCorps Alumni Scholarship

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

### Concordia Colleague Advantage

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

### Concordia Partnership Advantage Scholarship

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

### Transfer Advantage Scholarship

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

- David Aasved Scholarship – church work students
- Richard M. and Susan G. Arndt Scholarship – church work students; elementary teacher education program
- Athletic Scholarship Fund – students in athletic programs
- Leon Avenson Family Scholarship – church work students"
- Willi and Adeline Ballenthin Scholarship – church work students
- Bob Barnes Scholarship – physical education students
- Harry G. Barr Scholarship – Hoffmann Institute students
- John Barthel Scholarship – pre-ministerial students
- Harold and Lovine Bartz Scholarship – church work students
- Carl and Amanda Behm Scholarship – church work students; preference given to students from Minnesota North District of the LCMS
- Kenneth Behm Scholarship – church work students; preference given to students of Trinity Lutheran Church, Janesville, Minnesota
- Marvin and Luella Behm Scholarship – pre-ministerial students

- Larry and Judy Behnken Scholarship – pre-ministerial students
- Katharine Berwald Art Major/Studio Art Annual Scholarship
- Dr. W. Leroy and Marie L. Biesenthal Scholarship – pre-ministerial or Director of Christian Outreach students
- Earl D. and Helen Bohlen Family Scholarship – church work students
- Rev. Traugott P. and Ilse Bradtke Scholarship – pre-ministerial students; preference given to Christ Lutheran Church in Marshfield, WI or students from the North Wisconsin District of the LCMS
- Rev. Louis F. and Olga D. Brandes Scholarship – church work students
- Kerry (Schlichting) Brandvold DCE Scholarship – Director of Christian Education students
- Professor Friedrich and Ann Brauer Scholarship – church work students; music emphasis
- Bredehoft Family Scholarship – psychology students
- Rev. Paul F. Buck and Clara (Wacker) Buck Scholarship – pre-ministerial students; seniors
- Edwin H. Buegel, Edna L. Buegel and John E. Buegel Scholarship – church work students from Minnesota
- Lorraine and Vernon Buesing Scholarship – Director of Christian Outreach students
- Buetow Scholarship – general; academic performance and/or financial need students
- Irwin J. Burkart Scholarship – general; financially needy students
- L.H.B. Scholarship – general
- Coach John Chiapuzio Scholarship – teacher education students; emphasis in Physical Education
- Church of the Holy Spirit Scholarship – church work teacher education students; junior or senior
- Michael Colgrove Family Scholarship – church work students
- Colloquy Scholarship – church work financial need students
- Communication Scholarship – communication students; high academic standing and financial need
- Concordia Business and Economics Scholarship – business administration and/or accounting students; 3.0 GPA
- Concordia General Endowment – general; board designated/directed
- Concordia Guild Scholarship – church work students; female
- Concordia Scholarship - general
- Concordia Scholarship for Full-time Church Work Students – pre-ministerial or church work students
- Concordia Pre-Ministerial Scholarship – pre-ministerial students
- Erna and Robert Cordes Scholarship – church work students
- Ruth Proft Dannehl Scholarship – pre-ministerial and/or church work students
- Richard A. and Hilda Danowsky, Sr. Scholarship – pre-ministerial students; junior or senior
- Director of Christian Education Scholarship – Director of Christian Education students
- Rev. Professor William A. Dobberfuhr Scholarship – pre-ministerial students
- Kenneth Duerr Scholarship – church work students
- Earth Science Scholarship – earth science students; high cumulative GPA
- Pastor Henry F. and Marie C. Eggers Ministerial Scholarship – LCMS pre-ministerial students
- Paul W. Eggert Scholarship – church work students
- Emery and Almeda Eickhoff Scholarship – church work students
- Environmental Science Scholarship – environmental science students; high cumulative GPA
- Fred O. Erbe Memorial Scholarship – pre-ministerial or teacher education church work students; from specific parishes in Iowa
- Donald and Leone Erickson Scholarship – teacher education church work students; preference given to students of Trinity Lutheran Church of Lake Johanna, Arden Hills, MN
- Leonard C. Ewald-Norman Brandt Memorial Scholarship – church work students
- Forward in Remembrance Scholarship
- Michael Gangelhoff Scholarship – church work students
- Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students
- Edward and Clara Gesch Scholarship – church work students
- Omar E. and Verna R. Glessing Scholarship – church work students
- Lester A. Gottschalk Scholarship – teacher education church work students
- Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students
- Leona M. Groth Scholarship – revolving scholarship; church work students and pre-med students
- Rev. Dr. Richard L. Guehna Scholarship – pre-ministerial students
- Alvina Haack Ministerial Scholarship – pre-ministerial students; German descent with high academic standards
- Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students
- Halvorson/Sohre Memorial Scholarship – general; financial need and/or high academic students
- Mabel M. Harmel Memorial Scholarship – church work students
- William Randolph Hearst Scholarship – general; economically disadvantaged students of color
- Walter and Leone Helmkamp Scholarship – church work students
- Hispanic Outreach Scholarship – Hispanic students
- Otto and Sophia Holtz Scholarship – outdoor/environmental biology teacher education students
- Dr. Gerhard W. Hyatt Memorial Scholarship – general; deserving students
- Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ
- Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students
- Walfred and Julia Johnson Scholarship – church work students
- Kaden Family Scholarship – church work students
- Warren and Marilyn Kluckman Scholarship – church work students
- Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students
- Martin H. and Alma H. Kretzschmar Scholarship – pre-ministerial students
- William H.O. Kroll Scholarship – church work students
- Frieda W. Krueger Scholarship – church work students
- Elsie Kruse Scholarship – pre-ministerial students
- Theodore and Caroline Kuhn Scholarship – pre-ministerial students
- Edward A. Lange Writing Award – students excelling in writing



- Dr. Paul Lassanske Scholarship – church work students
- Kenneth O. and Kathleen D. Lenz Scholarship – church work students
- Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students
- Rev. Walter Luedtke Scholarship – pre-ministerial students
- Dr. Ernest A. Lussky Scholarship – church work students
- Dr. Martin Luther Scholarship – pre-ministerial and teacher education church work students
- Lutheran Brotherhood Scholarship for Lutheran Students – Lutheran students; financial need; Lutheran
- Charlotte Mack Scholarship – Director of Christian Outreach students
- Dr. and Mrs. Paul Martens Scholarship – church work students
- Harold Mattfeld Family Scholarship – church work students
- Dr. R. Brownell and Ann McGrew Scholarship – Hoffmann Institute
- Rev. Dr. August Mennicke Scholarship – church work students; music or psychology emphasis
- Dr. Gerhard and Dr. Loma Meyer Scholarship – church work students; priority given to teacher education students
- Pastor Gerhard and Augusta Michael Scholarship – church work students
- Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students
- Thomas and Chris Milbarth Football Fund – Athletic students participating in football; minimum 2.5 GPA
- Rev. Fred and Frieda Miller Scholarship – pre-ministerial students
- Minority Student Scholarship – minority students
- William Moenkenmoeller Scholarship – general; deserving students
- Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
- H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students
- Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students
- Theodore F. Neils, Sr. Scholarship – worthy students
- Paul and Diane Netsch Scholarship – pre-ministerial students
- Richard E. Norris Scholarship – band program students majoring in instrumental music education
- Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
- Dr. Stanley and Eleanor Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
- Hoffmann Institute Scholarship – church work students interested in working in the area of outreach; two years' experience at Concordia University and/or have been admitted to a professional program; spiritual maturity and significant contribution to Christian outreach.
- Mr. and Mrs. Theodore Olsen Scholarship – pre-ministerial or church work students
- William H. and Georgia B. Olson Scholarship – pre-ministerial students
- Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship – pre-ministerial or other church work above average students
- E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students
- Outdoor/Environmental Biology Scholarship – elementary education students; concentration in outdoor/environmental biology; at least two quarters remaining, demonstrating academic excellence
- Frank and Elsie Papke Scholarship – pre-ministerial students
- Parents' Appreciation Scholarship – church work students
- Jan Pavel Scholarship – pre-ministerial students
- Rachel Ann Pocrnich Scholarship – teacher education students; early childhood or elementary
- Esther Podewils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students
- Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students
- W.A. Poehler Alumni Scholarship – church work students; high academic achievement; financial need
- Irene Reinking Scholarship – church work students
- Rev. Louis Rosin Scholarship – pre-ministerial students
- Henry and Lela Rossow Church Teacher Scholarship – church work teacher education students; male
- Henry and Lela Rossow Ministerial Scholarship – pre-ministerial students
- Pastor Kenneth and Lorraine Roufs Scholarship – pre-ministerial American Indian students or pre-ministerial minority students
- Edward and Natalie Rudnick Scholarship – Hoffmann Institute students; merit based
- Rev. Palmer and Lois Ruschke Scholarship – female church work students or pre-ministerial
- James M. and M. Martha Ryan Scholarship – church work students
- Walter and Cora Scharf Scholarship – church work students
- Scheele-Mueller Pre-Seminary Scholarship – pre-ministerial students
- William T. and Alma H. Schluter Scholarship – general
- Victor and Harriet Schmidt Scholarship – church work students
- Fritz Schneider Scholarship - church work students
- Mr. and Mrs. Herman Scholl Scholarship – church work students
- Ray Schrader Family Scholarship – church work students
- Mr. and Mrs. Edward C. Schroeder Scholarship – general; financial need and academic leadership students
- Ted and Edna Schroeder Scholarship – general; financial need students
- Arthur J. Schuette Scholarship – church work students
- Leigh and Rose Schulze Church Work Scholarship – church work sophomore, junior or senior students
- Steven Schutte Scholarship – church work teacher education students
- Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
- Rev. Paul and Regina Seltz Scholarship – church work students
- Sohn Ministerial Scholarship – pre-ministerial students
- Rev. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter's Evangelical Lutheran Church, Edina, MN
- Gary and Eileen Specketer Scholarship – pre-ministerial students
- John and Elsie Stach Scholarship – general; 3.0 overall GPA and 3.25 GPA religion classes
- Arthur Stanz Scholarship – pre-ministerial students
- Albert J. Stehr Scholarship – church work students

- Alfred and Ruth Steinberg Scholarship – church work students; Minnesota North District
- Mary Behrens Stelter Scholarship – pre-ministerial students
- Rev. Roger and Lois Stoehr Scholarship – pre-ministerial students
- Paul W. Stor Biology Scholarship – biology students; preference given for teaching or pastoral vocations
- Paul W. Stor Chemistry Scholarship – chemistry students; preference given for teaching or pastoral vocations
- Jim and Candi Storm Annual Scholarship – freshman students of color; arts related program
- Rachel Tegtmeyer Scholarship – general; preference given to students working with mentally challenged individuals
- Esther S. Tiernan Pre-ministerial Scholarship – pre-ministerial students
- Dr. and Mrs. Leon Titus Band Scholarship – active band member students
- Carl and Wilhelmina Toensing Scholarship – church teacher and/or church music program students; seniors
- Carol Anne Trapp Scholarship – pre-ministerial students
- Thomas Trapp Pre-Ministerial Scholarship – pre-ministerial students
- Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
- Linus Ulbricht Memorial Scholarship – general
- Martin and Loretta Vanseth Scholarship – church work students
- General John and Avis Vessey Scholarship – Hoffmann Institute students
- Kristin Aleta Vetter Memorial Scholarship – general; Lutheran Church of the Triune God students, Brooklyn Center
- Leroy Vogel Scholarship – pre-ministerial students
- Volkert Family Scholarship – church work students
- Mr. Hubert and Mrs. Audrey Voth Scholarship – church work students
- Harvey C. Wagner Family Scholarship – church work students
- Erlo Warnke Math/Science Scholarship – math or science students; sophomore or juniors with high GPAs
- Richard and Jeanne Wegner Director of Christian Outreach Scholarship – Director of Christian Outreach students
- Dr. and Mrs. Henry Werling Scholarship – church work students in social science programs
- Arnold and Bernice Westlund Scholarship – church work students; junior or senior with a music major or minor
- Elsie L. and Lea A. Wildung Perpetual Scholarship – church work students
- William P. Winter Memorial Scholarship – general
- Steve Wise Family Scholarship – church work students
- Della Wolf Scholarship – church work students
- Max Wolf Scholarship – speech department students
- Rev. Otto H. Zemke Family Scholarship – pre-ministerial students
- George C. and Erna B. Zielske Scholarship – general
- Rev. E.W. Zimbrick Scholarship – church work students
- 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

## Legal Notices

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

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

## Student Consumer Information

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

## Scholarships – Annual Gifts

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

## Notice of Non-Discrimination

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

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

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

Dr. Cheryl Chatman, Title IX Coordinator  
Concordia University  
1282 Concordia Avenue  
Saint Paul, MN, 55104-5494  
(651) 603-6151 or chatman@csp.edu

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

## Family Educational Rights and Privacy Act - Confidentiality

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

Concordia University observes the following principles:

1. Appropriate Concordia University officials are held directly responsible and accountable for the careful protection of student education records against possible misuse.
2. Within Concordia University, student education records will be used only for appropriate research, educational, and Concordia University administrative functions. Access to those records is allowed only to those members of Concordia University community whose designated responsibilities reasonably require access or to persons to whom the student has given written permission for access.
3. Concordia University provides the student with the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.
4. Concordia University gives students the right to request amendment of the contents of student education records, to have a hearing if the result of the request for amendment is unsatisfactory, and to include

a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.

5. Concordia University notifies students annually of their privacy rights, their right to file complaints concerning alleged failures of Concordia University to comply with their privacy rights, and where copies of the Concordia University policy and procedures on access to student records may be obtained.
6. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.

## Student Education Records

### Directory Information - Category I

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

### Directory Information Category II (For Student Athletes Only)

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

### Other Student Educational Records

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

1. The student and others on written authorization by the student;
2. Persons within Concordia University who have a legitimate interest in the information for educational, administrative, or research purposes;
3. Other educational institutions in which the student seeks to enroll, provided the disclosure is limited to official copies of student transcripts or test scores from the appropriate Concordia University office;
4. Other organizations conducting educational research studies provided the studies are conducted in a manner that will not permit identification of students and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
5. Persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student in advance of compliance thereof;

6. Appropriate persons in connection with an emergency, provided the information is necessary to protect the health or safety of the student or other individuals;
7. Accrediting organizations and state or federal education authorities when the information is needed for auditing, evaluating, or enforcing legal requirements of educational programs, provided the accrediting organizations and authorities protect the data in a manner that will not permit the personal identification of students and personally identifiable information is destroyed when no longer needed;
8. Appropriate persons or agencies in connection with a student's application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid;
9. Parents of a dependent student as defined under the Internal Revenue Code. (Each time a parent requests access to records the parent must submit a current tax statement listing the dependent student.)

## Other Student Records - Non-Academic

Concordia University maintains other records that contain information about students. Information in medical or psychological counseling records, including results of examinations by Concordia University personnel, is afforded greater protection. Concordia University obtains such information with a commitment as to its highly private nature. Such records should not be disclosed except

- a. under direct written authorization by the student,
- b. pursuant to a court order signed by a judge, or
- c. as otherwise required by law.

Concordia University Security and Human Resources records contain information about students, but are not student education records and are not covered by this policy. University offices which are responsible for such records observe information release policies which protect the subjects of such records against improper disclosure and are consistent with applicable laws.

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

## NCAA Eligibility

### Concordia University Athletics and NCAA Eligibility

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

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

The Assistant Athletic Director for Compliance and the Faculty Athletic Representative are charged with the responsibility of ensuring that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the NCAA prior to their representing the institution in any manner. The Equity in Athletics Disclosure Report (EADA) can be found in the athletic department. The report can be requested from the Assistant Athletic Director for Compliance.

## Freshman NCAA Eligibility Requirements

A student-athlete who enrolls in a Division II institution as a freshman shall meet the following academic requirements to be considered a qualifier and thus be eligible for financial aid, practice, competition and travel during the first academic year in residence.

### Qualifier

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

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

1. The record of the above courses and course grades must be certified by the NCAA Eligibility Center using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution's department of University Enrollment, Marketing and Enrollment, and
2. A minimum combined score on the SAT verbal and math sections of 820 or a combined score of 68 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

## NCAA Progress Toward Degree Requirements

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

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

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

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

NCAA legislation requires a student-athlete who is in their fifth semester or beyond to have declared a major with the Registrars office at Concordia University. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a

four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution.

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

## Quick Facts about NCAA Eligibility

1. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below "100" in the number system and repeated courses do not count toward satisfying the "normal progress" rule.
2. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of "D" (or the equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of "C" or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.
3. All athletes must maintain a cumulative grade point average of 2.00.
4. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sport season shall retain eligibility in the particular sport for participation in post season approved events.
5. A student must meet the standards of the athletic conference and associations of which the university is a member.
6. A student must meet the requirements listed under medical examination in order to be eligible.
7. All athletes must be covered by health and hospitalization insurance.
8. Financial authority regarding participation rests with the Director of Athletics.
9. The Director of Athletics may refer hardship cases to the Assistant Athletic Director for Compliance. Medical hardship cases deal only with seasons or competition and must receive final approval by the Northern Sun Intercollegiate Conference staff.
10. The university does not provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.

## Previous Catalogs

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

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

## Student Services/Activities

### Student Services

#### Academic Advising

##### Academic Advisor -

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

##### Faculty Advisor -

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

##### Academic Advising Center -

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

### Career Services

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

## Student Accessibility Services

Concordia University is committed to providing an accessible education to qualified, currently enrolled students who have either temporary or longer-term disabilities. A student with a disability is one who has a condition (physical, emotional, cognitive, or acute medical) that significantly impacts their ability to perform daily functional activities. Student Accessibility Services can:

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

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

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

## Insurance

The Affordable Health Care Act requires that everyone has health insurance and provides access to coverage. Concordia University expects that all students carry health insurance. It is the student's responsibility to provide payment or insurance for any physical or mental health medical needs.

Concordia University assumes no liability for student illness or injury and no responsibility for medical bills and/or services contracted for by students (including athletes). It is the responsibility of the student to carry the insurance card at all times to have available in case of illness or injury.

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

## Learning Services

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

## Student Support Services Courses (SSS)

CSP Student Support Services courses (p. 189)

## Tutoring Services

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

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

## Writing Center

Students are encouraged to use the Writing Center, located on the top floor of the Winget Student Center, at any stage during the writing process. Writing Center tutors, who include students, staff, and faculty, are trained to assist writers with focus, content, clarity, grammar, and mechanics in their works-in-progress. Students not only receive help on their writing projects, but also learn how to improve their writing skills. Some of these skills may include prewriting, planning, drafting, using sources, revising, and editing. Students may sign up for a 30-minute appointment by stopping by the Center, calling (651) 603-6233, or visiting their website: [info.csp.edu/writingcenter](http://info.csp.edu/writingcenter).

## Service Learning

Service-learning at Concordia University is defined as an experiential approach to teaching and learning that intentionally combines meaningful community or public service with an academic application, development of civic responsibility and personal growth. Service-learning opportunities are ones that are mutually beneficial. Service-learning opportunities can be either curricular – that is, tied to a class – or co-curricular, and these opportunities may involve direct service, indirect service, advocacy, or research. In addition to several course offerings, the Community Action, Leadership and Learning (CALL) Center also offers a variety of other opportunities for students to engage, including (but not limited to) student club involvement, National Hunger and Homelessness Awareness Week, service trips over winter and spring breaks, and tutoring/ mentoring at after-school programs. For more information, contact the Service Learning Director at (651) 641-8236 or check out the website at the CALL Center (<http://concordia.csp.edu/call/service-learning>) website.

## University Ministry

University Ministry at Concordia University, Saint Paul, also known as CSP Ministry, is to provide a Christ-centered, team-based, approach to ministry that supports the spiritual formation of a diverse student population within the context of the Christian Gospel found in the Scriptures. We commit to being a relational presence across the university, walking with students of all kinds during their Concordia experience. CSP Ministry serves the spiritual needs of the Concordia community with prayer support, discipleship, encouragement, and devotional and relational opportunities.

Whether you describe yourself to be a life-long Lutheran, a new Christian, someone just asking questions about faith, or at any other place in your spiritual life, you are welcome to participate in chapel services, Bible studies, or conversations. CSP Ministry is here to meet you where you are

on your spiritual journey and invites you to experience God's love for you expressed in the Gospel of Jesus Christ.

### Ministry Opportunities

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

### Chapel Services and Devotional Life

The university's sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition. Times of devotion around scripture and song are at the center of campus life and relate to all campus activities, whether academic, social, cultural, or co-curricular. All members of the campus community are welcomed as participants in the devotional assembly. Chapel is held each weekday morning as well as Monday-Thursday evenings in addition to festival celebrations and devotional activities in spaces across campus. Devotions and videos of chapel are available online as well at [ministry.csp.edu](http://ministry.csp.edu).

### Spiritual Care

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

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

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

### NCAA Division II Athletics

Intercollegiate athletics are considered an integral part of Concordia University's educational experience. Concordia University is a member of the Northern Sun Intercollegiate Conference and a member of the NCAA Division II.

The university is a member of the National Collegiate Athletic Association (NCAA) and agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students' participation in intercollegiate athletics are available through the office of the Athletic Director.

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

- Men's Baseball
- Men's Basketball
- Women's Basketball
- Men's Cross Country
- Women's Cross Country
- Men's Football
- Women's Golf
- Men's Golf
- Women's Lacrosse
- Women's Soccer
- Women's Softball
- Men's Indoor & Outdoor Track
- Women's Indoor & Outdoor Track
- Women's Volleyball

### Other Activities & Organizations

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

## Tuition and Fees

### Tuition and Fees 2017-2018

#### Payment of Fees

Tuition and fee charges, including any balance due after disbursement of financial aid<sup>1</sup>, must be paid using one of the below options.

#### Payment in Full

Payment in full (or the total balance due after accounting for financial aid<sup>1</sup>) made by the first due date of the CSP Installment Plan (below). Students may pay online, by mail or in person.

- Online – Make a payment online 24/7 by credit card or bank transfer from a checking or savings account online.
- By mail – Send check or money order to:

Concordia University—St. Paul  
NW 5884  
P.O. Box 1450  
Minneapolis, MN 55485-5884  
*Please reference your Concordia ID number*

- In person – Check, money order, or cash is accepted at the cashier's window on campus.

*Cashier Hours: 8:00 am – 4:30 pm, Monday – Friday*

<sup>1</sup> *Financial aid awards typically include loan opportunities, for which you must apply and sign a Promissory Note.*

#### CSP Installment Plan

In this plan, you will make payments in up to two installments, plus a \$35 enrollment fee, per semester according to the timeline found in the

Tuition and Fee Payment Procedure for each semester. This information is found on the portal.

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

### Summer Semester

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

### Book Purchase Credit

The only students that will be considered for a Book Purchase Credit are those who are Pell Grant eligible and expecting a refund. The amount of the voucher will be equal to the annual published books and supplies allotment.

## Traditional Undergraduate Programs

### Tuition & Fees (2017-2018)

	Fall/Spring Semesters	Academic Year
Tuition	\$10,875	\$21,750
Residence Hall / Food Services	\$4,375	\$8,750
Totals	\$15,250	\$30,500

**Undergraduate** (per credit hour, for students registered for 6-11 credits) \$900

**Undergraduate** (per credit hour, for students registered for 1-5 credits) \$460

**Summer School (2018)** per credit hour \$420

**Audit** (per class) \$175

**Course overload** (per credit hour, over 19 credits) \$260

**DCE or DCO Internship** (in lieu of on-campus tuition) \$10,875

### Optional Fees

Parking	No charge
Single Room (additional charge per semester)	\$1,175
Room Charge (per day for early-arrival students)	\$30
Extra institutional credit (includes credit by examination-per credit hour)	\$270
Colloquy tuition rate (per credit hour)	\$270
Private Music Instruction (private lessons)	\$215
Private Music Instruction (honors lessons)	\$430
Science Lab Fees (varies by course)	\$25-\$50
Fine Art Fees (varies by course)	\$25-\$50
Biology and Chemistry Research Fee (per credit hour)	\$100

## Required Fees

Application for admission	\$30
Transcripts	\$7 each

## Deposits

Undergraduate Tuition Deposit <sup>1</sup>	\$100
Residence Hall and Apartment Down Payment <sup>2</sup>	\$125

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

<sup>2</sup> The residence hall down payment is due when applying for housing. The down payment is credited to the fall semester room and board charge. It is not refundable after May 1.

## Adult Undergraduate

### Per Credit Tuition (2017-2018)

Associate of Arts	\$420
Continuing Studies	\$420
Accounting	\$420
Business	\$420
Child Development	\$420
Communication Studies	\$420
Computer Science	\$420
Criminal Justice	\$420
Exercise Science	\$420
Family Science	\$420
Health Care Administration	\$420
Hospitality Management	\$420
Human Resource Management	\$420
Information Technology in Management	\$420
Marketing	\$420
Nursing (pre-licensure)	\$700
Nursing (RN to B.S.N.)	\$420
Organizational Management and Leadership	\$420
Psychology	\$420
Pulmonary Science Leadership (B.S.)	\$420
Radiologic Science Leadership (B.S.)	\$420
Sport Management	\$420
Application Fee	\$30
Audit (per class)	\$175

## Graduate

### Per Credit Tuition (2017-2018)

#### College of Humanities & Social Sciences

MFA in Creative Writing \$525

#### College of Business & Technology

MA in Human Resource Management \$475



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

### College of Education

MA in Education: Early Childhood	\$395
MA in Education: Classroom Instruction with K-12 Reading Endorsement	\$395
MA in Education: Differentiated Instruction	\$395
MA in Education: Educational Leadership	\$395
MA in Education: Educational Technology	\$395
MA in Education: Special Education SLD	\$395
MA in Education: Special Education EBD	\$395
MA in Education: Special Education ASD	\$395
MA in Teaching (with K-6 License)	\$440
Ed.S in Education	\$415
Doctorate in Education (Ed.D.)	\$615

### College of Health & Science

MA in Criminal Justice Leadership	\$475
MA in Family Science	\$395
MA in Human Services with Emphasis in Forensic Behavioral Health	\$475
MA in Sport Management	\$475
MS in Exercise Science	\$475
MS in Orthotics and Prosthetics	\$515
Doctor of Physical Therapy	\$810
Application Fee	\$50

## Refund Policy for Traditional Undergraduate Students

### Business Day

Business days are defined as Monday through Friday, excluding posted holidays.

### Business Service Hours

On campus business hours are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.

Online campus business hours are defined as 24 hours per day, 7 days per week, including holidays.

### Traditional Undergraduate Student

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

### Total Drop

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

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

### Total Withdrawal

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

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

### Refund Schedule for Traditional Students Withdrawing from the University

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

Dates for the various refund periods for traditional students withdrawing from the university during fall term 2017:

- Through September 5: 100% Refund
- Sept. 6 - Sept 11: 75% refund
- Sept. 12 - Sept. 18: 50% refund
- Sept. 19 - Sept. 25: 25% refund
- After September 25: no refund

Dates for the various refund periods for traditional students withdrawing from the university during spring term 2018:

- Through January 15: 100% refund
- January 16 – January 22: 75% refund
- January 23 – January 29: 50% refund
- January 30 – February 5: 25% refund
- After February 5: no refund

## Partial Drop

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

## Partial Withdrawal

A withdrawal from at least one, but not all registered courses. No refunds are granted for partial withdrawals.

## Refund Policy for Adult Undergraduate and Graduate Students

### Business Day

Business days are defined as Monday through Friday, excluding posted holidays.

### Business Service Hours

On campus business hours are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.

Online business hours are defined as 24 hours per day, 7 days per week, including holidays.

## Adult Undergraduate Student

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

## Graduate Student

Graduate students are defined as learners enrolled at the graduate level in a term consisting of two seven week sessions which may be offered in a variety of settings including (but not limited to) on-campus delivery and online delivery.

## Drop

Students are allowed to drop any course before the start of the 6th business day of each term. Students who drop a course will receive a full refund of tuition. Dropped courses do not appear on a transcript and do not impact academic standing.

## Withdrawal

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

## Current Add/Drop/Withdrawal Schedule

### 2017-18 Adult Undergraduate, Graduate and SCS Add/Drop Dates Fall 2017

#### First Seven Weeks (September 4 – October 20)

- Last day to add a first half semester course: September 3, 2017
- Last day to drop (without record or charge) a first half semester course: September 10, 2017
- Last day to withdraw (“W” grade) a first half semester course: October 8, 2017

#### Second Seven Weeks (October 23 – December 15)

- Last day to add a second half semester course: October 22, 2017

- Last day to drop (without record or charge) a second half semester course: October 29, 2017
- Last day to withdraw (“W” grade) a second half semester course: December 3, 2017

### Spring 2018

#### First Seven Weeks (January 8 – February 23)

- Last day to add a first half semester course: January 7, 2018
- Last day to drop (without record or charge) a first half semester course: January 15, 2018
- Last to withdraw (“W” grade) a first half semester course: February 12, 2018

#### Second Seven Weeks (March 5 – April 27)

- Last day to add a second half semester course: March 4, 2018
- Last day to drop (without record or charge) a second half semester course March 11, 2018
- Last day to withdraw (“W” grade) a second half semester course: April 15, 2018

### Summer 2018

#### First Seven Weeks (May 14 – June 29)

- Last day to add a first half semester course: May 13, 2018
- Last day to drop (without record or charge) a first half semester course May 20, 2018
- Last day to withdraw (“W” grade) a first half semester course June 17, 2018

#### Second Seven Weeks (July 9 – August 24)

- Last day to add a second half semester course: July 8, 2018
- Last day to drop (without record or charge) a second half semester course July 15, 2018
- Last day to withdraw (“W” grade) a second half semester course August 12, 2018

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# Undergraduate Academic Information

## Academic Policies and Procedures

### Registration

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

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

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

### Time Limits

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

## Classification of Students

### Full-Time Students

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

### Part-Time Students

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

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

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

### Repeating Courses

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

### Auditing Courses

Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. The course fee is at a reduced rate unless the course fits under the regular credit limit of 19 credits per semester. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of

the course, an entry is made on the student's permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Students may change regular registration to an audit before the end of the eighth week of the semester. Registration may be canceled for non-attendance.

### Co-curricular Activities

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

### Independent Study

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

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

### Internships

Students may apply for internship programs with the approval of the instructor, the advisor, the department chair, the director of advising and the registrar. Internship guidelines are available from the appropriate department. Internship registration forms are available on the portal. No more than one-third of a major or a minor may consist of internship credits; normally, no more than 12 field-based experience credits may be applied toward the minimum of 120 credits required for the baccalaureate degree. The number of credits applicable to a major, minor or emphasis is determined in advance by the appropriate department(s). Separate learning contracts are written with the department(s) and work is evaluated by a faculty member or an adjunct faculty member from each department involved. The Director of Christian Education and Director of Christian Outreach programs require an internship. Separate guidelines apply to these internships. The Pass/No Pass grade is given for all field-based learning experiences.

### Attendance in Class and Completion of Assignments

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

Instructors will record attendance and specify procedures for handling absences in course syllabi.

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

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

Additional attendance guidelines and requirements for degree completion undergraduate students:

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

## Academic Credit for Prior Experience

Degree-seeking students may earn up to 30 credits of coursework for experiences from any of the following: non-accredited institutions, documented work training, or military. Credits are typically for elective coursework. Credit for coursework in majors and minors must be approved by the respective academic department. General Education coursework must be approved by the General Education Committee. The office of the Registrar may grant such credit.

## Assessment of Student Learning and Professional Development

Concordia University conducts a series of activities to assess – among other things – student learning, program effectiveness, and student perceptions of faculty effectiveness. The assessment program at Concordia University, Saint Paul is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students

learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia University students compare in certain subject areas to students across the country. Many of the assessment activities are part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students may also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia University education has had for them. More information about assessment activities can be obtained from academic advisors or the office of assessment and accreditation.

## Drop Registration from Courses "Without Academic Record"

### Full Semester Courses

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

### Half Semester Courses (7 Week Courses)

Students may withdraw from a course without record during the first week of the course.

## Withdrawal from Courses/Withdrawal with Academic Record

### Full Semester Courses

Students may withdraw from full semester courses any time after the second week of the course through the eleventh week and receive a “W” grade.

### Half Semester Courses

Students may withdraw from half semester courses any time after the first week of the course through the fifth week and receive a “W” grade.

## Withdrawal Procedures

- Students are able to drop courses online through the drop dates posted on the academic calendar.
- After the drop period is over, students must submit a signed Registration Restriction Form with instructor and advisor signatures.
- Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar’s Office.
- Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the 6th business day of the term. See financial policies for further information.

## Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or changing their cohort must discuss their plans with their advisor. Traditional undergraduate students will contact the Director of Academic Advising at (651) 603-6271 or advising@csp.edu for an exit interview. It is the student’s responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. Contact the Director of Academic Advising, (651) 603-6271 or [advising@csp.edu](mailto:advising@csp.edu)

## Grading System - Undergraduate Programs

A	Superior	4.00 grade points
A-		3.67 grade points
B+		3.33 grade points
B	Above Average	3.00 grade points
B-		2.67 grade points
C+		2.33 grade points
C	Average	2.00 grade points
C-		1.67 grade points
D+		1.33 grade points
D	Below Average	1.00 grade points
D-		0.67 grade points
F		zero grade points
P	Pass	
N	No pass	
X	Continuing registration for more than one term	
V	Audit	
W	Withdrawal	Student officially withdrew from a course during the third through eighth week of the semester.
I	In progress	This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work.

## Requesting an "In Progress" Grade

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

- Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. In degree completion programs, an "in-progress" grade should be removed within two weeks.
- In traditional programs, an in-progress should be completed and removed by the seventh week of the following semester in which the "I" grade was incurred or at a date set by the professor on the form provided. In degree completion undergraduate programs and graduate programs, all course requirements must be completed within four weeks from the last day of class.

- The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
- Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year.
- When extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the registrar.

## Pass/No-Pass Grading

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

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

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

## Academic Good Standing

A student in good standing is one who:

- Is registered for the current term
- Is attending class in accordance with the class attendance policy
- Has no financial obligations to the university
- Is not on disciplinary probation and
- Is not on academic probation.

Eligibility to participate in certain interscholastic activities necessitates the fulfillment of additional requirements.

## Satisfactory Academic Progress Policy for Undergraduate Students

To be eligible to register continuously without conditions, a student must achieve satisfactory academic progress. Concordia will follow federal-financial-aid policy on satisfactory academic progress as long as Concordia accepts federal funding. (Refer to Financial Aid (p. 20) for full policy details)

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

1. **Academic Probation:** Academic probation is a formal warning that students did not achieve satisfactory progress. A student on probation will remain eligible to enroll in the subsequent term for a maximum of 16 credits, but must achieve satisfactory progress at the end of that term or face disqualification.
2. **Disqualification:** Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. Students may appeal to be re-admitted by completing the Disqualification Appeal Form.

## Disqualification Appeal Process

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

## Honor Recognition - Dean's List

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

## Graduation Honors

Full-time students in bachelor degree programs at Concordia University who have earned at least 60 credits at Concordia University and who have earned a cumulative grade point average of 3.90 or higher are designated as graduating summa cum laude; those students with a cumulative grade point average of 3.75 to 3.89 are designated as graduating magna cum laude; those students with a cumulative grade point average of 3.60 to 3.74 are designated as graduating cum laude.

Students in bachelor degree programs who have earned fewer than 60 credits at Concordia University and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 60 credits and have a GPA between 3.75 and 3.89 will be recognized as graduating "with distinction."

## Academic Honors Convocation

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

## Honorary Societies for Students

### Lambda Pi Eta

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). The Nu Beta chapter

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

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

### Sigma Tau Delta

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

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

## Participation in Commencement Ceremonies

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

## Financial Hold

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

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

## Research with Human Subjects

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia University Saint Paul, MN Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.



## Academic Integrity

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

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

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

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

## Off-Campus Semester Study

Concordia University encourages students to broaden their cultural awareness and explore the world through off-campus study programs. In order to apply for off-campus study or study abroad opportunities, students must meet certain criteria dependent upon the study option. Concordia University will allow only two semesters of off-campus study or a maximum of 32 off-campus study credits to be applied to the 120 credits for the bachelor's degree. The university's graduation requirements will remain in effect. Students enrolled in pre-approved off-campus study will also be considered in the financial aid process. In no way will program leaders or instructors of programs/courses be responsible for personal injury or property damage arising out of the act or negligence of any direct carrier, hotel, or travel service or any other person rendering any service offered in connection with off-campus study. For more information on current programs reach out to our study abroad office at [abroad@csp.edu](mailto:abroad@csp.edu) ( [abroad@csp.edu](mailto:abroad@csp.edu)).

## Travel Seminars

Another off-campus study abroad option available to students is our short-term Travel Seminar program. Faculty-led programs and courses are offered around the country and the world in many different disciplines. Travel seminars are offered while other semester classes are not in session (January break, spring break, May after graduation) and are typically included in your spring semester credit load. In order to participate, students must be in good standing. Current programs (<http://cspabroad.csp.edu/short-term-experience>) are updated annually. For further information, contact the Community Action, Leadership, and Learning Center (CALL Center) at [abroad@csp.edu](mailto:abroad@csp.edu) ( [abroad@csp.edu](mailto:abroad@csp.edu)) or (651) 641-8236.

## Reserve Officers Training Corps (ROTC)

### Air Force ROTC

A cooperative program between Concordia and the University of Saint Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at Saint Thomas. Air Force Reserve Officer Training Corps is an educational and leadership development program designed to prepare students for

commissioning as second lieutenants in the United States Air Force. Air Force ROTC complements the academic major of the student's choice and increases the student's career options. Students incur no obligation by enrolling in the courses; the Aerospace classes are free and are paid by a University of Saint Thomas grant. Credit is transferable. Scholarships are available, especially in engineering, mathematics, physics, computer science, and nursing. For more information, contact the Department of Aerospace Studies at the University of Saint Thomas, (651) 962-6320 or 1-800-328-6819, ext. 6320.

### Army ROTC

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

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

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

### Naval ROTC

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

## Definition of Academic Terms

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

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

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

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

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

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

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

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

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

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

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

An **academic major** normally consists of 32 to 80 credits taken in courses in one area or related areas of study prescribed by the faculty.

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

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

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

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

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

## Graduation Requirements

### Associate of Arts Degree (AA)

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

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

### Bachelor of Arts Degree (BA)

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

1. Complete 120 total credits, of which 30 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47 credit general education curriculum.
3. Complete the course requirements for an academic major – typically 40 to 44 credits for the BA – or two academic minors – typically 20 to 24 credits each. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.50 or above in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be awarded. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

Note: Additional requirements for Teacher Education majors include completion of state tests, human relations activity hours, and current certification in CPR and First Aid.

## Bachelor of Business Administration Degree (BBA)

For admission to the Bachelor of Business Administration (BBA) in Accounting degree program, students must:

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 majors also earn a minimum of a B and a C in ACC 201 Principles of Accounting (Financial Accounting) and ACC 202 Principles of Accounting (Managerial Accounting).

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

1. Complete 120 total credits, of which 30 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47 credit general education curriculum.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence.
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or above in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be awarded.

5. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
6. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
7. Be approved as a candidate for a degree by the Registrar.

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

## Bachelor of Fine Arts Degree (BFA)

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

1. Complete 120 total credits, of which 30 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47 credit general education curriculum.
3. Complete the course requirements for an academic major – typically 77 to 80 credits. At least 50 percent of the major must be completed in residence unless approved by the appropriate department.
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major.
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.50 or better in the major.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

## Bachelor of Science Degree (BS, BSN)

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

1. Complete 120 total credits, of which 30 must be completed at Concordia University.
2. Complete the course requirements for the 47 credit general education curriculum.
3. Complete the course requirements for the academic major – typically 45 to 60 credits. At least 50 percent of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common.

6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

## University Outcomes

### University Outcomes for All Undergraduates

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

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

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

**Oral Communication** – Develop content into a well-organized oral presentation; use appropriate language and nonverbals to enhance the fluency of the presentation; effectively incorporate citations into the presentation; effectively tailor the presentation to the audience and respond appropriately to audience feedback.

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

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

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

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

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

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

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

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

## Pre-Professional Programs

Concordia University provides opportunities for students to pursue a professional degree beyond the undergraduate degree at Concordia by establishing pre-professional programs in specific areas such as those listed below.

### Pre-Chiropractic

Students interested in pursuing a Chiropractic degree can meet the admission requirements for most programs by completing an exercise science or biology major.

Our unique “3+3” partnership with Northwestern Health Sciences University (Bloomington, MN) will enable Concordia students to earn both a bachelor of science (exercise science or biology) and a doctorate in chiropractic in just six years. Students will spend their first three years at Concordia, St. Paul, and the final three years at Northwestern.

### Pre-Dental

Pre-dental students can best prepare for dental school by completing either a biology major or a biochemistry major. Most students take the DCAT (dentistry) in April of their junior year. For further information, contact the coordinator of pre-dental studies, Dr. Amanda J. Brosnahan at (651) 641-8846 or brosnahan@csp.edu (bakke@csp.edu).

### Pre-Engineering

The Pre-Engineering program allows students to spend their time at Concordia fulfilling general education requirements and building a solid foundation in mathematics and the sciences, including calculus-based physics courses. Students work closely with their academic advisor to ensure they meet the requirements for entrance into the engineering school of their choice. Admission to an engineering program is highly competitive. Concordia can help students gain the skills necessary to stand out as a candidate for admission. For further information, contact the coordinator of pre-engineering studies, Dr. Leanne Bakke at (651) 641-8750 or bakke@csp.edu.

### Pre-Law

Pre-law students at Concordia University should complete the Bachelor of Arts degree in one or more fields of study. Law schools prefer that students complete a broad, diverse, and challenging undergraduate curriculum and reserve legal study for law school. Undergraduate programs should reveal the student’s capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, Dr. Paul Hillmer at (651) 641-8215 or hillmer@csp.edu.

Created upon a mutual regard for the integrity of parallel academic programs and in an effort to better serve students preparing to pursue

a career in law, Concordia University, St. Paul (CSP) and Concordia University - Portland, School of Law (CUSL) have entered into an agreement for an articulated program. This agreement will define preparatory coursework to be completed at CSP for students intending to matriculate into CUSL. This agreement will articulate the special terms for admission at CUSL to earn a Juris Doctor (JD), and the distinctive criteria for the awarding of a Bachelor of Arts or Bachelor of Sciences degree to participating students from CSP.

## Pre-Medical Studies

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

Students who are planning a pre-medical program should consult with the pre-medical faculty advisor in the Department of Science. Interested students should contact the college or university where they intend to complete their degree program for a list of acceptable courses for transfer. Students typically take the Medical College Admission Test (MCAT) in April of their junior year.

### Pre-Pharmacy

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major or a chemistry major with a biology minor. For further information, contact the coordinator of pre-pharmacy studies, Dr. Amanda J. Brosnahan at (651) 641-8846 or brosnahan@csp.edu (bakke@csp.edu).

### Pre-Physical Therapy

Each physical therapy graduate program varies in specific requirements but all require a bachelor’s degree. It is highly recommended that students interested in physical therapy complete a major in Biology.

## Professional Church Work Programs

Through its Department of Theology and Ministry in the College of Humanities and Social Sciences, Concordia University, Saint Paul supports four professional church work programs that prepare students to be placed on the roster of Commissioned Ministers of The LCMS: Director of Christian Education; Director of Christian Outreach; Director of Parish Music; and Lutheran Classroom Teacher. The department also houses the Pre-Pastoral and Pre-Deaconess Studies programs. For further information on any of these programs contact the Department of Theology and Ministry (651-641-8892; theology@csp.edu).

### Director of Christian Education

The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders in various team ministry settings in the congregation. With different emphases and specializations, the DCE is there to help teach the Christian faith to children and adults across the lifespan. The DCE program is five years in duration, entailing the core Bible and theology component, a cluster

of more specialized courses, and one year devoted to a supervised internship.

## Director of Christian Outreach

The Director of Christian Outreach (DCO) program prepares outreach specialists for service to the church. A DCO helps to assess outreach opportunities unique to a ministry setting and to equip each congregation to bring the Gospel to people in the most winsome and effective ways possible. The DCO may serve in North America or on a foreign mission field. The DCO program entails a core of academic work in Lutheran theology, a core of specialized courses, and one year devoted to a supervised internship.

## Director of Parish Music

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God's gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience.

## Lutheran Classroom Teacher

The Lutheran Classroom Teacher program is a partnership between the College of Humanities and Social Sciences and the College of Education, preparing men and women for teaching careers in one of the more than 2,500 pre-school, elementary or secondary schools of The Lutheran Church - Missouri Synod. A student preparing to be a Lutheran Classroom Teacher meets the requirements for Minnesota state licensure as a teacher through the College of Education and meets the requirements for church certification through the Department of Theology and Ministry. The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals.

## Pre-Seminary Education

The pre-pastoral program at Concordia University, Saint Paul equips students for success at a Lutheran seminary, where they receive their formal education for service in Word and Sacrament ministry.

## Pre-Deaconess Education

The pre-deaconess program at Concordia University, Saint Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, Saint Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia University, Chicago Deaconess program, or she may graduate from CSP with a major in theology and may continue preparation at Concordia Seminary, Saint Louis, Missouri or Concordia Theological Seminary, Fort Wayne, Indiana, earning a Master of Arts degree and the Deaconess certification.

## School of Continuing Studies

Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated online formats. The courses are designed for adult students and to assist students in building enough general education credits to start one of Concordia University's adult accelerated degree programs. Through these intensive

courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes and visiting students are welcome to enroll.

Accelerated general education courses allow learners to:

- efficiently obtain general study requirements to prepare for an accelerated learning program;
- develop skills to be successful in academic work;
- earn foundational credits for a liberal arts education; and
- work towards a college degree, regardless of geographic location or time.

## Course Delivery

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

## Course Selection

Participants will be teamed with an advisor who will assist in creating a class schedule that fits with the student's work and personal life.

## School of Continuing Studies Tuition and Fees 2017-18

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

## Associate of Arts Degree: Online

The Associate of Arts (A.A.) degree provides learners with general education credits from various academic disciplines delivered through online education. General education courses provide students with a foundation for critically examining the world from unique perspectives. These courses also help prepare students for the major courses in their bachelor degree programs.

## Tuition and Fees

The Associate of Arts degree program totals 60 semester credits.

### Requirements

SSS 125	Student Success Strategies	3
	Communication	4
	Writing	4
	Literature	4
	Health and Physical Education	3
	Social/Behavioral Science	4
	History/Political Science	4
	Fine Arts (minimum of 2 different areas: Music, Theatre or Art)	4
	Mathematics	3
	Global Studies	4
	Physical Science	3
	Biology	4
RLG 415	Biblical Christianity for Thoughtful People	4
	Select 12 Elective Credits to reach 60 required credits	12
	<b>Total Credits</b>	<b>60</b>

## Associate of Arts in Early Childhood Education

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

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

## General Education Requirements

### General Education Requirements

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

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

### Fine Arts (Minimum 4 credits required; two courses from two different areas – Art, Music, and Theatre)

The fine arts curriculum increases students' awareness, understanding and critical appreciation of varied aesthetic expression; and seeks to foster their creative talents. Nursing (pre-licensure) students fulfill this requirement with 2 credits.

ART 101	Approaching Art <sup>1</sup>	2
ART 103	3D Design	2,3
ART 104	Introduction to Art History	3
ART 111	Drawing I	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 261	Ceramics I	3
MUS 120	Listening to Life: Western Classical Music	2
MUS 121	Listening to Life: Global & Popular Music <sup>1</sup>	2
THR 101	Introduction to The Theatre	2
THR 160	Introduction to Dance	3
THR 221	Acting I	4
THR 251	Stagecraft	4

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

### History and Political Science (4 credits required)

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

factors examined by historians. Nursing (pre-licensure) students select one course in History/Political Science or Literature.

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

### Communication (4 credits required)

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

COM 103	Interpersonal Communication	4
COM 212	Public Speaking	4

### Global Studies (4 credits required)

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

ART 374	Art of Mexico	4
ART 375	Art of Asia	4
ART 376	Ethnographic Art	4
COM 309	Intercultural Communication	4
ECO 101	America in the Global Economy: Macroeconomics	4
ENG 376	World Literature II: Geographic or Thematic	4
GRK 211	Beginning Greek I	4
HIS 121	World History	4
HIS 267	Introduction to Latin America	4
HMG 201	Hmong Culture and Society	4
SPA 101	Beginning College Spanish I	4
SPA 102	Beginning College Spanish II	4
POL 243	Contemporary Global Problems	4
NUR 360	Transcultural Nursing & Advanced Health Assessment <sup>1</sup>	4
NUR 470	Community and Public Health <sup>1</sup>	4
International Study programs		

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

### Social and Behavioral Science (4 credits required)

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

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

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

## Health 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. RN to BSN Nursing students can fulfill this requirement with submission of current nursing license. Pre-licensure Nursing students fulfill this requirement with NUR 232 (2 credits).

KHS 110	Health & Dynamic Human Movement	3
NUR 232	Nursing Approach to Nutritional Foundations <sup>1</sup>	2

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

## Literature (4 credits required)

The literature curriculum helps students develop their abilities to think critically about, write coherently on and discuss enthusiastically a variety of literary texts; students develop both an intellectual understanding of the power of literature and an aesthetic appreciation for diverse literary works. Nursing (pre-licensure) students select one course in History/ Political Science or Literature.

ENG 155	Introduction to Literature	4
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## Mathematics and Natural Science (9 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.

Students in traditional programs take a minimum of 9 credits of mathematics and natural science, with the prescribed number of credits in each of the following three areas. Students in adult undergraduate programs take a minimum of 8 credits in math and natural science. The science credits for the adult undergraduate programs can be taken in either biology or physical science.

### Mathematics (Minimum 3 credits required)

Incoming students are initially placed in math courses according to their math ACT scores. Students who do not have a current math ACT score or those who would like to change their placement will need to take the Math Placement Exam.

MAT 101	Contemporary Mathematics	3
MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 165	Quantitative Reasoning for Nursing <sup>1</sup>	3
MAT 200	Foundations of Elementary Mathematics <sup>2</sup>	3

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

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

### Biology (Minimum 3 credits required)

BIO 100	Biology Today	3
BIO 120	Biology I: The Unity of Life	4
BIO 130	Biology II: The Diversity of Life	4

SCI 120	Live Science: How Scientific Issues Impact Your Daily Life	4
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### Physical Science (Minimum 3 credits required)

CHE 115	General Chemistry I	4
CHE 141	Household Chemistry	3
ENV 120	Introduction to Environmental Science	3
ESC 160	Earth Science <sup>1</sup>	4
PHS 112	General Physics I (Trig Based)	4
PHS 221	General Physics I (Calc Based)	4

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

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

Students in traditional programs meet their general education requirements in theology by taking a course from the "Biblical" category and a course from the "Intermediate" category. Students in professional church work programs must select from those courses in both categories that are also requirements in the minor in Lutheran Theology. Students in adult undergraduate programs meet this requirement by taking a combined course that meets the outcomes in the intro/intermediate areas.

### Introductory (3-4 credits)

THL 100	The Biblical Heritage of Christianity	4
THL 206	New Testament <sup>1</sup>	3

### Intermediate (3-4 credits)

THL 310	Archaeology and the Bible	4
THL 320	Global Christianity	4
THL 325	Goodness, Justice & Christian Faith	4
THL 336	The Problem of Evil	4
THL 342	Athens and Jerusalem: Philosophy and Christianity	4
THL 344	Martin Luther: Saint & Sinner	4
THL 351	Jesus and Muhammad	4
THL 353	Christianity and World Religions	4
THL 356	One Nation under God? Christianity and Politics in America	4
THL 357	Christianity and the Media in Contemporary Culture	4
THL 359	Theology and Art	4
THL 365	Christianity thr Symbol/Ritual	4
THL 371	Mission of God	4
THL 377	Faith and Justice in the City	4
THL 431	Lutheran Doctrine I <sup>1</sup>	3
RLG 415	Biblical Christianity for Thoughtful People <sup>2</sup>	4

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

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

## Writing (4 credits required)

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

ENG 120 College Writing

## University Honors Program

Concordia's University Honors Program in *litteris fideique* ("in faith and learning") is an alternative approach to meeting General Education requirements. It is interdisciplinary course of study that challenges talented students to integrate Christian faith and academic learning. The Honors Program provides opportunities for students to become leaders in academic research and in service to others while engaging in constant conversation with the Christian gospel.

There are four core courses for the University Honors Program in *litteris fideique*, offered on a two-year cycle (two courses each year). Honors students take the four core courses during their first two years at Concordia, so that each incoming class of Honors students takes courses together with the class adjacent to theirs. Each course integrates selected arts and sciences with the gospel and embracing a distinctly global perspective. Each course will be administered by the faculty of the University Honors Program and will be taught by a team of faculty representing the major academic disciplines of the university.

### The Theoretical Year

HON 110	Perspectives, Approaches, and the Gospel	8
HON 120	Hearing Their Voices: Globalism, Justice and the Lives of the Marginalized	8

### The Practical Year

HON 210	Being Human and Christian in an Interconnected World	8
HON 220	Scholarship and Service for the Sake of Others	8

### Capstone<sup>1</sup>

HON 410	Building for Eternity	2
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<sup>1</sup> During the senior year, students in the University Honors Program reconvene to put their knowledge and gifts into practice for the good of others.

Students who complete the University Honors Program have met their General Education requirements.

For more information: (651) 641-8736 or [honors@csp.edu](mailto:honors@csp.edu)

## Majors

Accounting Major (BA Adult) (p. 48)

Accounting Major (BBA traditional) (p. 48)

Accounting Major (BS Adult) (p. 49)

Accounting Major (BS Traditional) (p. 49)

Art Education/Teaching (Grades K-12) Major (BA Traditional) (p. 50)

Art Studio Major (BA Traditional) (p. 51)

Biology Major (BA Traditional) (p. 51)

Biology Major (BS Traditional) (p. 52)

Business Major (BA Adult; Online Only) (p. 52)

Business Management Major (BA Traditional) (p. 52)

4 Chemistry Education/Teaching (Grades 9-12) Major (BA Traditional) (p. 53)

Chemistry Major (BA Traditional) (p. 53)

Child Development Major (BA Adult; Online Only) (p. 54)

Child Learning and Development Major (BA Traditional) (p. 54)

Christian Ministry Major (BA Traditional) (p. 55)

Church Music Major (BA Traditional) (p. 56)

Communication Arts and Literature Education/Teaching Major (Grades 5-12) (BA Traditional) (p. 57)

Communication Studies Major (BA Traditional) (p. 58)

Community Arts Major (BA Traditional) (p. 59)

Community Health Science Major (BA Traditional) (p. 59)

Computer Science Major (BS Online Only) (p. 59)

Criminal Justice Major (BA Adult; Online Only) (p. 60)

Criminal Justice Major (BA Traditional) (p. 60)

Director of Christian Education (p. 61)

Director of Christian Outreach (p. 61)

Director of Parish Music (p. 61)

Early Childhood Education/Teaching Major (Birth-Grade 3) (BA Traditional) (p. 61)

Elementary Education/Teaching Major (Grades K-6) (BA Traditional) (p. 61)

English as a Second Language Education/Teaching Major (Grades K-12) (BA Traditional) (p. 62)

English with an Emphasis in Creative Writing Major (BA Traditional) (p. 63)

English with an Emphasis in Journalism Major (BA Traditional) (p. 64)

English with an Emphasis in Literature Major (BA Traditional) (p. 64)

English with an Emphasis in Professional Writing Major (BA Traditional) (p. 65)

Exercise Science 3+2 Option (BA + MS Exercise Science) (p. 65)

Exercise Science Major (BA Traditional, BA Adult Online) (p. 66)

Exercise Science Major (BS Traditional) (p. 66)

Exercise Science Major with an Emphasis in Athletic Training (BA Traditional) (p. 67)

Family Science 3+2 Option (BA + MA Family Science) (p. 67)

Family Science Major (BA Adult; Online Only) (p. 68)

Family Science Major (BA Traditional) (p. 68)

Finance Major (BS Traditional) (p. 69)



Grades K-12 Physical Education and Grades 5-12 Health Teaching Major (BA Traditional) (p. 69)

Graphic Design Major (BA Traditional) (p. 70)

Graphic Design Major (BFA Traditional) (p. 70)

Health Care Administration Major (BA Adult; Online Only) (p. 70)

Health Education Teaching Major (Grades 5-12) (BA Traditional) (p. 71)

History Major (BA Traditional) (p. 71)

Hospitality Management Major (BA Adult; Online Only) (p. 72)

Human Resource Management Major (BA Adult) (p. 72)

Information Technology in Management Major (BA Adult) (p. 72)

International Business Major (BS Traditional) (p. 72)

Life Science Education/Teaching Major (Grades 9-12) (BA Traditional) (p. 73)

Marketing Major (BA Adult) (p. 73)

Marketing Major (BS Traditional) (p. 74)

Mathematics Major (BA Traditional) (p. 74)

Mathematics Major (BS Traditional) (p. 75)

Music Business (BA Traditional) (p. 75)

Music Education/Teaching Major (Grades K-12 Instrumental and Classroom Music and/or Vocal and Classroom Music (BA Traditional) (p. 76)

Music Major (BA Traditional) (p. 77)

Nursing Major (BSN Adult) (p. 78)

Nursing Major (BSN Pre-Licensure) (p. 78)

Organizational Management and Leadership Major (BA Adult) (p. 79)

Orthotics and Prosthetics Major (BS Traditional) (p. 79)

Parent and Family Education (Licensure) (BA Traditional) (p. 79)

Psychology Major (BA Adult; Online Only) (p. 80)

Psychology Major (BA Traditional) (p. 80)

Psychology Major (BS Traditional) (p. 81)

Public Policy Major (BA Traditional) (p. 81)

Pulmonary Science Major (BS Adult) (p. 82)

Radiologic Science Leadership Major (BS Adult; Online Only) (p. 82)

Secondary Mathematics Education Major (Done in Conjunction with Math Major) (p. 83)

Social Studies Education/Teaching (Grades 5-12) Major (BA Traditional) (p. 83)

Sociology Major (BA Traditional) (p. 83)

Sport Management 3+2 Option (BA + MA Sport Management) (p. 84)

Sport Management Major (BA Traditional; BA Adult Online) (p. 84)

Sport Psychology Major (BA Traditional) (p. 85)

Theatre Major (BA Traditional) (p. 85)

Theology Major (BA Traditional) (p. 86)

## Accounting Major (BA Adult)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites <sup>1</sup>

ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
MAN 350	Managing in a Global Economy	4
BUS 345	Business Analytics	4
ACC 201	Principles of Accounting (Financial Accounting)	4
ACC 202	Principles of Accounting (Managerial Accounting)	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
LAW 411	Federal Income Tax	4
ACC 480	Management Accounting	4
ACC 490	Accounting Strategy Capstone	4
Total Credits		44

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

## Accounting Major (BBA traditional)

The Bachelor of Business Administration degree is available with an Accounting major. Because the BBA requires more business courses

than a Bachelor of Arts or Bachelor of Science degree, it is considered the degree of choice for students planning a career in accounting. The major prepares students to take the Certified Public Accountant (CPA) examination.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

Bachelor of Business Administration (p. ) degree consists of a 64 credit major in Accounting, general education courses, and elective courses totaling a minimum of 120 credits.

### Prerequisites from General Education

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

### Required

Course	Title	Credits
<b>First Year</b>		
ECO 102	America in the Global Economy: Microeconomics	2
CSC 210	Microsoft Excel Core	4
	Credits	6
<b>Second Year</b>		
ACC 201	Principles of Accounting (Financial Accounting)	4
ACC 202	Principles of Accounting (Managerial Accounting)	4
MAN 201	Business Analytics	2
MAN 202	Analytics, Modeling, and Techniques	2
	Credits	12
<b>Third Year</b>		
ACC 311	Intermediate Accounting I	4
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
ACC 312	Intermediate Accounting II	4
MAN 302	Operations and Quality Management	2
	Credits	22
<b>Fourth Year</b>		
ACC 413	Cost Accounting	4
ECO 401	Global Economics	4
LAW 411	Federal Income Tax	4
ACC 440	Fundamentals of Forensic and Investigative Accounting	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
LAW 401	Legal Environment of Business	2
MAN 401	Business Strategy and Ethics	4

MAN 499	Senior Outcomes	0
	Credits	30
	Total Credits	70

## Accounting Major (BS Adult)

The degree in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students to work in corporate accounting positions.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites

ECO 101	America in the Global Economy: Macroeconomics (4)
MAT 110	Introduction to Probability and Statistics (3)

### Required

ECO 102	America in the Global Economy: Microeconomics	2
BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4
ACC 201	Principles of Accounting (Financial Accounting)	4
ACC 202	Principles of Accounting (Managerial Accounting)	4
FIN 301	Corporate Finance I	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
LAW 411	Federal Income Tax	4
ACC 412	Auditing	4
ACC 413	Cost Accounting	4
MAN 450	Managing Finances and Business Strategy	4
	Total Credits	54

## Accounting Major (BS Traditional)

The degree in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students to work in corporate accounting positions.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

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

### Required

Course	Title	Credits
<b>First Year</b>		
CSC 210	Microsoft Excel Core	4
MAN 120	Basics of Business	2
ECO 102	America in the Global Economy: Microeconomics	2
Credits		8
<b>Second Year</b>		
ACC 201	Principles of Accounting (Financial Accounting)	4
ACC 202	Principles of Accounting (Managerial Accounting)	4
MAN 201	Business Analytics	2
MAN 202	Analytics, Modeling, and Techniques	2
Credits		12
<b>Third Year</b>		
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
FIN 301	Corporate Finance I	4
LAW 401	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
Credits		22
<b>Fourth Year</b>		
ACC 413	Cost Accounting	4
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Select two of the following:		8
ACC 411	Advanced Accounting	
ACC 412	Auditing	
ACC 440	Fundamentals of Forensic and Investigative Accounting	
LAW 411	Federal Income Tax	
Credits		16
Total Credits		58

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### General Education Courses (not counted in totals)

ART 101	Approaching Art (2)	
PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses<sup>1</sup></b>		
ART 102	2D Design	3
ART 111	Drawing I	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 251	Sculpture I	3
ART 261	Ceramics I	3
ART 282	Graphic Design I	3
ART 311	Figure Drawing	3
ART 331	Relief Printmaking	3
or ART 332	Screen Printmaking	
ART 376	Ethnographic Art	4
ART 472	19th and 20th Century Art and Design	4
Open Art Electives: select at least one more 300 or 400 level studio course		3-4
<b>Required Education Courses</b>		
ART 387	Art in Secondary Education	2
ART 487	Art Education Capstone	2
ED 201	Foundations of and Introduction to Education (+15 hours of HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours of HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 439	The Inclusive Classroom (+15 hours of HR Activity)	2
ED 447	Teaching Elementary Art	1
ED 472	Student Teaching	16
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers (+15 hours of HR Activity)	2
Select one of the following:		4-8
PSY 210 & PSY 220	Child Psychology and Development and Adolescent Psychology (8)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	
Total Credits		81-86

<sup>1</sup> 2.75 GPA required in content courses; minimum C- grade required in all content courses

## Art Studio Major (BA Traditional)

This program is designed to prepare students for various careers in the arts and fields that rely on visual images. Students will gain an understanding of design theories and concepts related to the production and public presentation of art. Upon completion of the program, students will have knowledge of the role of art and design in culture, an ability to produce work and both critical thinking and creative problem solving skills to prepare them for a variety of careers in related fields.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Required

ART 102	2D Design	3
ART 103	3D Design	3
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 251	Sculpture I	3
ART 271	Survey of Western Art I	3
ART 272	Survey of Western Art II	3
ART 311	Figure Drawing	3
ART 472	19th and 20th Century Art and Design	4
ART 491	Theories in Contemporary Art	3
ART 499	Art Senior Seminar	1-2
ART 221	Painting I	3-4
or ART 411	Advanced Drawing	
ART 202	Digital Imagery	3
or ART 241	Photography I	
Select one of the following:		3
ART 331	Relief Printmaking (3)	
ART 332	Screen Printmaking (3)	
ART 333	Intaglio Printmaking (3)	
ART 431	Mixed Media Graphics (3)	
Select one of the following:		2-4
ART 370	Mexican Art and Culture (2-4)	
ART 374	Art of Mexico (4)	
ART 375	Art of Asia (4)	
ART 376	Ethnographic Art (4)	

#### Electives

Select additional courses of the following to total 56 credits:	9-13
Any 200-level or above Art course not used to meet the above requirements	

Total Credits 56

## Biology Major (BA Traditional)

Biology majors develop a strong foundation in biology by exploring cell biology, genetics, molecular biology, chemistry, evolutionary theory,

scientific methodology, and laboratory techniques in our core curriculum.

Students then have the opportunity to tailor their degree with various electives including immunology, microbiology, human anatomy and physiology, and human gross anatomy, in which students have access to a human cadaver lab. The coursework pushes students to sharpen their critical thinking, scientific reasoning, and laboratory skills.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

BIO 120	Biology I: The Unity of Life (4)
CHE 115	General Chemistry I (4)
Select one of the following:	
MAT 110	Introduction to Probability and Statistics (3)
MAT 125	Precalculus (4)
MAT 135	Calculus I (4)

#### Required

BIO 130	Biology II: The Diversity of Life	4
CHE 116	General Chemistry II	4
BIO 210	Genetics	4
BIO 330	Cell Biology	4
Select one of the following:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
BIO 498	Biology Internship (4)	
Select one of the following:		2-4
SCI 450	Literature Review of Special Topics (2)	
SCI 436	Advanced Research & Techniques (4)	
SCI 456	Advanced Research in Science (4)	

#### Electives

Select a minimum 17 credits of the following. Two courses must be 300 or 400 level:		17
BIO 220	Plant Biology (4)	
BIO 230	Animal Biology and Physiology (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	
BIO 460	Neuroscience (4)	
BIO 497	Biology Teaching Assistant (1)	
KHS 473	Biomechanics (4)	

PSY 310	Physiological Psychology (4)	
Total Credits		39-41

## Biology Major (BS Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

BIO 120	Biology I: The Unity of Life (4)
CHE 115	General Chemistry I (4)
MAT 125	Precalculus (4)
or MAT 135	Calculus I (4)

### Required

Biology Core: 16

BIO 130	Biology II: The Diversity of Life (4)
BIO 210	Genetics (4)
BIO 330	Cell Biology (4)
SCI 435	Research and Techniques (4)
or SCI 455	Research in Science (4)

Select one from the following: 2-4

SCI 450	Literature Review of Special Topics (2)
SCI 436	Advanced Research & Techniques (4)
SCI 456	Advanced Research in Science (4)

Chemistry Requirements: 12

CHE 116	General Chemistry II (4)
CHE 221	Organic Chemistry I (4)
CHE 328	Introduction to Biochemistry (4)

Mathematics Requirement: 3-4

MAT 110	Introduction to Probability and Statistics (3)
or MAT 330	Advanced Probability and Statistics (4)

Physics Requirement: 4

PHS 112	General Physics I (Trig Based) (4)
or PHS 221	General Physics I (Calc Based) (4)

### Electives

Select a minimum of 17 credits of the following: (at least 2 courses must be 300/400 level) 17

BIO 220	Plant Biology (4)	
BIO 230	Animal Biology and Physiology (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	
BIO 460	Neuroscience (4)	
BIO 497	Biology Teaching Assistant (1)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	
Total Credits		54-57

## Business Major (BA Adult; Online Only)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4
BUS 415	Social Intelligence and Leadership	4
BUS 425	Business Intelligence	4
BUS 420	Business Finance	4
BUS 490	Business Strategies	4
BUS 495	Project Management	4

Total Credits 40

## Business Management Major (BA Traditional)

This program prepares students with business skills in leadership, team-building, and project management. They will explore core business principles in marketing, finance, management, law, economics and

accounting with an emphasis on international perspectives and ethics. Students investigate various dimensions of business decisions by delving into case studies and working with area businesses to develop solutions to situations they may later face in the business world.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

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

### Required

Course	Title	Credits
<b>First Year</b>		
ECO 102	America in the Global Economy: Microeconomics	2
MAN 120	Basics of Business	2
CSC 121	Basics of Technology in Business	2
		6
<b>Second Year</b>		
ACC 201	Principles of Accounting (Financial Accounting)	4
MAN 201	Business Analytics	2
		6
<b>Third Year</b>		
FIN 301	Corporate Finance I	4
LAW 401	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
<b>Third or Fourth Year</b>		
Select two of the following:		8
MAN 350	Managing in a Global Economy	
MAN 370	Non-profit Leadership and Management	
MAN 410	Managing Talent, Change and Negotiations	
		24
<b>Fourth Year</b>		
MAN 401	Business Strategy and Ethics	4
MAN 460	Managing Teams, Communication & Projects	4
MAN 499	Senior Outcomes	0
		8
Total Credits		44

## Chemistry Education/Teaching (Grades 9-12) Major (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades 9 through 12 Chemistry

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

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

#### Required Content Courses

CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
CHE 222	Organic Chemistry II	4
CHE 326	Analytical Chemistry I	4
CHE 328	Introduction to Biochemistry	4
MAT 145	Calculus II	5
PHS 221	General Physics I (Calc Based)	4
PHS 222	General Physics II (Calc Based)	4

#### Required Education Courses

ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 353	Teaching 9-12 Science	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 472	Student Teaching	15
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
PSY 220	Adolescent Psychology	4

Total Credits 72

## Chemistry Major (BA Traditional)

Chemistry majors are prepared to pursue rewarding careers in industry, education, health professions, and government. Students will gain an understanding of the structure of atoms and molecules, properties of materials, and the reactions that convert one molecule or material to another. The chemistry major prepares students to think critically and quantitatively, reason scientifically, and to understand the experimental

methods, techniques, and instrumentation used in chemistry. Students have the opportunity to gain relevant research experience on campus and develop mentoring relationships with full-time faculty who are experienced in cutting-edge research.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites (not counted in major credit total)

PHS 221	General Physics I (Calc Based) (4)	
or PHS 112	General Physics I (Trig Based) (4)	
MAT 110	Introduction to Probability and Statistics (3)	
BIO 120	Biology I: The Unity of Life (4)	
CHE 115	General Chemistry I (4)	
<b>Required</b>		
MAT 135	Calculus I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
CHE 222	Organic Chemistry II	4
CHE 326	Analytical Chemistry I	4
CHE 328	Introduction to Biochemistry	4
CHE 341	Thermodynamics	4
PHS 222	General Physics II (Calc Based)	4
or PHS 113	General Physics II (Trig Based)	4
Select one of the following:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
CHE 498	Internship in Chemistry (4)	
<b>Electives</b>		
Select 4 credits of the following:		4
CHE 330	Dietary Biochemistry (4)	
CHE 335	Medicinal Chemistry (3)	
CHE 421	Introduction to Polymer Chemistry (4)	
SCI 450	Literature Review of Special Topics (2)	
CHE 497	Chemistry Teaching Assistant (instructor consent required) (1)	
Total Credits		40

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

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

## Child Learning and Development Major (BA Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)	
<b>Required Education Courses</b>		
ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3

ED 330	Human Diversity and Relations (+15 hours HR Activity)	2	CHM 490	Theory to Action: Capstone in Christian Ministry	2	
ED 336	Educational Psychology (+15 hours HR Activity)	3	PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators	4	
Select one of the following:		2	THL 353	Christianity and World Religions	4	
ECE 425	Young Children with Special Needs (+15 hours HR Activity) (2)		Total Credits		42	
ED 439	The Inclusive Classroom (+15 hours HR Activity) (2)		<b>DCE Certification</b>			
Select one of the following:		4	Additional Requirements for DCE Certification (36-48 credits):			
PSY 210	Child Psychology and Development (4)		CHM 498	Commissioned Ministry Internship I	6	
PSY 220	Adolescent Psychology (4)		CHM 499	Commissioned Ministry Internship II	6	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)		Completion of Lutheran Theology Minor			24
<b>Electives</b>			Select one of the following emphases (Optional):			12
Select 29 credits of additional upper level coursework (300 or 400) in Education or Psychology		29	Christian Outreach			
Total Credits		43	Family Studies			
			Biblical Studies			
			Urban Ministry			
			Theology			
			Communication			
			Total Credits		36-48	

## Christian Ministry Major (BA Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Co-requisites from General Education (do not count toward major credit total)

PSY 101	Introduction to Psychology (4)
THL 206	New Testament (3)
THL 431	Lutheran Doctrine I (3)

### Required

CHM 268	Introduction to Christian Ministry	2
CHM 321	Foundations for Teaching and Learning	4
CHM 325	Strategic Ministry	3
CHM 330	Cultural Contexts and Faith Development	3
CHM 421	Teaching to Lead and Equip	4
CHM 425	Youth and Family Ministry	4
CHM 430	Children and Confirmation Ministry	4
CHM 435	Teachng and Leading Adults	4
CHM 440	Speaking the Gospel	4

CHM 490	Theory to Action: Capstone in Christian Ministry	2
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators	4
THL 353	Christianity and World Religions	4
Total Credits		42

## DCE Certification

Additional Requirements for DCE Certification (36-48 credits):

CHM 498	Commissioned Ministry Internship I	6
CHM 499	Commissioned Ministry Internship II	6
Completion of Lutheran Theology Minor		24
Select one of the following emphases (Optional):		12
Christian Outreach		
Family Studies		
Biblical Studies		
Urban Ministry		
Theology		
Communication		
Total Credits		36-48

## DCE Emphasis Options

### Emphasis in Christian Outreach

CHM 450	Great Commission Congregations	4
THL 371	Mission of God	4
THL 377	Faith and Justice in the City	4
Total Credits		12

### Emphasis in Family Studies

#### Required

FAS 400	Family Systems, Structures and Relationships	4
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#### Electives

Select 8 credits of the following:		8
COM 403	Family Communication (4)	
SOC 253	Marriage and Family (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	
SOC 451	Social Psychology (4)	
Total Credits		12

### Emphasis in Biblical Studies

#### Required

GRK 211	Beginning Greek I	4
GRK 212	Beginning Greek II	4

#### Electives

Select 4 credits of the following:		4
GRK 312	Matthew (2)	
GRK 314	Mark (2)	
GRK 316	Luke (2)	
GRK 412	Galatians and Romans (2)	
GRK 414	Corinthians (2)	



GRK 416	General Epistles (2)	
THL 409	Studies in Biblical Theology (2)	
Total Credits		12

### Emphasis in Urban Ministry

<b>Required</b>		
ENG 320	Writing in the Workplace	2
THL 377	Faith and Justice in the City	4
<b>Electives</b>		
Select 6 credits of the following:		6
URB 201	Mission Shift Institute I (3)	
URB 202	Mission Shift Institute II (3)	
URB 310	Principles of Urban Ministry (3)	
URB 320	History and Contemporary Issues (3)	
URB 340	Significant Urban Service Issues (3)	
URB 430	Urban Economics, Entrepreneurship and Community Development (3)	
URB 440	Race and Ethnicity in America (3)	
Total Credits		12

### Emphasis in Theology

Select 12 credits of the following:		12
THL 310	Archaeology and the Bible (4)	
THL 320	Global Christianity (4)	
THL 336	The Problem of Evil (4)	
THL 342	Athens and Jerusalem: Philosophy and Christianity (4)	
THL 344	Martin Luther: Saint & Sinner (4)	
THL 351	Jesus and Muhammad (4)	
THL 356	One Nation under God? Christianity and Politics in America (4)	
THL 357	Christianity and the Media in Contemporary Culture (4)	
THL 359	Theology and Art (4)	
THL 365	Christianity thr Symbol/Ritual (4)	
THL 377	Faith and Justice in the City (4)	
THL 409	Studies in Biblical Theology (2)	
Total Credits		12

### Emphasis in Communication

<b>Required</b>		
ENG 320	Writing in the Workplace	2
<b>Electives</b>		
Select 10 credits of the following:		10
CHM 270	Using Social Media in Ministry (2)	
COM 205	Small Group Communication (4)	
COM 212	Public Speaking (4)	
COM 309	Intercultural Communication (4)	
COM 325	Social Media & Public Relations (4)	
Total Credits		12

## DCO Certification

Additional Requirements for DCO Certification (48 credits)

### Required

CHM 498	Commissioned Ministry Internship I	6
CHM 499	Commissioned Ministry Internship II	6
Completion of Minor in Lutheran Theology		24
<b>Emphasis in Christian Outreach</b>		
CHM 450	Great Commission Congregations	4
THL 371	Mission of God	4
THL 377	Faith and Justice in the City	4
Total Credits		48

## Church Music Major (BA Traditional)

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

- there are organ, choral, piano, guitar, instrumental, composition, and self-designed tracks, thus equipping students to lead both traditional liturgies and contemporary worship formats.
- each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboard harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core.
- each track has specialized courses, culminating in a senior project/recital in the track.
- the program culminates in recital performance in the student's chosen track(s) and an internship in a metro area church.
- students may add Director of Parish Music Certification by completing the Lutheran Theology minor, compiling a portfolio, and passing entrance and exit interviews with the Department of Theology and Ministry. This leads to rostered church worker status as a Commissioned Minister in The Lutheran Church—Missouri Synod.

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

## Prerequisites

The successful church music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this

assessment, the student may be required to take one or more of the following courses:

Remedial courses assigned as needed by assessment

MUS 101	Basic Musicianship (course placement assessed by music theory placement exam) (2)
MUS 111	Class Piano I (assignment based on assessment by keyboard faculty) (2)
MUS 112	Class Piano II (assignment based on assessment by keyboard faculty) (2)
MUS 113	Piano Proficiency Lab for Music Majors (1)
MUS 115	Beginning Guitar I (placement assessed only for students in guitar track) (1)

Total Credits 0

## Course Requirements

### Prerequisites from General Education

MUS 120	Listening to Life: Western Classical Music (2)
or MUS 121	Listening to Life: Global & Popular Music (2)

### Required

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 261	Beginning Conducting	2
MUS 301	Musicianship III	4
MUS 302	Musicianship IV	4
MUS 321	Music History I	3
MUS 322	Music History II	3
MUS 323	Music History III	3
MUS 439	Parish Music Field Experience	2
MUS 713	Jubilate (2 semesters required)	0-2
THL 460	Worship for Lutherans	3

Select a Senior Capstone course (MUS492/493/494/495) applicable to each track chosen

### Electives

Select up to 4 credits to total 48 for the major<sup>1</sup> 0-4

### Tracks

Select one of the following:<sup>2</sup> 12-17

Choral Track (12-17)
Instrumental Track – Guitar (13-17)
Instrumental Track – Organ (12-16)
Instrumental Track – Piano (13-17)
Instrumental Track – Wind, String, Bell, or Percussion (17)
Theory/Composition Track (12)

Total Credits 48-53

<sup>1</sup> Electives may be chosen from any music offerings. Up to 2 credits may be drawn from 700-level ensemble courses. Recommended: MUS 430 History of Sacred Music, and/or MUS 431 Congregational Song

<sup>2</sup> Contact Chair of the Music Department, Dr. David Mennicke, at [651] 641-8828 or dmennicke@csp.edu

## Director of Parish Music (DPM) Certification

Lutheran Theology Minor

24

### Additional Requirements

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

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

### Prerequisites from General Education

COM 103	Interpersonal Communication (4)
ENG 120	College Writing (4)
ENG 155	Introduction to Literature (4)
PSY 101	Introduction to Psychology (4)

### Required Content Courses

COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4
ENG 221	Journalism	4
or ENG 420	Persuasive Writing on Contemporary Issues	
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2
ENG 338	History and Principles of the English Language	2
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 369	Shakespeare	4
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4

or ENG 386	American Literature II: 1860-Present	
ENG 440	Literary Theory	4
ENG 490	Seminar in Literature	4
ENG 499	Framing the Literary Tradition	1
<b>Required Education Courses</b>		
ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 355	Teaching of 9-12 Communication Arts / Literature	2
ED 371	Teaching Practicum	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 472	Student Teaching	15
ED 477	Teaching 5-8 Communication Arts/ Literature	1
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
PSY 220	Adolescent Psychology	4
<b>Total Credits</b>		<b>85</b>

## Communication Studies Major (BA Traditional)

Lifelong skills such as speaking, working in groups, working with new media, organization, critical thinking, and writing form the foundation of the Communication Studies program. Classroom and on-the-job internship experiences prepare students for thoughtful and informed entry into countless career choices.

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

COM 103	Interpersonal Communication (4)	
COM 309	Intercultural Communication (4)	
<b>Required</b> <sup>1</sup>		
COM 205	Small Group Communication	4
COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4

COM 325	Social Media & Public Relations	4
COM 403	Family Communication	4
COM 441	Communication Research Methods	4
COM 442	Communication Theory	4
COM 443	Persuasive Communication	4
COM 478	Organizational Communication	4
COM 490	Senior Seminar	2
COM 498	Internship	6
<b>Total Credits</b>		<b>44</b>

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

## Supporting Courses

### Visual Communication

ART 241	Photography I	3
ART 341	Photography II	3
ART 282	Graphic Design I	3
ART 342	Digital Photography	2
ART 382	Graphic Design II	3
ART 383	Web Design I	3
ART 441	Advanced Photography	4
<b>Total Credits</b>		<b>21</b>

### Public Relations and Marketing

MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior	4
MAR 313	Advertising and Promotions	4
MAR 470	Digital Marketing	2
MAR 471	Global Marketing	2
<b>Total Credits</b>		<b>16</b>

### Sport Management

KHS 390	Sport Management	4
KHS 392	Marketing & Fundraising in Sport	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
<b>Total Credits</b>		<b>16</b>

### Writing

ENG 221	Journalism	4
ENG 222	Journalism Practicum	1-4
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 320	Writing in the Workplace	2
ENG 420	Persuasive Writing on Contemporary Issues	4
<b>Total Credits</b>		<b>15-18</b>

## Community Arts Major (BA Traditional)

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Required

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

Select one of the following: 3

ART 241	Photography I (3)	
ART 202	Digital Imagery (3)	
ART 332	Screen Printmaking (3)	

Select one of the following: 3

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

#### Electives

Select 8 credits of the the following: 8

ART 211	Illustration (3)	
ART 251	Sculpture I (3)	
ART 282	Graphic Design I (3)	
ART 311	Figure Drawing (3)	
ART 321	Painting II (3)	
ART 331	Relief Printmaking (3)	
ART 333	Intaglio Printmaking (3)	
ART 341	Photography II (3)	
ART 342	Digital Photography (2)	
ART 351	Sculpture II (3)	
ART 361	Ceramics II (3)	

ART 370	Mexican Art and Culture (2-4)
ART 431	Mixed Media Graphics (3)
ART 435	Advanced Printmaking (4)
ART 498	Arts Internship (4)
THR 111	Theatre in Practice I (1-3)
THR 251	Stagecraft (4)
THR 356	Costume Design (4)

Total Credits 44

## Community Health Science Major (BA Traditional)

This program involves the study of the social, environmental, and political influences on the health of individuals and populations. Learn how health threats are spread, treated, and prevented. How does lack of access to health care impact epidemics? What are the ethics involved in vaccination programs? What roles do communication and education play in community health? You'll gain the knowledge and skills that are important for any health care career.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Encouraged Electives (do not count towards credit total)

COM 309	Intercultural Communication (4)
SOC 451	Social Psychology <sup>1</sup> (4)

#### Required

KHS 220	Research Methods	4
KHS 240	Introduction to Public Health	4
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
HCR 350	Healthcare Diversity and Global Issues	4
KHS 400	Health Psychology	4
KHS 410	Health Methods and Strategies	3
KHS 420	Program Administration	2
KHS 474	Exercise Physiology	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8

Total Credits 43

<sup>1</sup> Prerequisite PSY 101 Introduction to Psychology or SOC 152 Introduction to Sociology

## Computer Science Major (BS Online Only)

This program is designed to prepare students to analyze problems and design software solutions. Project management, interpersonal

skills, needs analysis, as well as teamwork and communication are emphasized. The program covers key skill areas in computer science such as web design, user experience, object-oriented programming, security considerations, and core programming technologies. The curriculum also includes relevant technology topics such as database management, system design, virtual systems, and distributed architecture.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisite from General Education

MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
CSC 115	Introduction to Computer Science	4
CSC 135	Modern Web Design	4
CSC 175	Math for Computer Science	4
CSC 225	Object-Oriented Programming	4
CSC 235	Server-Side Development	4
CSC 245	Advanced Web Development	4
CSC 301	Programming and Problem Solving	4
MAT 220	Discrete Mathematics	3
CSC 310	Computer Architecture and Operating Systems	4
CSC 330	Language Design and Implementation	4
CSC 340	Database Design	4
CSC 410	Development/Operations	4
CSC 430	Distributed System Architecture	4
CSC 450	Computer Science Capstone	4
Total Credits		55

## Criminal Justice Major (BA Adult; Online Only)

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required (and in sequence):

CJU 402	Returning Student Seminar for Criminal Justice	4
CJU 422	Information Literacy in Criminal Justice	4
CJU 437	Systems Thinking in Criminal Justice	4
CJU 452	Constitutional Law	4
CJU 451	Diversity in Criminal Justice	4
CJU 435	Philosophy of Values and Ethics	4
CJU 431	Inside the Criminal Mind	4
CJU 453	Troubled Youth in the Criminal Justice Corrections System	4
CJU 455	Contemporary Issues in Criminal Justice	4
CJU 490	Criminal Justice Portfolio	4
Total Credits		40

## Criminal Justice Major (BA Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

SOC 152	Introduction to Sociology <sup>1</sup>	4
SOC 256	Introduction to Criminal Justice <sup>1</sup>	4
SOC 351	Juvenile Justice <sup>1</sup>	4
SOC 352	Police and Community <sup>1</sup>	4
SOC 357	Class and Community	4
SOC 498	Internship	8

### Electives

Select 16 credits of the following:		16
PSY 101	Introduction to Psychology <sup>1</sup> (4)	

PSY 360	Abnormal Psychology <sup>1</sup> (4)	
SOC 203	Correctional Ministry (2)	
SOC 253	Marriage and Family <sup>1</sup> (4)	
SOC 325	Minnesota Criminal Codes and Statutes <sup>1</sup> (2)	
SOC 354	Sociology of Law (4)	
SOC 358	Minority Groups <sup>1</sup> (4)	
SOC 359	Social Welfare as an Institution (4)	
SOC 451	Social Psychology (4)	
SOC 452	Social Organization (4)	
Total Credits		44

<sup>1</sup> These courses are required for students preparing to enter the professional law enforcement certificate program and who plan to take the licensing examination for law enforcement positions in Minnesota. Students may choose either PSY 101 Introduction to Psychology or PSY 360 Abnormal Psychology.

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

COM 103	Interpersonal Communication	4
ENG 120	College Writing	4
First Responder or other approved first aid course		

## Director of Christian Education

Director of Christian Education - See Christian Ministry Major (p. 55)

## Director of Christian Outreach

Director of Christian Outreach - See Christian Ministry Major (p. 55)

## Director of Parish Music

Director of Parish Music (DPM): This program leads to certification as a called church musician in the Lutheran Church-Missouri Synod. To achieve this program, students complete the Lutheran Theology minor (p. 93) and the Church Music major (p. 56), as well as entrance and exit interviews through the Department of Theology and Ministry.

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

MAT 200	Foundations of Elementary Mathematics (3)
PSY 101	Introduction to Psychology (4)

### Required

ECE 321	Pre-Primary Education	3
ECE 324	Language Development and Emergent Literacy (+15 hours of HR Activity)	3
ECE 325	Education of Infants and Toddlers	3
ECE 326	Building Primary Classrooms	3
ECE 425	Young Children with Special Needs (+15 hours of HR Activity)	2
ECE 427	Authentic Assessment and Guidance in ECE	2
ED 201	Foundations of and Introduction to Education (+15 hours of HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours of HR Activity)	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 360	Content & Mthd for K-6 Mathema	3
ED 371	Teaching Practicum	2
ED 471	Student Teaching	15
FAS 400	Family Systems, Structures and Relationships	4
KHS 470	Health Education for Teachers	2
PSY 210	Child Psychology and Development	4
Total Credits		61

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

ART 101	Approaching Art (2)
ESC 160	Earth Science (4)

MAT 200	Foundations of Elementary Mathematics (3)	
MUS 120	Listening to Life: Western Classical Music (2)	
	or MUS 121 Listening to Life: Global & Popular Music (2)	
PSY 101	Introduction to Psychology (4)	
Select one of the following:		
BIO 100	Biology Today (3)	
BIO 120	Biology I: The Unity of Life	
& BIO 130	and Biology II: The Diversity of Life (8)	
<b>Required Education Courses</b>		
ECE 323	Kindergarten Methods	2
ECE 324	Language Development and Emergent Literacy (+15 hours HR Activity)	3
Select one of the following:		
ECE 425	Young Children with Special Needs (+15 hours HR Activity) (2)	
ED 439	The Inclusive Classroom (+15 hours HR Activity) (2)	
ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 356	Teaching Elementary Science/ Environmental Education	3
ED 357	Teaching Elementary Social Studies	2
ED 360	Content & Mthd for K-6 Mathema	3
ED 371	Teaching Practicum	3
ED 446	Teaching Elementary Music	1
ED 447	Teaching Elementary Art	1
ED 448	Teaching Methods for Elementary/Middle School Movement Education	1
ED 471	Student Teaching	15
KHS 470	Health Education for Teachers	2
PSY 210	Child Psychology and Development	4
Total Credits		57

## Endorsements to be Added to Elementary Education Majors

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

<b>Required Education Courses</b>		
ED 477	Teaching 5-8 Communication Arts/ Literature	1
ED 487	Reading Across the Content Areas	3
<b>Required Content Courses</b>		
COM 212	Public Speaking	4
COM 222	Social/Mass Media Communication	4
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2

Select one ENG 300 level literature class	4
Total Credits	20

### Grades 5–8 Middle School Mathematics Endorsement

<b>Required Education Courses</b>		
ED 475	Teaching 5-8 Mathematics	1
ED 487	Reading Across the Content Areas	3
<b>Required Content Courses</b>		
MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 220	Discrete Mathematics	3
MAT 305	Foundations of Geometry	3
Total Credits		17

### Grades 5–8 Social Studies Endorsement

<b>Required Education Courses</b>		
ED 476	Teaching 5-8 Social Studies	1
ED 487	Reading Across the Content Areas	3
<b>Required Content Courses</b>		
GE 101	Human Geography	2
HIS 212	Introduction to History	4
HIS 231	USA to 1877	4
	or HIS 233 USA since 1877	
HIS 320	Minnesota History	2
POL 131	Government and Politics	4
SOC 152	Introduction to Sociology	4
Total Credits		24

### Pre-Primary Endorsement

ECE 321	Pre-Primary Education	3
ECE 324	Language Development and Emergent Literacy	3
ECE 427	Authentic Assessment and Guidance in ECE	2
ECE 326	Building Primary Classrooms	3
FAS 400	Family Systems, Structures and Relationships	4
Total Credits		15

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

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

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### General Education and Pre-requisite Courses

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

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

Select one of the following: 4-8

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

#### Required Education Courses

ED 201	Foundations of and Introduction to Education (+15 hours of HR Activity)	3
ED 290	Language and Society	4
ED 330	Human Diversity and Relations (+15 hours of HR Activity)	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 348	Second Language Acquisition	4
ED 371	Teaching Practicum	2
ED 382	Teaching Students with Linguistic Differences and Difficulties	3
ED 389	ESOL Methods: Teaching English to Speakers of Other Languages	4
ED 439	The Inclusive Classroom (+15 hours of HR Activity)	2
ED 472	Student Teaching	15
ED 485	Assessment of ESL Students	2
ED 487	Reading Across the Content Areas (+15 hours of HR Activity)	3
KHS 470	Health Education for Teachers	2

Total Credits 64-68

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

In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to

apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Creative Writing is one of the four areas of emphasis available to students.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

COM 103	Interpersonal Communication (4)	
or COM 212	Public Speaking (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	

#### Required

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

#### Electives

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

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

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

Total Credits 41

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



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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

COM 103	Interpersonal Communication (4)
or COM 212	Public Speaking (4)
ENG 120	College Writing (4)
ENG 155	Introduction to Literature (4)

#### Required

ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum (1 credit and must take twice with different sub-topics)	2
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 498	Internship	2-4
ENG 499	Framing the Literary Tradition	1
ENG 324	Teaching Writing 1:1	2
or ENG 338	History and Principles of the English Language	
ENG 326	Topics in Writing (Must take twice)	4
or ENG 325	Creative Writing	
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	

#### Electives

Select 2 – 4 credits of the following to reach a total of 41 credits:<sup>1</sup>

Any 200-level or above course in English not already taken		2-4
Any 200-level or above Political Science or History course		
ART 282	Graphic Design I (3)	
ART 383	Web Design I (3)	
ART 342	Digital Photography (2)	
<b>Total Credits</b>		<b>41</b>

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

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

COM 103	Interpersonal Communication (4)
or COM 212	Public Speaking (4)
ENG 120	College Writing (4)
ENG 155	Introduction to Literature (4)

#### Required

ENG 220	Applied Grammar	2
ENG 369	Shakespeare	4
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 440	Literary Theory	4
ENG 490	Seminar in Literature	4
ENG 498	Internship	2-4
ENG 499	Framing the Literary Tradition	1
ENG 221	Journalism	4
or ENG 325	Creative Writing	
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4

or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	
<b>Electives</b>		
Select 2-4 credits of the following to reach 41 credits:		2-4
One of the Literature courses above that has not been taken <sup>1</sup>		
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing in the Workplace (2)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 326	Topics in Writing (2)	
ENG 330	Young Adult Literature (2)	
ENG 338	History and Principles of the English Language (2)	
ENG 487	Topics in Literature (2-4)	
Total Credits		41

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

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

COM 103	Interpersonal Communication (4)
or COM 212	Public Speaking (4)
ENG 120	College Writing (4)
ENG 155	Introduction to Literature (4)

#### Required

ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum (1 credit and must be taken twice)	2
ENG 320	Writing in the Workplace (2 credits and must be taken twice)	4
ENG 326	Topics in Writing	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 498	Internship	2-4
ENG 499	Framing the Literary Tradition	1
ENG 325	Creative Writing	4
or ENG 490	Seminar in Literature	
ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	

#### Electives

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

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

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

The Exercise Science major focuses on kinesiology concepts in human movement, exercise, and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sports management, sport psychology, and more.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

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

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

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

### BA + MS Exercise Science Coursework

KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 497	Seminar in Graduate Kinesiology and Health Sciences	3
KHS 498	Internship	6
KHS 570	Ethics and Policy in Sport and Exercise Science	3
KHS 605	Nutrition and Metabolism	3
KHS 610	Research Methods	3
KHS 575	Epidemiological Statistical Analysis	3
KHS 600	Exercise Physiology	3
KHS 595	Clinical Exercise Assessment	3
KHS 615	Exercise Prescription	3
KHS 590	Psychology of Sport and Exercise	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 585	Biomechanics in Exercise Science	3
KHS 620	Master's Capstone	3
Total Credits		78

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

The Exercise Science major focuses on kinesiology concepts in human movement, exercise, and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, and health and wellness

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

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

## Exercise Science Major (BS Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

BIO 120	Biology I: The Unity of Life (4)
CHE 115	General Chemistry I (4)

MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
BIO 315	Human Anatomy and Physiology I	4
KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
<b>Electives</b>		
Select 12 credits of the following:		12
BIO 316	Human Anatomy and Physiology II (4)	
BIO 350	Medical Terminology (2)	
CHE 116	General Chemistry II (4)	
KHS 125	Introduction to Kinesiology (1)	
KHS 435	Sport Psychology (4)	
KHS 439	Physical Dimensions of Aging (4)	
KHS 482	Advanced Athletic Training (4)	
MAT 125	Precalculus (4)	
	or MAT 135 Calculus I (4)	
PHS 112	General Physics I (Trig Based) (4)	
Total Credits		69

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

The Bachelor of Arts in Exercise Science with an emphasis in Athletic Training focuses on kinesiology concepts in rehabilitation sciences, human movement, exercise, and management. This exercise science degree focuses on preparing students for graduate programs, including Athletic Training.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Required

KHS 220	Research Methods	4
KHS 311	Functional Anatomy	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 482	Advanced Athletic Training	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
Total Credits		49

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

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

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	
<b>Required</b>		
COM 403	Family Communication	4
FAS 200	Intro to Family Life Ed	3
FAS 400	Family Systems, Structures and Relationships	4
KHS 320	Human Life Experience	3
PSY 210	Child Psychology and Development	4
PSY 220	Adolescent Psychology	4
SOC 253	Marriage and Family	4

SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective	4
FAS 507	Seminar in Family Science	3
FAS 506	Families In Society	3
FAS 532	Navigating the Oceans of Data and Information in Family Life Education	3
FAS 504	Systemic Dynamics of Families	3
FAS 540	Family Decision Making	3
FAS 530	Family Communication and Relationships	3
FAS 560	Intimate Relationships	3
FAS 551	Seminar in Human Growth	3
FAS 570	Parent Education	3
FAS 525	Public Policy and Applied Ethics	3
FAS 534	Reflexive Assessment and Evaluation in Family Life Education	3
FAS 576	Methods in Programming	3
ED 510	Capstone: CFLE	3
Total Credits		69

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

Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. It is a program for students who have a genuine care and concern for individuals and families and are interested in how families can function more effectively.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)
or SOC 152	Introduction to Sociology (4)

#### Required (and in sequence)

FAS 200	Intro to Family Life Ed	3
FAS 440	Overview of Contemporary Families	3
FAS 400	Family Systems, Structures and Relationships	4
FAS 442	Family Decision-Making and Resource Management	3
FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 442)	1
FAS 451	Family Comm & Relationships	3
FAS 453	Intimate Relationships	3
FAS 446	Methodology in Fam Life Ed	3
FAS 447	Growth & Dev in Children	3
FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 447)	1

FAS 220	Adolescent Development	3
FAS 448	Development in Adulthood	3
FAS 443	Parent Education	3
FAS 444	Family Law, Public Policy, and Applied Ethics	3
FAS 498	Family Science Fieldwork/Internship (Taken concurrently with FAS 444)	1
FAS 490	Capstone: CFLE	3
or FAS 491	Capstone: Non-CFLE	
Total Credits		43

## Family Science Major (BA Traditional)

Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)
SOC 152	Introduction to Sociology (4)

#### Required

COM 403	Family Communication <sup>1</sup>	4
FAS 200	Intro to Family Life Ed <sup>1</sup>	3
FAS 400	Family Systems, Structures and Relationships <sup>1</sup>	4
FAS 442	Family Decision-Making and Resource Management <sup>1</sup>	3
FAS 443	Parent Education <sup>1</sup>	3
FAS 444	Family Law, Public Policy, and Applied Ethics <sup>1</sup>	3
FAS 446	Methodology in Fam Life Ed <sup>1</sup>	3
FAS 498	Family Science Fieldwork/Internship <sup>1</sup>	8
KHS 320	Human Life Experience <sup>1</sup>	3
PSY 210	Child Psychology and Development <sup>1</sup>	4
PSY 220	Adolescent Psychology <sup>1</sup>	4
SOC 253	Marriage and Family <sup>1</sup>	4
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective <sup>1</sup>	4
Total Credits		50

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

## Finance Major (BS Traditional)

In this program students learn how to make financial decisions for organizations via planning, raising funds, making investments and controlling costs. Students gain knowledge and skills that are important for any business or organization. Because the finance program is designed to be responsive to the needs of the marketplace, it will be a relevant major for those considering a variety of careers such as stockbroker, investment banker, securities analyst, credit manager, or other financial specialist.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

ECO 101	America in the Global Economy: Macroeconomics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
ECO 102	America in the Global Economy: Microeconomics	2
MAN 120	Basics of Business	2
ACC 201	Principles of Accounting (Financial Accounting)	4
CSC 210	Microsoft Excel Core	4
ACC 202	Principles of Accounting (Managerial Accounting)	4
FIN 211	Personal Finance	2
MAN 201	Business Analytics	2
MAN 202	Analytics, Modeling, and Techniques	2
FIN 301	Corporate Finance I	4
FIN 311	Corporate Finance II	4
LAW 401	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAN 302	Operations and Quality Management	2
MAR 301	Principles of Marketing	4
ECO 401	Global Economics	4
FIN 411	Investments and Capital Markets	4
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
<b>Total Credits</b>		<b>54</b>

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites

PSY 101	Introduction to Psychology (4)	
<b>Required Content Courses</b>		
KHS 200	Community Safety & First Aid/CPR	1
KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
KHS 420	Program Administration	2
KHS 436	Motor Development, Control & Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
<b>Required Education Courses</b>		
ED 201	Foundations of and Introduction to Education (+15 hours of HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours of HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	2
ED 439	The Inclusive Classroom (+15 hours of HR Activity)	2
ED 472	Student Teaching	15
ED 487	Reading Across the Content Areas (+15 hours of HR Activity)	3
KHS 330	Elementary Methods Block I	4
KHS 335	Middle School/Secondary Methods Block II	4
KHS 410	Health Methods and Strategies	3
KHS 481	Adaptives	2
PSY 220	Adolescent Psychology	4
<b>Total Credits</b>		<b>82</b>

## Graphic Design Major (BA Traditional)

This program is designed to prepare students for creative professions like graphic design and other communication-related fields that rely on visual imagery. Students will gain an understanding of design theories and practices related to production in all areas of graphic design for traditional and emerging digital formats. Upon completion of the program, students will have advanced craft, theory, process, and technical skills, an ability to produce thoughtful and informed work in such areas as institutional branding and identity, new media, web development and interactivity, package design, publication design, advertising, illustration, signage, exhibition design, sustainability, spirituality, or social change.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

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

## Graphic Design Major (BFA Traditional)

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

design, advertising, illustration, signage, exhibition design, sustainability, spirituality, or social change.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

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

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

This program is designed to give students the knowledge and skills to become leaders in any health care field. Throughout the Health Care Administration degree program, students will develop practical experience and confidence that will help them succeed in a rapidly changing health care industry. The health care degrees have courses that explore current trends and events in the health care industry and evaluate how various business principles shape and affect these trends.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required (and in sequence)

HCR 250	Leadership Communication	4
HCR 220	Epidemiological Foundation	4
HCR 400	Health Care Finance	4
HCR 330	Communication Strategies for Conflict Management	4
HCR 350	Healthcare Diversity and Global Issues	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 300	Strategic Leadership of Resources, People and Teams	4
HCR 440	Legal Environment for Healthcare Managers	4
HCR 325	Compliance and Regulatory Requirements	4
HCR 340	Health Care Information Systems	4
Total Credits		40

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### General Education Prerequisite

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

KHS 200	Community Safety & First Aid/CPR	1
KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
KHS 410	Health Methods and Strategies	3

### Required Education Courses

ED 201	Foundations of and Introduction to Education (+15 hours of HR Activity)	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations (+15 hours of HR Activity)	2
ED 344	The Effective Teacher	3

ED 371	Teaching Practicum	2
ED 439	The Inclusive Classroom (+15 hours of HR Activity)	2
ED 472	Student Teaching	15
ED 487	Reading Across the Content Areas (+15 hours of HR Activity)	3
PSY 220	Adolescent Psychology	4
Total Credits		58

## History Major (BA Traditional)

The study of History at Concordia University is not only about the past – it is also about the present and the future. A student in this program will learn to think critically about change over time and how contemporary society has been shaped by all those who came before. The program stresses both global and community education. The program offers students the global knowledge they will need to compete in the 21st century. At the same time, students can experience and witness local history first-hand. The History major will allow students to develop skills in both research and content knowledge. The program offers courses that focus on the entire globe. Students get a mix of political, social, economic, and diplomatic history. The major requires a senior research project, where students do an original research paper, as well as a senior readings course. The remaining classes are electives, with the stipulation that at least one of those courses has a global focus. History majors are also required to do an internship, which helps them prepare for their careers and the job market.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

HIS 121	World History	4
HIS 212	Introduction to History	4
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HIS 267	Introduction to Latin America	4
HIS 285	European History Since 1789	4
HIS 401	Research and Writing in History	4
HIS 498	Internship	4-8

### Electives

Select 8 to 12 credits of upper-level (300 to 400) HIS or POL courses to total 44 credits

Total Credits		44
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## Hospitality Management Major (BA Adult; Online Only)

This program combines the building blocks of customer service, management and marketing with the practical tools that students need to succeed in the hospitality, leisure, tourism and travel industry.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4
MKM 450	Innovation and Systems Thinking	4
HSM 452	Integrated Promotional Strategy in Hospitality	4
MKM 454	New Media Literacy and Social Media	4
HSM 456	Hospitality Business Management	4
MKM 490	Business Strategy Plan	4
Total Credits		40

## Human Resource Management Major (BA Adult)

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4

BUS 388	Analytics and Technology	4
HRM 400	Recruitment, Selection and Onboarding	4
HRM 405	Strategic Compensation Systems	4
HRM 410	Organizational Development and Change	4
HRM 470	Strategic Human Resources	4
HRM 440	Human Resources Plan	4
Total Credits		40

## Information Technology in Management Major (BA Adult)

This program provides students with an opportunity for focused study of information technology and its relevancy in business management. Students study Information Technology principles and processes and their application to social and organizational problems. When combined with professional experiences, this major can equip students for entry-level or advancement in professional fields such as project management, information systems management, database management, financial systems management, cloud analysis, and programming.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4
ITM 400	Bridging the IT Business Gap for Innovation	4
ITM 402	Strategic Project Management for IT	4
ITM 410	Business-Driven Information Systems and Security	4
ITM 425	Data Management for Intelligent Business	4
ITM 440	Applied Research Project	4
Total Credits		40

## International Business Major (BS Traditional)

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

markets will prepare students to work in the complex and competitive international business world.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

ECO 101	America in the Global Economy: Macroeconomics (4)
MAT 110	Introduction to Probability and Statistics (3)

### Required <sup>1</sup>

ECO 102	America in the Global Economy: Microeconomics	2
MAN 120	Basics of Business	2
CSC 121	Basics of Technology in Business	2
COM 309	Intercultural Communication	4
ACC 201	Principles of Accounting (Financial Accounting)	4
SPA 101	Beginning College Spanish I <sup>2</sup>	4
SPA 102	Beginning College Spanish II <sup>2</sup>	4
MAN 201	Business Analytics	2
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
LAW 401	Legal Environment of Business	2
MAN 350	Managing in a Global Economy	4
ECO 401	Global Economics	4
MAR 471	Global Marketing	2
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		54

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

<sup>2</sup> May use 2 semesters of other foreign language. Language requirement can also be satisfied through a CLEP exam.

## Life Science Education/Teaching Major (Grades 9-12) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for grades 9 through 12 Life Science.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

BIO 120	Biology I: The Unity of Life (4)
CHE 115	General Chemistry I (4)
PSY 101	Introduction to Psychology (4)
Select one of the following:	
MAT 125 & MAT 110	Precalculus and Introduction to Probability and Statistics (7)
MAT 135 & MAT 110	Calculus I and Introduction to Probability and Statistics (7)

### Required Content Courses

BIO 130	Biology II: The Diversity of Life	4
BIO 210	Genetics	4
BIO 220	Plant Biology	4
BIO 230	Animal Biology and Physiology	4
BIO 300	Microbiology	4
BIO 330	Cell Biology	4
CHE 116	General Chemistry II	4
SCI 456	Advanced Research in Science	4

### Required Education Courses

ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 353	Teaching 9-12 Science	2
ED 371	Teaching Practicum	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 472	Student Teaching	15
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
PSY 220	Adolescent Psychology	4

Total Credits

73

## Marketing Major (BA Adult)

This program prepares students for careers in marketing and business by building practical marketing skills and knowledge that will be directly applicable to the business world upon graduation. Students learn how to become effective marketing and project managers, analyze critical factors for driving business, enhance their opportunity to enter into

business careers, and apply their knowledge to current marketplace challenges and opportunities.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4
MKM 450	Innovation and Systems Thinking	4
MKM 452	Integrated Promotional Strategy	4
MKM 454	New Media Literacy and Social Media	4
MKM 456	Marketing Information and Analysis	4
MKM 490	Business Strategy Plan	4
Total Credits		40

## Marketing Major (BS Traditional)

This program is designed to prepare students with practical marketing skills and knowledge that will be directly applicable to the business world upon graduation. Students learn marketing theory and apply concepts in activities such as electronic commerce, direct marketing, advertising, sales presentations, case analysis and marketing plans. These activities expose students to the practical, challenging and interesting projects and situations they will encounter in their careers. Students develop leadership skills and explore ethics and environmental sustainability. In addition, students earning a BS gain a strong foundation in consumer behavior, social media, and global marketing.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites

ECO 101	America in the Global Economy: Macroeconomics (4)
MAT 110	Introduction to Probability and Statistics (3)

### Required Courses

ECO 102	America in the Global Economy: Microeconomics	2
MAN 120	Basics of Business	2

CSC 121	Basics of Technology in Business	2
ACC 201	Principles of Accounting (Financial Accounting)	4
MAN 201	Business Analytics	2
MAN 202	Analytics, Modeling, and Techniques	2
FIN 301	Corporate Finance I	4
LAW 401	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAN 302	Operations and Quality Management	2
MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior	4
MAR 313	Advertising and Promotions	4
MAN 401	Business Strategy and Ethics	4
MAR 413	Marketing Research	4
MAR 414	Marketing Strategy	4
MAR 470	Digital Marketing	2
MAR 471	Global Marketing	2
MAN 499	Senior Outcomes	0
Total Credits		54

## Mathematics Major (BA Traditional)

This program teaches students to think logically and use a variety of techniques to analyze and solve problems. Students also learn to communicate mathematical ideas clearly and professionally in written and oral formats. The BA degree is designed to enable students to pursue a complementary second major or a minor; these combinations prepare students for a wide variety of careers in business, industry, and education.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 145	Calculus II	5
CSC 210	Microsoft Excel Core	4
MAT 220	Discrete Mathematics	3
MAT 305	Foundations of Geometry	3
MAT 330	Advanced Probability and Statistics	4
MAT 375	Differential Equations and Linear Algebra	4
MAT 450	Abstract Algebra	4
or MAT 460	Foundations of Analysis	
MAT 499	Senior Outcomes	0

### Electives

Select a minimum of 7 credits of the following:		7
MAT 255	Calculus III (4)	
MAT 450	Abstract Algebra <sup>1</sup> (4)	

	or MAT 460 Foundations of Analysis (4)	
MAT 478	Mathematics Seminar (3)	
MAT 488	Independent Study in Mathematics (1-4)	
MAT 498	Mathematics Internship (1-4)	
Total Credits		41

<sup>1</sup> Whichever was not taken above

## Mathematics Major (BS Traditional)

This program teaches students to think logically and use a variety of techniques to analyze and solve problems. Students also learn to communicate mathematical ideas clearly and professionally in written and oral formats. The BS degree also allows students to explore connections between mathematics and science. Upon completion of the program, students will have strong problem solving, quantitative reasoning, and computing skills, as well as the ability to apply these skills in a career of their choice.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 145	Calculus II (includes lab day)	5
CSC 210	Microsoft Excel Core	4
MAT 220	Discrete Mathematics	3
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3
MAT 330	Advanced Probability and Statistics	4
MAT 375	Differential Equations and Linear Algebra	4
MAT 450	Abstract Algebra	4
	or MAT 460 Foundations of Analysis	
MAT 478	Mathematics Seminar	3
MAT 498	Mathematics Internship	4
MAT 499	Senior Outcomes	0

### Electives

Select 12 credits of the following:		12
PHS 221	General Physics I (Calc Based) (4)	
PHS 222	General Physics II (Calc Based) (4)	
CSC 301	Programming and Problem Solving (4)	
MAT 450	Abstract Algebra <sup>1</sup> (4)	
	or MAT 460 Foundations of Analysis (4)	
MAT 488	Independent Study in Mathematics (1-4)	

Total Credits 57

<sup>1</sup> Whichever was not taken above

## Music Business (BA Traditional)

The Music Business major is a joint offering of the Music and Business Departments. The major is designed for students who wish to work as promoters, marketers, assistants, or managers of musical organizations and individual artists in either the commercial or non-profit realms. The degree provides students a foundational knowledge base in music and business, culminating in an internship with a professional musical organization in the Twin Cities. The skills obtained in this degree prepare graduates for entry level positions in a variety of music and arts organizations.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites (not counted in major credit total)

MUS 101	Basic Musicianship (2)	
MUS 111	Class Piano I (2)	
MUS 112	Class Piano II (2)	
MUS 120	Listening to Life: Western Classical Music (2)	
	or MUS 121 Listening to Life: Global & Popular Music (2)	
ECO 101	America in the Global Economy: Macroeconomics (4)	

### Required

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 7xx	2 semesters of ensemble at 0-2 credits each	0-2
MUS 8xx	2 semesters of private lessons at 1 credit each	2
ENG 320	Writing in the Workplace	2
	or ENG 326 Topics in Writing	
MUS 498	Music Business Internship	2
Select one of the following:		3
MUS 321	Music History I (3)	
MUS 322	Music History II (recommended) (3)	
MUS 323	Music History III (3)	

### Music Electives

Select 7 credits of any music offerings, including ensembles and lessons and non-gen ed prerequisites 7

### Additional Requirements

Attend eight recitals or concerts per year<sup>1</sup>

### Business Electives

Select 20 credits of the following:		20
MAR 301	Principles of Marketing (4)	
MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
MAR 413	Marketing Research (4)	

MAR 414	Marketing Strategy (4)	
MAR 470	Digital Marketing (2)	
ACC 201	Principles of Accounting (Financial Accounting) (4)	
MAN 301	Organizational Behavior (4)	
MAN 401	Business Strategy and Ethics (4)	
MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 460	Managing Teams, Communication & Projects (4)	
FIN 211	Personal Finance (2)	
FIN 301	Corporate Finance I (4)	
Total Credits		44

<sup>1</sup> Students must attend eight recitals or concerts per year and document such in their Music Portfolio. The portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum 2.5 GPA is required in music courses.

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

MUS 121	Listening to Life: Global & Popular Music (2)
PSY 101	Introduction to Psychology (4)

#### Prerequisites: if determined in assessments by music department

MUS 101	Basic Musicianship (2)
MUS 111	Class Piano I (2)
MUS 112	Class Piano II (2)
MUS 113	Piano Proficiency Lab for Music Majors (1)
MUS 115	Beginning Guitar I (1)

#### Required Content Courses

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4

MUS 261	Beginning Conducting	2
MUS 301	Musicianship III	4
MUS 302	Musicianship IV	4
MUS 321	Music History I	3
MUS 322	Music History II	3
MUS 323	Music History III	3
MUS 360	String Techniques & Pedagogy	1
MUS 361	Woodwind Techniques & Pedagogy	1
MUS 362	Brass Techniques & Pedagogy	1
MUS 365	Electronic Instruments Techniques & Pedagogy	2
MUS 366	Vocal Techniques & Pedagogy	1
MUS 367	Percussion Techniques & Pedagogy	1
MUS 444	Instrumental Arranging	1
MUS 445	Choral Arranging	1
MUS 840	Piano (2 semesters of private piano @ 1 credit each)	2

#### Recital Attendance

Eight programs in portfolio per year, performance audition in February of second year (in first year for transfers) <sup>2</sup>

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

#### Required Education Courses

Select one of the following options:		4-8
ED 201	Foundations of and Introduction to Education (+15 hours of HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 472	Student Teaching	16
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
MUS 356	K-6 General Music Teaching Methods	2
MUS 357	7-12 General Music Teaching Methods	2
PSY 210 & PSY 220	Child Psychology and Development and Adolescent Psychology (8)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	

Total Credits 83-87

<sup>1</sup> Complete content major with 2.75 GPA

<sup>2</sup> Submit music Portfolio Progress Report to Chair, Music Department by November 1 each year. Document in the portfolio four public performances, including a small ensemble. Pass Keyboard Proficiency Examination before student teaching (document in portfolio). Take Music Senior Outcomes Examination when Music History/Musicianship courses are completed. A minimum of a 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, theory/composition and pedagogy.

## Tracks

### Vocal and Classroom K – 12 Track

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

### Instrumental and Classroom K – 12 Track

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

## Music Major (BA Traditional)

Students in the Music major expand their creativity, analytical, research and writing skills while studying music performance, programming, analysis, composition, history, literature, education and worship music. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community. With the support of CSP's deeply networked music faculty, students in this major are provided opportunities to ply their craft in music positions at churches, internships with local music organizations, and professional workshops. The culmination of the major is a senior year public presentation of the student's work, in which the student plans, prepares, promotes, and presents a recital of their work. The major prepares students for graduate work in music or other fields and employment as entry level music performers, composers, and private teachers. The program also provides students with the communication skills, collaborative aptitude, creativity, organizational ability, and work ethic to succeed in a broad range of fields beyond music, while providing them with a lifelong outlet for joyful aesthetic expression.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites <sup>1</sup>

MUS 101	Basic Musicianship (2)
MUS 111	Class Piano I (2)
MUS 112	Class Piano II (2)
MUS 113	Piano Proficiency Lab for Music Majors (1)

### Prerequisites from General Education

MUS 120	Listening to Life: Western Classical Music (2)
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### Required

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 301	Musicianship III	4
MUS 302	Musicianship IV	4
MUS 321	Music History I	3
MUS 322	Music History II	3
MUS 323	Music History III	3
MUS 7xx	4 semesters of ensemble at 0-2 credits each	0-8
MUS 8xx	4 semesters of private lessons at 1 credit each	4

### Electives

Select 5-7 credits from any music offerings to total 44 credits <sup>2</sup>	5-7
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### Tracks

Select one of the following tracks:	8-10
Performance Track (8 credits)	
Music History Track (8-10 credits)	
Music Theory and Composition Track (10 credits)	

Total Credits	44
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<sup>1</sup> The successful Music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the Prerequisite courses.

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

## Tracks

### Performance Track

MUS 9xx	3 semesters of honors lessons at 2 credits each	6
MUS 494	Senior Project: Conducting Recital	2
or MUS 495	Senior Project: Solo Recital	

Total Credits	8
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## Music History Track

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

## Music Theory and Composition

MUS 365	Electronic Instruments Techniques & Pedagogy	2
MUS 444	Instrumental Arranging	1
MUS 445	Choral Arranging	1
MUS 890	Composition (2 semesters of Composition lessons at 1 credit each)	2
MUS 990	Honors Composition Lessons	2
MUS 492	Senior Project: Composition Recital	2
Total Credits		10

## Additional Requirements

Students must attend eight recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, and theory/composition. Performance audition in February of sophomore year (first year for transfers). Pass Keyboard Proficiency Exam prior to graduation. Take Senior Music Outcomes exam when Musicianship/Music History courses are completed.

## Nursing Major (BSN Adult)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required (and in sequence)

NUR 330	Ethics & Decision Making in Nursing Practice	4
NUR 345	Professional Practice and Role Development in Nursing	4
NUR 360	Transcultural Nursing & Advanced Health Assessment	4
NUR 375	Evidence-Based Practice	4
NUR 400	Leadership and Management in Nursing	4
NUR 430	Nursing Informatics	4
NUR 445	Introduction to Care Coordination & Case Management	4
NUR 460	Community Health Nursing	4
NUR 475	Nursing Capstone	4
Total Credits		36

## Nursing Major (BSN Pre-Licensure)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites

BIO 120	Biology I: The Unity of Life (4)
BIO 300	Microbiology (4)
BIO 315	Human Anatomy and Physiology I (4)
BIO 316	Human Anatomy and Physiology II (4)
CHE 115	General Chemistry I (4)
COM 103	Interpersonal Communication (4)
COM 309	Intercultural Communication (4)
ENG 120	College Writing (4)
MAT 165	Quantitative Reasoning for Nursing (3)
PSY 101	Introduction to Psychology (4)
PSY 230	Lifespan Developmental Psychology (4)

### Required

NUR 230	Foundations of Professional Nursing	6
NUR 231	Foundations of Professional Nursing Lab	3
NUR 232	Nursing Approach to Nutritional Foundations	2

NUR 240	Applied Pathophysiology and Health Assessment	4
NUR 241	Pharmacology in Nursing	3
NUR 242	Nursing Care of the Adult I	5
NUR 331	Evidence Based Practice	3
NUR 341	Palliative and End of Life Care	2
NUR 342	Nursing Care of the Adult II	6
NUR 350	Nursing Care of the Childbearing Family	4
NUR 351	Nursing Care of the Childrearing Family	4
NUR 352	Behavioral Health in Nursing	4
NUR 461	Leadership and Management in Nursing	5
NUR 463	Care of the Complex Patient	3
NUR 470	Community and Public Health	4
NUR 471	Transition to Professional Nursing	7
Total Credits		65

## Organizational Management and Leadership Major (BA Adult)

This program prepares students to 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.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4
OML 452	Managing Talent and Organizations	4
OML 454	Change Management and Decision Making	4
OML 456	Systems Theory and Strategic Planning	4
OML 458	Communicating Across Organizations and Cultures	4
OML 460	Ethical Leadership Solutions	4
Total Credits		40

## Orthotics and Prosthetics Major (BS Traditional)

Majoring in Orthotics and Prosthetics involves the study of how to design and fit braces, artificial limbs, and other devices that help the disabled lead full lives. You'll learn to effectively analyze, design and construct appropriate prosthetics and make sound ethical decisions surrounding their use. How is gait analysis conducted? What role can patient counseling play? What materials should be used in fabrication? You'll have the educational preparation to become an ABC certified assistant.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required Courses taken at Century College

OPCA 2010	Clinical Applications of Lower Extremity Orthoses	4
OPCA 2030	Clinical Applications of Upper Extremity Orthoses	3
OPCA 2040	Clinical Applications of Spinal Orthoses	4
OPCA 2050	Clinical Applications of Trans-Tibial Protheses I	3
OPCA 2060	Clinical Applications of Trans-Tibial Protheses II	4
OPCA 2070	Clinical Applications of Trans-Femoral Protheses	4
OPCA 2080	Clinical Applications of Upper Limb Protheses	4
OPCA 2090	Clinical Internship	2

### Required Courses taken at Concordia

BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
KHS 220	Research Methods	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 490	Senior Professional Seminar	1

Total Credits 61

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

Students majoring in Parent and Family Education are eligible to apply for a Minnesota teaching license to work with parents in settings such



as Early Childhood Family Education centers, which are unique to Minnesota. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

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

COM 205	Small Group Communication	4
COM 403	Family Communication	4
FAS 400	Family Systems, Structures and Relationships	4
FAS 446	Methodology in Fam Life Ed	3
KHS 470	Health Education for Teachers	2
PSY 210	Child Psychology and Development	4

### Required Education Courses

ECE 321	Pre-Primary Education	3
ECE 324	Language Development and Emergent Literacy (+ 15 hours HR Activity)	3
ECE 325	Education of Infants and Toddlers	3
ECE 425	Young Children with Special Needs (+ 15 hours HR Activity)	2
ECE 427	Authentic Assessment and Guidance in ECE	2
ED 201	Foundations of and Introduction to Education (+ 15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+ 15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 418	Adult Education and Development	4
ED 464	Student Teaching Parent & Family Education and Capstone Seminar	8

Total Credits 54

## Psychology Major (BA Adult; Online Only)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Math & Science Required Course from General Education (not counted in major credit total)

MAT 110	Introduction to Probability and Statistics (3)	
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### Required

PSY 101	Introduction to Psychology	4
PSY 230	Lifespan Developmental Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 330	Introduction to Counseling	4
PSY 300	Cognition, Learning and Memory	4
PSY 360	Abnormal Psychology	4
SOC 451	Social Psychology	4
PSY 370	Introduction to Personality Theories	4
PSY 498	Psychology Internship	8

### Electives

Select 4 additional credits of the following:		4
FAS 400	Family Systems, Structures and Relationships (4)	
KHS 435	Sport Psychology (4)	
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
PSY 340	Introduction to Industrial/Organizational Psychology (4)	
PSY 350	Forensic Psychology (4)	
PSY 490	Seminar on Psychological Topics (4)	

Total Credits 44

## Psychology Major (BA Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

**Required Course from General Education (not counted in major credit total)**

MAT 110	Introduction to Probability and Statistics (3)	
<b>Required Psychology Courses</b>		
PSY 101	Introduction to Psychology	4
SOC 451	Social Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 498	Psychology Internship	8
<b>Mind-Brain Courses</b>		
Select 4 credits of the following:		4
PSY 300	Cognition, Learning and Memory (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
<b>Clinical Courses</b>		
Select 4 credits of the following:		4
PSY 330	Introduction to Counseling (4)	
PSY 360	Abnormal Psychology (4)	
PSY 370	Introduction to Personality Theories (4)	
<b>Developmental Courses</b>		
Select 4 credits of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
SOC 354	Sociology of Law (4)	
PSY 230	Lifespan Developmental Psychology (4)	
<b>Electives</b>		
Select 12 additional credits of the following:		12
FAS 400	Family Systems, Structures and Relationships (4)	
KHS 435	Sport Psychology (4)	
PSY 210	Child Psychology and Development <sup>1</sup> (4)	
PSY 220	Adolescent Psychology <sup>1</sup> (4)	
PSY 230	Lifespan Developmental Psychology <sup>1</sup> (4)	
PSY 300	Cognition, Learning and Memory <sup>1</sup> (4)	
PSY 310	Physiological Psychology <sup>1</sup> (4)	
PSY 320	Sensation and Perception <sup>1</sup> (4)	
PSY 340	Introduction to Industrial/Organizational Psychology (4)	
PSY 350	Forensic Psychology (4)	
PSY 360	Abnormal Psychology <sup>1</sup> (4)	
PSY 370	Introduction to Personality Theories <sup>1</sup> (4)	
PSY 490	Seminar on Psychological Topics (4)	
Total Credits		44

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

## Psychology Major (BS Traditional)

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

<b>Psychology Courses</b>		
PSY 101	Introduction to Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 498	Psychology Internship	8
PSY 490	Seminar on Psychological Topics	4
SOC 451	Social Psychology	4
<b>Mind-Brain Courses</b>		
Select 8 credits of the following:		8
PSY 300	Cognition, Learning and Memory (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
<b>Clinical Courses</b>		
Select 8 credits of the following:		8
PSY 330	Introduction to Counseling (4)	
PSY 360	Abnormal Psychology (4)	
PSY 370	Introduction to Personality Theories (4)	
<b>Developmental Courses</b>		
Select 4 credits of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
SOC 354	Sociology of Law (4)	
<b>Mathematics and Science Courses</b>		
BIO 120	Biology I: The Unity of Life	4
BIO 210	Genetics	4
CHE 115	General Chemistry I	4
MAT 110	Introduction to Probability and Statistics	3
MAT 125	Precalculus	4
or MAT 135	Calculus I	
<b>Electives</b>		
Select 16 credits of 300 or 400 level Psychology courses		16
Total Credits		79

## Public Policy Major (BA Traditional)

The Public Policy major will equip students with sufficient intellectual tools to prepare them for professional work in the public sector. Students will be trained to seek positions in organizations which deal with public policy issues such as government agencies, trade associations, lobbying organizations, nonprofit groups, regulatory agencies, and NGOs. This major will provide students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Prerequisites from General Education

ECO 101	America in the Global Economy: Macroeconomics (4)
MAT 110	Introduction to Probability and Statistics (4)
POL 131	Government and Politics (4)
SOC 152	Introduction to Sociology (4)

### Required

ECO 102	America in the Global Economy: Microeconomics	2
MAR 301	Principles of Marketing	4
POL 241	Contemporary World Problems: An Introduction to Global Politics	4
POL 337	Parties, Campaigns, and Elections	4
PSY 380	Research Methods with Statistical Applications	4
PSY 490 or POL 487	Seminar on Psychological Topics Readings Seminar: Topics in Political Science	2-4
SOC 451	Social Psychology	4
SOC 357	Class and Community	4
Select one of the following:		12
POL 498	Internship or Service Learning (12)	
SOC 498	Internship (12)	
PSY 498	Psychology Internship (12)	

Total Credits 40-42

## Pulmonary Science Major (BS Adult)

The Pulmonary Science program is conveniently offered in an online format as a degree completion program designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree in an accelerated format. Because most students are working full-time as Registered Respiratory Therapists, this program is cohort-based and students only take one class at a time.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required (and in sequence)

PUL 220	Epidemiological Foundations	4
PUL 301	Principles of Healthcare Systems	4

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

## Radiologic Science Leadership Major (BS Adult; Online Only)

The Radiologic Science Leadership program is conveniently offered in the online format and is designed to assist Registered Radiologic Technologists in completing their Bachelor of Science degree while maintaining their current careers. Because most students are working full-time as Registered Radiologic Technologists, this program is cohort-based and students only take one class at a time. This program will prepare students to develop leadership skills, gain exposure to health care administration, and apply critical thinking practices in their personal and professional lives. Students will explore behavioral, social and cultural trends that influence management in today's rapidly changing health care industry.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required (and in sequence)

RAD 250	Leadership Communication	4
RAD 222	Pathological Foundations	4
RAD 310	Writing for Healthcare Professionals	4
RAD 330	Communication Strategies for Conflict Management	4
RAD 350	Healthcare Diversity and Global Issues	4
RAD 435	Ethics and Decision Making in Health Care Environments	4
RAD 300	Strategic Leadership of Resources, People, and Teams	4
RAD 400	Organization Development for HR Professionals	4
RAD 440	Legal Environment for Healthcare Managers	4
RAD 322	Compliance and Regulatory Requirements	4
RAD 490	Senior Seminar	4
Total Credits		44

## Secondary Mathematics Education Major (Done in Conjunction with Math Major)

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

#### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)	
<b>Required</b>		
ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 351	Teaching of 9-12 Mathematics	4
ED 371	Teaching Practicum	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 472	Student Teaching	15
ED 475	Teaching 5-8 Mathematics	1
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
PSY 220	Adolescent Psychology	4
Total Credits		44

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

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

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

ECO 101	America in the Global Economy: Macroeconomics	4
HIS 212	Introduction to History	4
PSY 101	Introduction to Psychology	4

#### Required Content Courses

GE 101	Human Geography	2
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HIS 267	Introduction to Latin America	4
HIS 285	European History Since 1789	4
POL 131	Government and Politics	4
SOC 152	Introduction to Sociology	4

#### Electives

Select any 300 or 400 level social science course	4
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#### Required Education Courses

ED 201	Foundations of and Introduction to Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 352	Teaching 9-12 Social Studies	2
ED 371	Teaching Practicum	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 472	Student Teaching	15
ED 476	Teaching 5-8 Social Studies	1
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
PSY 220	Adolescent Psychology	4

Total Credits	84
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## Sociology Major (BA Traditional)

Students graduating with a Sociology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The developed educational outcomes in combination with the internship experience prepares student to enter a career of choice or graduate school.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisites from General Education

MAT 110	Introduction to Probability and Statistics <sup>1</sup> (3)
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#### Required

SOC 152	Introduction to Sociology	4
SOC 453	Social Theory	4
PSY 380	Research Methods with Statistical Applications	4

Select one of the following:	4
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SOC 357	Class and Community (4)	
SOC 451	Social Psychology (4)	
SOC 452	Social Organization (4)	
Select one of the following:		4
SOC 253	Marriage and Family (4)	
PSY 230	Lifespan Developmental Psychology (4)	
SOC 358	Minority Groups (4)	
SOC 256	Introduction to Criminal Justice	4
or SOC 359	Social Welfare as an Institution	
SOC 498	Internship	8
<b>Electives</b>		
Select 12 credits of the following:		12
SOC 253	Marriage and Family <sup>2</sup> (4)	
HMG 255	People and Culture of China (4)	
SOC 256	Introduction to Criminal Justice <sup>2</sup> (4)	
SOC 325	Minnesota Criminal Codes and Statutes (2)	
SOC 351	Juvenile Justice (4)	
PSY 230	Lifespan Developmental Psychology <sup>2</sup> (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	
SOC 354	Sociology of Law (4)	
SOC 357	Class and Community <sup>2</sup> (4)	
SOC 358	Minority Groups <sup>2</sup> (4)	
SOC 359	Social Welfare as an Institution <sup>2</sup> (4)	
SOC 451	Social Psychology <sup>2</sup> (4)	
SOC 452	Social Organization <sup>2</sup> (4)	
Total Credits		44

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

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

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

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

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

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

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### BA + MA Sport Management Coursework

KHS 220	Research Methods	4
KHS 375	Sociology of Sport and Exercise	4
KHS 390	Sport Management	4
KHS 391	Law & Sport	4
KHS 392	Marketing & Fundraising in Sport	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
KHS 497	Seminar in Graduate Kinesiology and Health Sciences	3
KHS 498	Internship	8
KHS 545	Ethics and Policy in Sport Management	3
KHS 550	Sport Sales	3
KHS 530	Research Design Methods	3
KHS 505	Organizational Leadership and Development	3
KHS 510	Human Resource Management	3
KHS 535	Sport Marketing	3
KHS 520	Managerial Finance	3
KHS 525	Managing and Planning Sport Facilities	3
KHS 540	Legal Aspects of Sport	3
KHS 515	Management and Leadership	3
KHS 565	Capstone I	3
Total Credits		72

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

The major in Sport Management focuses on core concepts in kinesiology, exercise, and sport management. The program prepares students to enter the work force in a number of sport management areas including facility and event management, marketing, and fitness center management. Students learn business and sport theory and have numerous opportunities to bridge theory into practical applications.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

KHS 220	Research Methods	4
KHS 375	Sociology of Sport and Exercise	4
KHS 390	Sport Management	4
KHS 391	Law & Sport	4
KHS 392	Marketing & Fundraising in Sport	4

KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
Total Credits		45

## Sport Psychology Major (BA Traditional)

The Sport Psychology major focuses on current psychology and kinesiology as foundational concepts in sport psychology. This degree prepares students for careers in injury rehabilitation, fitness/wellness centers, coaching, and health and wellness education. The program also serves as preparation for post-baccalaureate study in areas such as human growth, aging, exercise physiology, sport management, and sport psychology. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

KHS 220	Research Methods	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 490	Senior Professional Seminar	1
KHS 498	Internship	8
KHS 375	Sociology of Sport and Exercise	4
KHS 435	Sport Psychology	4
PSY 230	Lifespan Developmental Psychology	4
PSY 330	Introduction to Counseling	4
PSY 360	Abnormal Psychology	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
Total Credits		45

## Theatre Major (BA Traditional)

The Department of Theatre and Dance provides students with a challenging variety of theatrical experiences that enrich their artistic, intellectual, cultural, and spiritual lives. Students will experience a rich blend of traditional classroom, hands-on laboratory, and performance opportunities that help prepare students for entry into professional careers in theatre, graduate study, or to support and strengthen their abilities and expertise in other fields such as education, business, or ministry.

## General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

## Degree Requirements

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

### Required

THR 101	Introduction to The Theatre	2
THR 111	Theatre in Practice I	2
or THR 112	Theatre in Practice II	
THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4
THR 445	Theatre History, Theory, and Literature I	4
THR 446	Theatre History, Theory, and Literature II	4
THR 478	Directing	4
THR 499	Senior Outcomes	0
Select one of the following:		4
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	

### Electives

Select 12 credits of the following:		12
THR 111	Theatre in Practice I (0-1)	
THR 112	Theatre in Practice II (2)	
THR 131	Improvisation (2)	
THR 160	Introduction to Dance (3)	
THR 201	Dance for Musical Theatre (3)	
THR 253	Makeup for the Stage (2)	
THR 262	Modern Dance Technique (3)	
THR 263	Jazz Dance Technique (3)	
THR 291	Topics in Theatre (2)	
THR 301	New York Theatre Tour (2)	
THR 302	London Theatre Tour (2)	
THR 321	Acting II (4)	
THR 326	Voice, Diction & Dialects (2)	
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	
THR 364	Tap Dance Technique (3)	
THR 365	Dance History (3)	
THR 366	Choreography/Composition (3)	
THR 367	Ballet Technique (3)	
THR 488	Independent Study in Theatre (1-4)	
THR 498	Theatre Internship (4-16)	

Total Credits 44

## Theology Major (BA Traditional)

The major in theology is designed to prepare students who plan to attend seminary and pursue a master's of divinity or other advanced theological degree. The core required courses introduce students to biblical studies, Lutheran theology, philosophy, and church history. Students are encouraged but not required to study biblical Greek and Hebrew and can choose from a variety of theology electives that are of interest to them. Although the degree emphasizes Lutheran doctrine, students from any Christian tradition planning to attend seminary will be well prepared by completing this major.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 45) requirements.

### Degree Requirements

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

#### Prerequisite

THL 206	New Testament (3)
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#### Required

THL 201	Old Testament	3
THL 241	Church History	3
THL 371	Mission of God	4
THL 431	Lutheran Doctrine I	3
THL 432	Lutheran Doctrine II	3
THL 342	Athens and Jerusalem: Philosophy and Christianity	4
THL 496	Senior Thesis	2

#### Electives

Select 20 credits of the following:		20
GRK 211	Beginning Greek I (4)	
GRK 212	Beginning Greek II (4)	
GRK 312	Matthew (2)	
GRK 314	Mark (2)	
GRK 316	Luke (2)	
GRK 412	Galatians and Romans (2)	
GRK 414	Corinthians (2)	
GRK 416	General Epistles (2)	
HBR 311	Biblical Hebrew I (4)	
HBR 312	Biblical Hebrew II (4)	
THL 219	Principles of Biblical Interpretation (3)	
THL 310	Archaeology and the Bible (4)	
THL 320	Global Christianity (4)	
THL 325	Goodness, Justice & Christian Faith (4)	
THL 336	The Problem of Evil (4)	
THL 344	Martin Luther: Saint & Sinner (4)	
THL 351	Jesus and Muhammad (4)	
THL 353	Christianity and World Religions (4)	
THL 356	One Nation under God? Christianity and Politics in America (4)	

THL 357	Christianity and the Media in Contemporary Culture (4)
THL 359	Theology and Art (4)
THL 365	Christianity thr Symbol/Ritual (4)
THL 377	Faith and Justice in the City (4)
THL 409	Studies in Biblical Theology (2)
THL 441	Lutheran Confessional Writings (3)
THL 460	Worship for Lutherans (3)
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Total Credits	42

## Minors

Accounting Minor (p. 87)

Art History Minor (p. 87)

Art Studio Minor (p. 87)

Biblical Languages Minor (p. 87)

Biology Minor (p. 88)

Business Management Minor (p. 88)

Business Minor (p. 88)

Chemistry Minor (p. 88)

Communication Studies Minor (p. 88)

Community Arts Minor (p. 88)

Community Health Science Minor (p. 89)

Computer Science Minor (p. 89)

Criminal Justice Minor (p. 89)

Dance Minor (p. 89)

Design Minor (p. 89)

Education Minor (p. 90)

English Minor (p. 90)

Exercise Science Minor (p. 90)

Family Science Minor (p. 91)

Finance Minor (p. 91)

Gerontology Minor (p. 91)

Health Care Administration Minor (p. 91)

History Minor (p. 91)

Hmong Studies Minor (p. 91)

Hospitality Management Minor (p. 92)

Human Resource Management Minor (p. 92)

Information Technology Management Minor (p. 92)

International Business Minor (p. 92)

International Studies Minor (p. 92)

Interscholastic Coaching Minor (p. 92)

Leadership Minor (p. 93)

Lutheran Theology Minor (p. 93)

Marketing Management Minor (p. 93)

Marketing Minor (p. 93)

Mathematics Minor (p. 93)

Music Minor (p. 93)

Non-Profit Management Minor (p. 94)

Photography Minor (p. 94)

Political Science Minor (p. 94)

Psychology Minor (p. 94)

Religion Minor (p. 95)

Sales and Business Development Minor (p. 95)

Sociology Minor (p. 95)

Spanish Minor (p. 95)

Sport Management Minor (p. 95)

Sport Psychology Minor (p. 96)

Theatre Minor (p. 96)

Writing Minor (p. 96)

Writing/Communications Minor (p. 96)

## Accounting Minor

(Available Online)

### Required (and in sequence)

ACC 201	Principles of Accounting (Financial Accounting)	4
ACC 202	Principles of Accounting (Managerial Accounting)	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
Select one of the following:		4
ACC 413	Cost Accounting (4)	
ACC 411	Advanced Accounting (4)	
ACC 412	Auditing (4)	
LAW 411	Federal Income Tax (4)	
Total Credits		20

## Art History Minor

This program combines course work and research to give students a solid foundation in art history and art's role in cultures. Students will

gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

### Prerequisites

ART 101	Approaching Art (2)	
ART 111	Drawing I (3)	
<b>Required</b>		
Select 24 credits of the following:		24
ART 271	Survey of Western Art I (3)	
ART 272	Survey of Western Art II (3)	
ART 370	Mexican Art and Culture (2-4)	
ART 374	Art of Mexico (4)	
ART 375	Art of Asia (4)	
ART 376	Ethnographic Art (4)	
ART 472	19th and 20th Century Art and Design (4)	
ART 473	History of Photography (3)	
ART 481	Topics in Art: _____ (1-4)	
ART 491	Theories in Contemporary Art (3)	
Any foreign language course (4)		
Total Credits		24

## Art Studio Minor

This program combines studio art courses and art history to give students a solid foundation in art production and art's role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

### Prerequisite

ART 101	Approaching Art (2)	
<b>Required</b>		
ART 102	2D Design	3
ART 111	Drawing I	3
<b>Electives</b>		
Select 17 credits of any 200 level or above ART course		17
Total Credits		23

## Biblical Languages Minor

The Minor in Biblical Languages provides the basics of Biblical Greek and Hebrew along with translation experience with major portions of the New Testament. These courses enable students to interact with the Bible in its original languages and to be prepared for graduate study in theology.

### Required

GRK 211	Beginning Greek I	4
GRK 212	Beginning Greek II	4
HBR 311	Biblical Hebrew I	4
HBR 312	Biblical Hebrew II	4

### Electives

Select 4 credits of the following:		4
GRK 312	Matthew (2)	
GRK 314	Mark (2)	
GRK 316	Luke (2)	
GRK 412	Galatians and Romans (2)	
GRK 414	Corinthians (2)	



GRK 416	General Epistles (2)	
Total Credits		20

## Biology Minor

### Prerequisites from General Education

BIO 120	Biology I: The Unity of Life (4)	
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### Required

BIO 130	Biology II: The Diversity of Life	4
BIO 210	Genetics	4
or BIO 330	Cell Biology	

### Electives

Select a minimum of 15 credits: <sup>1</sup> 15

BIO 210	Genetics (4)	
BIO 220	Plant Biology (4)	
BIO 230	Animal Biology and Physiology (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 330	Cell Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
CHE 328	Introduction to Biochemistry (4)	
SCI 435	Research and Techniques (4)	
SCI 450	Literature Review of Special Topics (2)	
SCI 455	Research in Science (Instructor approval required) (4)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	

Total Credits 23

<sup>1</sup> At least four courses with at least two 300 or 400 level

## Business Management Minor

### Prerequisite

ECO 101	America in the Global Economy: Macroeconomics (4)	
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### Required Courses 6

MAN 120	Basics of Business (2)	
MAN 301	Organizational Behavior (4)	

Select 8 credits of the following: 8

ACC 201	Principles of Accounting (Financial Accounting) (4)	
LAW 401	Legal Environment of Business (2)	
MAN 302	Operations and Quality Management (2)	
MAR 301	Principles of Marketing (4)	
FIN 301	Corporate Finance I (4)	
MAR 312	Consumer Behavior (4)	
MAN 498	Internship (4)	

Select 8 credits of the following: 8

MAN 350	Managing in a Global Economy (4)	
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MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 460	Managing Teams, Communication & Projects (4)	

Total Credits 22

## Business Minor

(Available online)

### Required

BUS 380	Principles of Ethical Management	4
BUS 382	Human Resource Management and Employment Law	4
BUS 384	Applied Accounting and Finance	4
BUS 386	Marketing in the Global Environment	4
BUS 388	Analytics and Technology	4

Total Credits 20

## Chemistry Minor

### Required

CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4

### Electives

Select a minimum of 11 credits of the following: 11

CHE 335	Medicinal Chemistry (3)	
CHE 222	Organic Chemistry II (4)	
CHE 326	Analytical Chemistry I (4)	
CHE 328	Introduction to Biochemistry (4)	
CHE 330	Dietary Biochemistry (4)	
CHE 341	Thermodynamics (4)	
CHE 421	Introduction to Polymer Chemistry (4)	

Total Credits 23

## Communication Studies Minor

### Prerequisite from General Education

COM 103	Interpersonal Communication (4)	
COM 309	Intercultural Communication (4)	

### Required

COM 205	Small Group Communication	4
COM 222	Social/Mass Media Communication	4
COM 325	Social Media & Public Relations	4
COM 212	Public Speaking	4
COM 403	Family Communication	4
COM 478	Organizational Communication	4

Total Credits 24

## Community Arts Minor

This program combines course work and arts production to give students a solid foundation in community theory and the role of the arts in community building. Students will gain knowledge and skills in

facilitating arts events in community contexts to enhance preparation for informed living and careers in multiple fields.

#### Required

ART 111	Drawing I	3
ART 300	Community Arts	4
ART 498	Arts Internship	4

#### Electives

Select 13 credits of the following:		13
ART 102	2D Design (2)	
ART 103	3D Design (2)	
ART 202	Digital Imagery (3)	
ART 221	Painting I (3)	
ART 241	Photography I (3)	
ART 251	Sculpture I (3)	
ART 261	Ceramics I (3)	
ART 282	Graphic Design I (3)	
ART 321	Painting II (3)	
ART 331	Relief Printmaking (3)	
ART 332	Screen Printmaking (3)	
ART 333	Intaglio Printmaking (3)	
ART 341	Photography II (3)	
ART 342	Digital Photography (2)	
ART 351	Sculpture II (3)	
ART 361	Ceramics II (3)	
ART 370	Mexican Art and Culture (2-4)	
ART 375	Art of Asia (4)	
ART 376	Ethnographic Art (4)	
ART 431	Mixed Media Graphics (3)	
ART 435	Advanced Printmaking (4)	
ART 472	19th and 20th Century Art and Design (4)	
ART 481	Topics in Art: _____ (2-4)	
THR 111	Theatre in Practice I (1)	
THR 251	Stagecraft (4)	

Total Credits 24

## Community Health Science Minor

KHS 240	Introduction to Public Health	4
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
HCR 350	Healthcare Diversity and Global Issues	4
KHS 400	Health Psychology	4
KHS 410	Health Methods and Strategies	3

Total Credits 21

## Computer Science Minor

This program provides students with a practical background in Information Technology, no matter what career field the student chooses. Courses include essential technologies such as web development, programming fundamentals, and database skills as well as an underlying understanding of computer science. Courses are designed to enhance soft-skills in communications, group interactions, and problem-solving.

#### Required

Select 20 credits of the following:		20
CSC 115	Introduction to Computer Science (4)	
CSC 135	Modern Web Design (4)	
CSC 175	Math for Computer Science (4)	
CSC 210	Microsoft Excel Core (4)	
CSC 225	Object-Oriented Programming (4)	
CSC 235	Server-Side Development (4)	
CSC 245	Advanced Web Development (4)	
CSC 301	Programming and Problem Solving (4)	
CSC 310	Computer Architecture and Operating Systems (4)	
CSC 340	Database Design (4)	

Total Credits 20

## Criminal Justice Minor

#### Required

SOC 152	Introduction to Sociology	4
SOC 256	Introduction to Criminal Justice	4
SOC 351	Juvenile Justice	4
SOC 352	Police and Community	4

#### Electives

Select 8 credits of the following:		8
PSY 101	Introduction to Psychology (4)	
SOC 253	Marriage and Family (4)	
SOC 325	Minnesota Criminal Codes and Statutes (2)	
SOC 354	Sociology of Law (4)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
SOC 359	Social Welfare as an Institution (4)	
SOC 451	Social Psychology (4)	

Total Credits 24

## Dance Minor

#### Required

THR 160	Introduction to Dance	3
THR 201	Dance for Musical Theatre	3
THR 262	Modern Dance Technique	3
THR 263	Jazz Dance Technique	3
THR 364	Tap Dance Technique	3
THR 365	Dance History	3
THR 366	Choreography/Composition	3
THR 367	Ballet Technique	3

Total Credits 24

## Design Minor

This program combines design courses and art history to give students a solid foundation in design and its role in culture. Students will gain knowledge and skills of design to enhance preparation for informed living and careers in multiple fields.

#### Prerequisites from General Education

ART 101	Approaching Art (2)	
ART 102	2D Design (3)	
<b>Required</b>		
ART 111	Drawing I	3-4
or ART 472	19th and 20th Century Art and Design	
<b>Electives</b>		
Select 20 credits of the following:		20
ART 103	3D Design (3)	
ART 105	Color Theory (3)	
ART 111	Drawing I (3)	
ART 202	Digital Imagery (3)	
ART 211	Illustration (3)	
ART 241	Photography I (3)	
ART 282	Graphic Design I (3)	
ART 284	Graphic Imagery (4)	
ART 311	Figure Drawing (3)	
ART 332	Screen Printmaking (3)	
ART 341	Photography II (3)	
ART 342	Digital Photography (2)	
ART 382	Graphic Design II (3)	
ART 383	Web Design I (3)	
ART 384	Typography 1 (4)	
ART 431	Mixed Media Graphics (3)	
ART 441	Advanced Photography (4)	
ART 482	Graphic Design III (4)	
ART 483	Web Design II (3)	
ART 484	Typography 2 (4)	
ART 485	Graphic Design Senior Projects 1 (4)	
ART 486	Graphic Design Senior Projects 2 (4)	
ART 491	Theories in Contemporary Art (3)	
ART 498	Arts Internship (3)	
MAR 301	Principles of Marketing (4)	
THR 251	Stagecraft (4)	
THR 253	Makeup for the Stage (2)	
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	
Total Credits		23-24

## Education Minor

Select one of the following Developmental Psychology courses: 4

ED 418	Adult Education and Development (4)	
PSY 210	Child Psychology and Development (4)	
PSY 215	Child and Adolescent Developmental Psychology for K-12 Educators (4)	
PSY 220	Adolescent Psychology (4)	
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3

Select one of the following Effective Teacher courses: 3

ECE 321	Pre-Primary Education (3)	
ECE 325	Education of Infants and Toddlers (3)	

ECE 326	Building Primary Classrooms (3)	
ED 344	The Effective Teacher (3)	
Select 10 credits from the following courses to total 22 credits:		10
ART 387	Art in Secondary Education (2)	
ART 487	Art Education Capstone (2)	
300 or 400 level ECE course not chosen above		
300 or 400 level ED course not chosen above		
Any Music 36X course		
MUS 356	K-6 General Music Teaching Methods (2)	
MUS 456	Choral Conducting & Methods (2)	
MUS 457	Instrumental Conducting & Methods (2)	
Total Credits		22

## English Minor

### Prerequisites from General Education

COM 103	Interpersonal Communication (4)	
or COM 212	Public Speaking (4)	
ENG 120	College Writing (4)	
ENG 155	Introduction to Literature (4)	

### Required

ENG 420	Persuasive Writing on Contemporary Issues	4
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### Electives

ENG 365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
or ENG 366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	
ENG 375	World Literature I: Western Classical Literature	4
or ENG 376	World Literature II: Geographic or Thematic	
ENG 385	American Literature I: Beginnings to 1860	4
or ENG 386	American Literature II: 1860-Present	

Select 8 credits from 300 or 400 level English courses 8

Total Credits 24

## Exercise Science Minor

### Required

KHS 311	Functional Anatomy	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4

### Electives

Select one of the following: 4

KHS 300	Applied Nutrition (4)	
KHS 400	Health Psychology (4)	
KHS 450	Exercise Assessment (4)	
KHS 472	Athletic Training, Injury Prevention, and Safety (4)	

KHS 475	Applied Exercise Prescription (4)	
Total Credits		20

## Family Science Minor

### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	

### Required

COM 403	Family Communication	4
FAS 400	Family Systems, Structures and Relationships	4
FAS 446	Methodology in Fam Life Ed	3
SOC 253	Marriage and Family	4

### Electives

Select one of the following: 4

PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	

Select 5 credits of the following: 5

HMG 255	People and Culture of China (4)	
KHS 320	Human Life Experience (3)	
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	
SOC 358	Minority Groups (4)	
SOC 359	Social Welfare as an Institution (4)	

Total Credits 24

## Finance Minor

### Required (and in sequence)

ACC 201	Principles of Accounting (Financial Accounting)	4
FIN 301	Corporate Finance I	4
FIN 311	Corporate Finance II	4

Select two of the following: 8

ECO 401	Global Economics (4)	
FIN 411	Investments and Capital Markets (4)	
FIN 420	Financial Development, Fundraising, and Grant Writing (4)	

Total Credits 20

## Gerontology Minor

### Prerequisites from General Education

PSY 101	Introduction to Psychology (4)	
SOC 152	Introduction to Sociology (4)	

The prerequisites do not count towards the 22 required total credits.

### Required

SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective	4
BIO 415	Biology of Aging	3
HCR 435	Ethics and Decision Making in Health Care Environments	4
FAS 400	Family Systems, Structures and Relationships	4
KHS 439	Physical Dimensions of Aging	3
PSY 360	Abnormal Psychology	4
Total Credits		22

## Health Care Administration Minor

(Available online)

HCR 350	Healthcare Diversity and Global Issues	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 440	Legal Environment for Healthcare Managers	4
HCR 325	Compliance and Regulatory Requirements	4
HCR 340	Health Care Information Systems	4
Total Credits		20

## History Minor

### Required

HIS 212	Introduction to History	4
HIS 401	Research and Writing in History	4

### Electives

HIS 231	USA to 1877	4
or HIS 233	USA since 1877	
HIS 267	Introduction to Latin America	4
or HIS 285	European History Since 1789	

Select at least 8 credits of 300 or 400 level History (HIS) or Political Science (POL) courses 8

Total Credits 24

## Hmong Studies Minor

### Required

HMG 101	Introduction to Hmong Studies	2
HMG 110	Introduction to Hmong History	4
HMG 201	Hmong Culture and Society	4

### Electives

Select 14 credits of the following: 14

COM 309	Intercultural Communication (4)	
FAS 400	Family Systems, Structures and Relationships (4)	
HMG 202	Hmong Literature and Art (4)	
HMG 255	People and Culture of China (4)	
HMG 301	Hmong Cosmology and Belief (4)	
HMG 327	Reading and Writing for Hmong (2)	
HMG 328	Reading and Writing for Hmong-Intermediate (2)	

POL 243	Contemporary Global Problems (4)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
Total Credits		24

## Hospitality Management Minor

(Available online)

### Required

BUS 386	Marketing in the Global Environment	4
MKM 450	Innovation and Systems Thinking	4
HSM 452	Integrated Promotional Strategy in Hospitality	4
MKM 454	New Media Literacy and Social Media	4
HSM 456	Hospitality Business Management	4
Total Credits		20

## Human Resource Management Minor

(Available online)

### Required

BUS 382	Human Resource Management and Employment Law	4
HRM 400	Recruitment, Selection and Onboarding	4
HRM 405	Strategic Compensation Systems	4
HRM 410	Organizational Development and Change	4
HRM 470	Strategic Human Resources	4
Total Credits		20

## Information Technology Management Minor

(Available Online)

### Required

BUS 388	Analytics and Technology	4
ITM 400	Bridging the IT Business Gap for Innovation	4
ITM 402	Strategic Project Management for IT	4
ITM 410	Business-Driven Information Systems and Security	4
ITM 425	Data Management for Intelligent Business	4
Total Credits		20

## International Business Minor

The International Business minor gives students an understanding of how to conduct business in a foreign country, including basic business skills and understanding the customs, opportunities, and challenges of working across cultures.

### Prerequisite

ECO 101	America in the Global Economy: Macroeconomics (4)	
<b>Select 1 of the following</b>		2

ECO 102	America in the Global Economy: Microeconomics (2)	
MAN 120	Basics of Business (2)	

**Select 1 of the following** 4

COM 309	Intercultural Communication (4)	
SPA 101	Beginning College Spanish I <sup>1</sup> (4)	

**Select 2 of the following** 8

ACC 201	Principles of Accounting (Financial Accounting) (4)	
FIN 301	Corporate Finance I (4)	
MAN 301	Organizational Behavior (4)	
MAR 301	Principles of Marketing (4)	

**Select 2 of the following (minimum 6 credits)** 6

ECO 401	Global Economics (4)	
MAR 471	Global Marketing (2)	
MAN 350	Managing in a Global Economy (4)	
BUS 497	Study Abroad (4)	

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

Total Credits 20

<sup>1</sup> May use 2 semesters of other foreign language. Language requirement can also be satisfied through a CLEP exam.

## International Studies Minor

### Required

Select 12 credits of the following: 12

POL 243	Contemporary Global Problems (4)	
POL 401	Research and Writing in Political Science (4)	
or HIS 401	Research and Writing in History (4)	
HIS 334	US Foreign Policy (4)	

### Electives

Select 10 credits of the following: 10

COM 309	Intercultural Communication (4)	
ECO 401	Global Economics (4)	
HIS 267	Introduction to Latin America (4)	
HIS 332	The Cold War: A Global Perspective (4)	
HIS 390	Vietnam War (4)	
POL 498	Internship or Service Learning (4-8)	
Foreign Language (up to 8 credits)		
Hmong Studies (variety of courses) (up to 4 credits)		
Study Abroad (up to 10 credits)		

Total Credits 22

## Interscholastic Coaching Minor

KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 479	Coaching Pedagogy	2

KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 435	Sport Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
Total Credits		22

## Leadership Minor

(Available Online)

### Required

BUS 380	Principles of Ethical Management	4
OML 452	Managing Talent and Organizations	4
OML 454	Change Management and Decision Making	4
OML 456	Systems Theory and Strategic Planning	4
OML 458	Communicating Across Organizations and Cultures	4
Total Credits		20

## Lutheran Theology Minor

The Minor in Lutheran Theology provides the theological core required of students seeking to serve as professional church workers in The Lutheran Church—Missouri Synod. With additional professional training in their chosen field of service, graduates will be ready to pledge themselves to the Scriptures and the Lutheran Confessions.

THL 201	Old Testament	3
THL 206	New Testament	3
THL 241	Church History	3
THL 219	Principles of Biblical Interpretation	3
THL 431	Lutheran Doctrine I	3
THL 432	Lutheran Doctrine II	3
THL 441	Lutheran Confessional Writings	3
THL 460	Worship for Lutherans <sup>1</sup>	3
Total Credits		24

<sup>1</sup> Students in the Lutheran Classroom Teacher program are exempt from THL 460 Worship for Lutherans and may complete the minor with 21 credits.

## Marketing Management Minor

(Available Online)

### Required

BUS 386	Marketing in the Global Environment	4
MKM 450	Innovation and Systems Thinking	4
MKM 452	Integrated Promotional Strategy	4
MKM 454	New Media Literacy and Social Media	4
MKM 456	Marketing Information and Analysis	4
Total Credits		20

## Marketing Minor

### Required

MAR 301	Principles of Marketing	4
<b>Electives</b>		
Select 16 credits of the following:		16
MAR 312	Consumer Behavior (4)	
MAR 313	Advertising and Promotions (4)	
MAR 413	Marketing Research (4)	
MAR 414	Marketing Strategy (4)	
MAR 470	Digital Marketing (2)	
MAR 471	Global Marketing (2)	
Total Credits		20

## Mathematics Minor

This program provides a solid mathematical and quantitative background to enhance the student's major course of study. Coursework includes activities designed to reinforce skills in communication, group interaction, and problem-solving.

### Required

MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 220	Discrete Mathematics	3
MAT 110	Introduction to Probability and Statistics	3

### Electives

Select 7 credits of the following: <sup>1</sup>		7
CSC 301	Programming and Problem Solving (3)	
MAT 255	Calculus III (4)	
MAT 305	Foundations of Geometry (3)	
MAT 330	Advanced Probability and Statistics (4)	
MAT 375	Differential Equations and Linear Algebra (4)	
MAT 450	Abstract Algebra (4)	
MAT 460	Foundations of Analysis (4)	
MAT 478	Mathematics Seminar (3)	
MAT 488	Independent Study in Mathematics (1-4)	
Total Credits		22

<sup>1</sup> At least one from MAT 330, MAT 375, MAT 450, or MAT 460

## Music Minor

### Prerequisites <sup>1</sup>

MUS 101	Basic Musicianship (2)
MUS 111	Class Piano I (2)
MUS 112	Class Piano II (2)

### Prerequisites from General Education

MUS 120	Listening to Life: Western Classical Music (2)
	or MUS 121 Listening to Life: Global & Popular Music (2)

### Required

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 7XX	2 semesters of ensemble at 0-2 credits each	

MUS 8XX	2 semesters of private lessons at 1 credit eac	2
Select one of the following:		3
MUS 321	Music History I (3)	
MUS 322	Music History II (recommended) (3)	
MUS 323	Music History III (3)	
<b>Electives</b>		
Select 11 credits, which may be chosen from any music offerings (including private lessons and ensembles beyond those required)		11
<b>Additional Requirements</b>		
Attend two recitals or concerts per year <sup>2</sup>		
Total Credits		24

<sup>1</sup> Students enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the Prerequisite courses.

<sup>2</sup> Students must attend two recitals or concerts per year and document such in their Music Portfolio. The portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

## Non-Profit Management Minor

### Prerequisite (not counted in minor credit total)

ECO 101	America in the Global Economy: Macroeconomics (4)	
<b>Required</b>		
MAN 120	Basics of Business	2
ACC 201	Principles of Accounting (Financial Accounting)	4
MAN 301	Organizational Behavior	4
MAN 370	Non-profit Leadership and Management	4
FIN 420	Financial Development, Fundraising, and Grant Writing	4
MAN 498	Internship	4
Total Credits		22

## Photography Minor

This program combines studio art courses and photographic and art history to give students a solid foundation in photographic production and its role in culture. Students will gain knowledge and skills of photography to enhance preparation for informed living and careers in multiple fields.

ART 101	Approaching Art	2-3
or ART 272	Survey of Western Art II	
ART 102	2D Design	3
or ART 202	Digital Imagery	
ART 241	Photography I	3
ART 341	Photography II	3

ART 342	Digital Photography	2
ART 441	Advanced Photography	4
ART 473	History of Photography	3
ART 498	Arts Internship	2
<b>Select credits from the following elective courses to total a minimum of 24 credits:</b>		2-4
ART 499	Art Senior Seminar (1-2)	
ART 488	Independent Study (2)	
ART 472	19th and 20th Century Art and Design (4)	
Total Credits		24-27

## Political Science Minor

### Required

POL 131	Government and Politics	4
POL 242	State and Local Government	4
POL 243	Contemporary Global Problems	4
POL 401	Research and Writing in Political Science	4
POL 487	Readings Seminar: Topics in Political Science	2

### Electives

Select 8 credits of 300 or 400 level History or Political Science courses		8
Total Credits		26

## Psychology Minor

(Available Online)

### Prerequisites from General Education

MAT 110	Introduction to Probability and Statistics (3)	
<b>Required</b>		
PSY 101	Introduction to Psychology	4
PSY 330	Introduction to Counseling	4
Select 4 credits of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
PSY 230	Lifespan Developmental Psychology (4)	
Select 12 credits of the following:		12
FAS 400	Family Systems, Structures and Relationships (4)	
KHS 435	Sport Psychology (4)	
PSY 210	Child Psychology and Development <sup>1</sup> (4)	
PSY 220	Adolescent Psychology <sup>1</sup> (4)	
PSY 230	Lifespan Developmental Psychology <sup>1</sup> (4)	
PSY 300	Cognition, Learning and Memory (4)	
PSY 310	Physiological Psychology (4)	
PSY 320	Sensation and Perception (4)	
PSY 331	Group Counseling & Therapy (4)	
PSY 333	Cultural Competency in Chemical Dependency (4)	
PSY 340	Introduction to Industrial/Organizational Psychology (4)	
PSY 360	Abnormal Psychology (4)	

PSY 370	Introduction to Personality Theories (4)	
PSY 380	Research Methods with Statistical Applications (4)	
PSY 381	Psychology Research Seminar (2)	
PSY 488	Independent Study (1-4)	
PSY 490	Seminar on Psychological Topics (4)	
SOC 451	Social Psychology (4)	
Total Credits		24

<sup>1</sup> If not taken above

## Religion Minor

This program is designed to address such questions as: How does religion help the individual live a well examined life? What is the importance of religious values for the individual and for the human community? How does theological literature relate to social issues? You'll explore how religious perspectives have a significant role in public life and have opportunities to observe and reflect on religious faith communities. A minor in religion paired with a major from a variety of disciplines—business, science, sports medicine, the arts—will add a distinctive quality to a graduate's resume and open careers in those areas.

### Required

THL 100	The Biblical Heritage of Christianity	3-4
or THL 206	New Testament	
THL 353	Christianity and World Religions	4

### Electives

Select 12 credits of the following: 12

THL 310	Archaeology and the Bible (4)	
THL 320	Global Christianity (4)	
THL 325	Goodness, Justice & Christian Faith (4)	
THL 336	The Problem of Evil (4)	
THL 342	Athens and Jerusalem: Philosophy and Christianity (4)	
THL 344	Martin Luther: Saint & Sinner (4)	
THL 351	Jesus and Muhammad (4)	
THL 356	One Nation under God? Christianity and Politics in America (4)	
THL 357	Christianity and the Media in Contemporary Culture (4)	
THL 359	Theology and Art (4)	
THL 365	Christianity thr Symbol/Ritual (4)	
THL 377	Faith and Justice in the City (4)	
THL 371	Mission of God (4)	

Total Credits 19-20

## Sales and Business Development Minor

### Required

MAR 301	Principles of Marketing	4
MAN 301	Organizational Behavior	4
SLS 300	Introduction to Professional Selling	4

SLS 400	Sales Management and Business Development	4
SLS 498	Sales Internship	4
Total Credits		20

## Sociology Minor

### Required

SOC 152	Introduction to Sociology	4
SOC 453	Social Theory	4
SOC 359	Social Welfare as an Institution	4

### Electives

Select 12 credits of the following: 12

HMG 255	People and Culture of China (4)	
PSY 230	Lifespan Developmental Psychology (4)	
SOC 253	Marriage and Family (4)	
SOC 256	Introduction to Criminal Justice (4)	
SOC 351	Juvenile Justice (4)	
SOC 352	Police and Community (4)	
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective (4)	
SOC 354	Sociology of Law (4)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
SOC 451	Social Psychology (4)	
SOC 452	Social Organization (4)	

Total Credits 24

## Spanish Minor

### Prerequisites

SPA 101	Beginning College Spanish I (4)	
SPA 102	Beginning College Spanish II (4)	

### Required

SPA 201	Intermediate College Spanish I	4
SPA 202	Intermediate College Spanish II: Second Semester	4
SPA 301	Advanced College Spanish I	4
SPA 302	Advanced College Spanish II	4

### Electives

Select 8 credits of the following: 8

SPA 401	Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture (4)	
SPA 402	Advanced Spanish IV: Readings in Contemporary Spanish Literature (4)	
SPA 403	Advanced Spanish IV: Voices of Latinos in the U.S. (4)	
SPA 488	Spanish Independent Study (1-4)	
SPA 498	Spanish Internship (1-4)	

Total Credits 24

## Sport Management Minor

KHS 390	Sport Management	4
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KHS 391	Law & Sport	4
KHS 392	Marketing & Fundraising in Sport	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
Total Credits		20

## Sport Psychology Minor

KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 400	Health Psychology	4
KHS 435	Sport Psychology	4
KHS 375	Sociology of Sport and Exercise	4
Select one of the following:		4
PSY 360	Abnormal Psychology (4)	
PSY 330	Introduction to Counseling (4)	
Total Credits		20

## Theatre Minor

### Prerequisite from General Education

THR 101	Introduction to The Theatre (2)	
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### Required

THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4
THR 478	Directing	4
THR 445	Theatre History, Theory, and Literature I	4
or THR 446	Theatre History, Theory, and Literature II	

### Electives

Select 4 credits of the following: 4

THR 111	Theatre in Practice I (0-1)	
THR 112	Theatre in Practice II (2)	
THR 131	Improvisation (2)	
THR 160	Introduction to Dance (3)	
THR 201	Dance for Musical Theatre (3)	
THR 253	Makeup for the Stage (2)	
THR 262	Modern Dance Technique (3)	
THR 263	Jazz Dance Technique (3)	
THR 291	Topics in Theatre (2)	
THR 302	London Theatre Tour (2)	
THR 321	Acting II (4)	
THR 326	Voice, Diction & Dialects (2)	
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	
THR 262	Modern Dance Technique (3)	
THR 263	Jazz Dance Technique (3)	
THR 301	New York Theatre Tour (2)	
THR 302	London Theatre Tour (2)	
THR 364	Tap Dance Technique (3)	
THR 365	Dance History (3)	
THR 366	Choreography/Composition (3)	

THR 367	Ballet Technique (3)	
THR 488	Independent Study in Theatre (1-4)	
THR 498	Theatre Internship (4-16)	
Total Credits		24

## Writing Minor

### Prerequisites from General Education

ENG 120	College Writing (4)	
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### Required

ENG 220	Applied Grammar	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 488	Independent Study (senior year for portfolio revisions)	1

### Electives<sup>1</sup>

Select 16 credits of the following: 16

ENG 221	Journalism (4)	
ENG 222	Journalism Practicum (1)	
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing in the Workplace (subtopic varies) (2)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 325	Creative Writing (4)	
ENG 498	Internship (1-4)	

Total Credits 23

<sup>1</sup> Students may apply up to 4 credits of upper level English literature courses to the elective credit area of the writing minor.

## Writing/Communications Minor

### Prerequisites from General Education

COM 103	Interpersonal Communication (4)	
or COM 212	Public Speaking (4)	
ENG 120	College Writing (4)	

### Electives

Select 24 credits of the following with at least 8 from Communication Studies and 8 from English: 24

COM 205	Small Group Communication (4)	
COM 212	Public Speaking (4)	
COM 222	Social/Mass Media Communication (4)	
COM 309	Intercultural Communication (4)	
COM 478	Organizational Communication (3)	
ENG 220	Applied Grammar (2)	
ENG 221	Journalism (4)	
ENG 222	Journalism Practicum (1)	
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing in the Workplace (2)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 325	Creative Writing (4)	
ENG 326	Topics in Writing (2)	

ENG 420	Persuasive Writing on Contemporary Issues (4)	
Total Credits		24

## Certificates

- Early Childhood Education Certificate (p. 97)
- Leadership Certificate (p. 97)
- Parent Coaching Certificate (p. 97)

## Early Childhood Education Certificate

CHD 400	Introduction to Early Childhood Education	3
CHD 410	Growth and Development of Children	3
CHD 435	Developmentally Appropriate Practices in Early Childhood Education	3
CHD 440	Children's Play and Learning	3
Total Credits		12

## Leadership Certificate

BUS 380	Principles of Ethical Management	4
OML 452	Managing Talent and Organizations	4
OML 456	Systems Theory and Strategic Planning	4
Total Credits		12

## Parent Coaching Certificate

FAS 480	Parent Coaching 1: From Theory to Practice	3
FAS 481	Parent Coaching 2: Building Skills, Attitudes, and Competency	3
FAS 482	Parent Coaching 3: Professional Applications	3
FAS 483	Parent Coaching 4: Supervised Field Parent Coaching	3
Total Credits		12

# GRADUATE CATALOG

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Business Administration with an Emphasis in Information Technology Management (MBA) (p. 103)

Creative Writing (MFA) (p. 103)

Criminal Justice Leadership (MA) (p. 104)

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Education with an Emphasis in Curriculum and Instruction (Including K-12 Reading Endorsement) (MA) (p. 104)

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## Academic Integrity for Graduate Students

### Definition of Terms

1. Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of academic integrity include "cheating" and "plagiarism" as defined by the university's Student Code of Conduct (SCC).
2. The term "cheating" includes, but is not limited to:
  - a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
  - c. the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff
  - d. academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form.
3. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
4. The term "recycling" may be new to some. Instructors expect that work submitted in a course is original work done for that course. These are two examples of recycling:
  - a. Submitting your own work, which has been submitted and graded for an earlier course, for a second course.
  - b. Submitting your own published work as original work for a course.

### Implementation of Academic Integrity Policies

1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner. The instructor will complete a Graduate Student Academic Report.
2. The instructor will present this evidence to the student. The instructor will notify the student in writing that this has been done and will provide instruction for the appeal process.
3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. Any prescribed penalties must be in writing and include instructions for the appeal process. These should be documented through the Graduate Student Academic Report.
4. If this is a repeated occurrence, the Department Chair, Dean of the College and the AVP for Graduate Studies may impose additional penalties, including but not limited to dismissal from the

departmental program, suspension from the university, or expulsion from the university.

5. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the AVP for Graduate Studies within 3 university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 university business days.

## Academic Policies and Procedures: Graduate

### Fulltime Status

Graduate students are considered full-time students when they have been admitted to the university and are registered for a minimum of 6 credits per semester.

### Time Limits for Completion

- Master's degree programs at Concordia University must be completed within five years of the first date of the beginning of the first course.
- Ed.S. degree programs must be completed within six years of beginning of the first course.
- Ed.D. degree programs must be completed within seven years of the beginning of the first course.
- DPT degree programs must be completed within four years of the beginning of the first course.

### Repeating Courses

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

### Auditing Courses

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

### Independent Study

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

Credit for independent studies may be used to fulfill any curriculum requirement. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved

by the advisor, instructor, department chair, and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Registrar's Office.

### Transfer Credit

Up to 6 semester credits may be accepted for transfer from an accredited graduate school for the graduate programs. The credits must be appropriate to the student's program and the course outcomes (objectives) need to match a course in the student's program. Application for transfer of credit is made by the student to the Advisor. The credits must be certified by the Registrar and approved for the degree program by the program director.

Up to 9 semester credits may be accepted for transfer from an accredited graduate school for the Ed.S.

Up to 12 semester credits may be accepted for transfer from an accredited graduate school for the Ed.D.

Normally no credits will be accepted for transfer into the DPT program.

Only courses with a grade of B or better will be accepted for transfer credit and normally credits older than five years will not be accepted. The chair of the graduate program or designee will make the determination whether a student is required to audit a course in place of taking the course for a grade.

### Good Standing

To remain in good standing, a graduate student must maintain a 3.0 grade-point average for all courses in the graduate program. Students not in good standing must return to good standing during the next semester or be dropped from the program.

### Attendance Policies

The Graduate School assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of emergencies and/or unforeseen circumstances students are expected to notify their instructors and arrange for any possible "makeup" assignments; however, instructors are not required to allow for such "makeup" assignments. All graduate programs/courses have a stated attendance policy included in each syllabus.

### Drop of Registration and Withdrawal from Courses

Students may drop their registration from a course without record during the first (1st) week of the course. Students may withdraw from courses any time after the first (1st) week of the course through the fifth (5th) week and receive a "W" grade.

### Withdrawal Procedures

1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed Registration Restriction Form with instructor and advisor signatures.

- Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar's Office.
- Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the 6th business day of the term. See financial policies for further information.

## Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or change their cohort must contact their academic advisor. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. In this case, students should contact their academic advisor.

## Grading System

A	Superior	4 grade points
B	Good	3 grade points
C	Fair	2 grade points
F	Failure	0 grade points
I	In progress	0 grade points
W	Withdrawal	0 grade points
P	Pass	Not included in grade point calculations
N	No pass	Not included in grade point calculations

## Requesting an "In Progress" Grade

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

Process:

- Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
- Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the Registrar.
- The maximum number of In-Progress grades students may carry at one time is two.

## Satisfactory Academic Progress Policy

- To remain in good standing, a graduate student must maintain a 3.0 cumulative grade-point average and complete a minimum cumulative of 67% of all attempted graduate level coursework. Incompletes (I) and withdrawals (W) do not count toward completion.
- When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student's eligibility for enrollment.
  - Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar.
  - Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

## Disqualification Appeal Process

A Disqualification Appeal Form must be submitted to the graduate academic appeals committee. The graduate academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only.

## Financial Hold

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

- are not allowed to attend any classes
- have their course management system disabled (i.e., Blackboard)
- are subject to late fees on any and all unpaid balances
- have financial aid for the next terms canceled (since they are not current students)
- are de-registered so all student loans move into repayment status
- are unable to receive grades, transcripts, or diplomas
- who receive veterans benefits have those benefits discontinued.

In these situations, students do not receive grades for courses attended while on financial hold even if coursework is completed.

## Appeal of Policy and Procedure

Graduate students may appeal decisions made by program faculty or administrators regarding disqualification, re-admission, grade change, or academic integrity regarding entry into a program, continuation in a program, or questions that may arise as a result of a candidate's academic performance in a program.

Steps for making an appeal:

- Student submits completed appeal to the Dean's Office

2. The Dean reviews the form and determines if appeal should be granted based on stated reason for appeal.
  - a. If request for appeal is denied, the Dean will email the student with reason for denial.
  - b. If request for appeal is approved, the Dean will email the student and follow-up.
3. If denied, the student may appeal the decision to the Graduate Appeals Committee.
  - a. Submit appeal to the Associate Vice-President for Graduate Studies (AVP-GS) for consideration by the Graduate Academic Appeals Committee.
  - b. If request for appeal is denied, the AVP-GS will email the student with reason for denial.
  - c. If request for appeal is approved, the AVP-GS will email the student and follow-up.
4. Final Appeal Option
  - a. If appeal is denied, the student may appeal a final time to the Vice President for Academic Affairs.
  - b. The Vice President for Academic Affairs will review the case and email the student of decision and reason.
  - c. No further appeals are allowed after this decision.

## Commencement

Students will be invited to participate in the annual commencement ceremony in May providing all coursework will be completed by the last day of August. Students who are unable to participate in the May ceremony may graduate in absentia.

## Research with Human Subjects

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia University Saint Paul, Minnesota Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

Student researchers must read the Belmont Report and sign off on the Human Subjects Application.

## Definition of Academic Terms

### Definition of Academic Terms

**Certificate** is a package of courses available for credit but not typically fulfilling graduation requirements.

A **credit** means a semester hour credit.

**Doctoral Degree:** May be earned in:

1. Physical Therapy (DPT) – 111 credits
2. Education (ED.D) – at least 60 credits

An **endorsement** is a focused group of courses within a graduate program that leads to a state licensure.

An **emphasis** is a focused group of courses within a graduate program that may or may not lead to a certification or a licensure.

**Full-time graduate students** are students who have been formally accepted into a graduate degree program and enrolled in a minimum of 6 credits in a semester. Half-time Graduate Students are students who have been formally accepted into a graduate degree program and are enrolled in three to five credits in a semester. Visiting students” are those students who have registered for graduate courses but have not been admitted to a program.

A **Master's** degree consists of at least 30 semester credits. All programs include a survey of the academic field, ethics, diversity, research, and a capstone course.

There are three 14/15 week **semesters** offered at Concordia University. Graduate students typically take two seven-week courses in each semester.

**Specialization:** at least 30 credits beyond the Master's degree. May be earned in:

1. Education – Principal Licensure/Superintendent Licensure (ED.S)

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

## Graduation Requirements: Graduate Programs

A graduate degree from Concordia University carries the following general requirements. Students will:

- a. Successfully complete all required courses in the degree program with a cumulative grade point average in the courses of a 3.0 or higher.
- b. Complete petitions for any and all substitutions made in the program.
- c. Complete all assessment activities and outcomes examinations required by the program or for the degree.
- d. Submit an online application for graduation/program completion upon reaching 12 credits, or when prompted to do so by the Registrar.
- e. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

## Program Requirements

A master's degree at Concordia University shall require a minimum of 30 semester credits with a grade-point average of 3.00 or better.

A Doctor of Physical Therapy degree shall require a minimum of 111 semester credits beyond a bachelor's degree with a grade point average of 3.0 or better.

An Educational Specialist degree at Concordia University shall require a minimum of 30 semester credits beyond a master's degree with a grade point average of 3.0 or better.

An Educational Doctorate degree at Concordia University, St. Paul, shall require a minimum of 60 semester credits beyond a master's degree with a grade point average of 3.0 or better.

Graduate students must pass their capstone at 80% or higher.

## The Principles of Graduate Study

### The Principles of Graduate Study

- Graduate coursework is more creative.
- Graduate coursework is more self-directed.
- Graduate coursework is more rigorous.
- Graduate coursework is more attentive to epistemological issues.
- Graduate coursework is more attentive to research.
- Graduate coursework is more a community of learners, rather than merely a teacher-student relationship.
- Graduate students give careful consideration to research, information, and bibliographic references.
- Graduate learning is not just remembering information, it is constructing knowledge.

Graduate professors are actively engaged in research and learning.

## Graduate Programs

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## Business Administration (MBA)

Students who earn an MBA degree use cross-curriculum education activities to become experts in their chosen industry during the length of the program. Knowledge and practical experience give students the confidence they need to succeed in their professional setting. The program, offered both on-campus and online, explores business trends and events, and how they affect the current business environment.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 515	Applied Business Ethics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 605	Operations and Technology Management	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 630	Topics in Global Management	3
MBA 620	Strategic Leadership	3
MBA 705	Managerial Application Portfolio (This is a 1 credit course taken in 6 consecutive terms to total 6 credits)	6

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Total Credits 42

## Business Administration with an Emphasis in Health Care Compliance (MBA)

This program enables students to develop the knowledge, practical experience and confidence to succeed in their chosen industry. The emphasis courses, offered online within a partnership with the Mitchell Hamline School of Law, prepare students to lead a health care organization through the complex maze of government laws and

regulations, and champion an ethical corporate culture. Students will be equipped with the strategies and tools essential to the development and implementation of an effective health care compliance program. Upon completion of the emphasis students are prepared to sit for the Compliance Certification Board's (CCB) Certified in Health Care Compliance (CHC) Exam.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 515	Applied Business Ethics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 630	Topics in Global Management	3
MBA 705	Managerial Application Portfolio (This is a 1 credit course taken in 6 consecutive terms to total 6 credits)	6
<b>Mitchell Hamline School of Law Courses (online)</b>		
	Health Care Compliance Institute	3
	Health Care Compliance Laws and Regulations	3
	Governance and Ethics in Health Care Compliance	2
	Health Care Compliance Skills: Auditing, Investigating, and Reporting	3
Total Credits		47

## Business Administration with an Emphasis in Health Care Management (MBA)

This program enables students develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. The coursework is designed to be sequential and the program is offered in a blended or online format.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 540	Health Care Bioethics	3
MBA 555	Health Care Informatics	3
MBA 545	Quality Practices	3

MBA 560	Health Care Strategic Leadership	3
MBA 705	Managerial Application Portfolio (This is a 1 credit course taken in 6 consecutive terms to total 6 credits)	6
Total Credits		42

## Business Administration with an Emphasis in Information Technology Management (MBA)

This program prepares graduates to face the challenges presented by the increasingly interconnected world. Students who earn an MBA degree with an Information Technology emphasis use cross-curriculum education activities to become experts in their chosen industry. Courses explore current trends and events in the information technology industry and evaluate how these trends are shaped and affected by various business principles.

MBA 500	Organizational Leadership and Development	3
MBA 505	Global Economics	3
MBA 510	Managerial Research Methods and Design	3
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 580	Bridging the IT-Business Gap in a Global Setting	3
MBA 585	Project and Lifecycle Management	3
MBA 590	Information Systems Analysis and Communication	3
MBA 595	Business Information Systems Security, Risk, and Quality	3
MBA 706	Information Technology Management Capstone	3
Total Credits		39

## Creative Writing (MFA)

The Master of Fine Arts in Creative Writing is designed to develop the students' skills in writing and reading fiction, creative nonfiction and poetry. By the end of the program, students will have completed a book-length manuscript of their own creative work. The courses are all offered online and are designed to be taken sequentially.

ENG 500	Advanced Workshop 1	3
ENG 505	Studies in the Craft of Creative Writing	3
ENG 510	Advanced Workshop 2	3
ENG 515	Studies in the Contemporary Novel	3
ENG 520	Advanced Workshop 3	3
ENG 525	Studies in Contemporary Creative Nonfiction	3
ENG 530	Advanced Workshop 4	3
ENG 535	Studies in Contemporary Poetry	3
ENG 540	Advanced Workshop 5	3



ENG 545	The Culture and Ethics of Writing, Editing, and Publishing	3
ENG 550	Researching and Writing about Literature	3
ENG 555	Thesis	3
Total Credits		36

## Criminal Justice Leadership (MA)

The Criminal Justice Leadership program recognizes the importance of criminal justice professionals in the human services field. The curriculum enables students to enhance professionalism, position themselves for leadership opportunities, and contribute to life transitions by building upon experience and previous study. Students in this program come with a wealth of experience including law enforcement, courts, corrections, military and social service, which will uniquely benefit each cohort. The Criminal Justice Leadership program is conveniently offered in an online format. The following coursework is designed to be sequential.

CJU 505	Reflective Adult Learner & Leadership	4
CJU 584	Accessing Criminal Justice Resources	4
CJU 520	Research Methods in Criminal Justice	4
CJU 500	Administration of Criminal Justice	4
CJU 545	Legal and Legislative Issues	4
CJU 502	Correctional Design	4
CJU 570	Applied Ethics in Criminal Justice Leadership	4
CJU 543	Contemporary Issues in Criminal Justice Leadership	4
CJU 596	Criminal Justice Capstone	4
Total Credits		36

## Education (EdD)

The EdD is designed to address three salient areas and concentration in leadership. The first area of concentration will address a core understanding of leadership issues pertaining to exemplary leadership models, ethics, policy making, and special topics. A second area focuses on scholarship for understanding, and producing and evaluating research applicable to improving organizations. The third area provides comprehensive coursework, integrated with Doctorate Field Experience/Research, and designed with flexibility to allow students to focus on areas of specialization of their choosing within leadership. In addition, one of the most significant underpinnings of Concordia's doctorate is to prepare leaders to lead in culturally diverse environments.

### Leadership Core

ED 7040	Real Time/Relevant Educational Leadership and Educational Reform	3
ED 7046	Introduction to Scholarly Research	3
ED 7041	Data Analysis and Use for Leaders	3
ED 7057	Adult Learning Theories and Foundations	3
ED 7058	Strategies for Adult Learning	3
ED 7042	Human Resource Management in Today's 21st Century Organizations	3
ED 7043	Leadership Exemplars	3
ED 7044	Leading Change in Today's Organizations	3
ED 7045	Advanced Leadership Ethics	3

ED 7047	Influences and Assessment of Public Policy	3
ED 7048	Organizational Theory and Analysis	3
<b>Research Core</b>		
ED 7049	Introduction to Doctorate Level Education (Summer I Residency)	1
ED 7055	Doctorate Field Experience/Research	3
ED 7050	Dissertation Preparation (Summer II Residency)	3
ED 7051	Overview of Research Methodology	3
ED 7052	Quantitative Research Methods	3
ED 7053	Qualitative Research Methods	3
Written Comps		
ED 7056	Elective Research Methods	3
ED 7061	Written Dissertation Proposal	3
ED 7062	Dissertation	9
Total Credits		64

## Education with an Emphasis in Curriculum and Instruction (Including K-12 Reading Endorsement) (MA)

The Master of Arts in Education with an emphasis in Classroom Instruction and including a K – 12 reading endorsement prepares licensed educators to be experts in classroom instruction and assessment of student learning, and reading specialists. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, dynamic instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, and be better able to adapt, lead, and teach in the ever changing demands of today's complex classroom. The coursework is designed to be sequential and is offered face-to-face and online.

CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy	3
CI 562	Literacy Strategies for Grades K-6	3
CI 563	Literacy Strategies for Grades 7-12	3
CI 564	Assessment, Evaluation and Supervision in Literacy Programs	3
ED 521	Educational Research and Applications	3
ED 502	Educational Issues	3
ED 508	Legal and Ethical Issues in Education	3
ED 507	Diversity in Education	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## K-12 Reading (Endorsement Only)

The coursework is designed to be sequential.

CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy	3
CI 562	Literacy Strategies for Grades K-6	3
CI 563	Literacy Strategies for Grades 7-12	3
CI 564	Assessment , Evaluation and Supervision in Literacy Programs	3
Total Credits		15

## Education with an Emphasis in Differentiated Instruction (MA)

The Master of Arts with an emphasis in Differentiated Instruction assists PK – 12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment. Emphasis is placed on tiered differentiated instruction, best practices, research and assessment, collaboration with colleagues, parents and other professionals, literacy development, mental health needs and understanding family systems. The coursework is designed to be sequential and is offered face-to-face and online.

ED 512	Ethical Issues for Professional Educators	3
DI 594	Effective Practices in Differentiated Instruction	3
ED 521	Educational Research and Applications	3
DI 536	Inclusion: Effective Practices for All Students	3
DI 532	Collaboration in Inclusive Settings	3
DI 509	Application of Differentiated Instruction in Gifted Education	3
DI 515	Family Systems for Educators	3
DI 534	Teaching Students with Mental Health Needs	3
DI 538	Differentiating Instruction Across Content	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## Education with an Emphasis in Early Childhood (MA)

The Master of Arts in Education with an emphasis in Early Childhood is designed for professional decision makers, reflective practitioners, and adaptive experts. Students learn professional practices in the field of early education and focus on strategies and best practices rooted in theory and philosophy supported by research. Students in this program will interpret, evaluate and apply research and theory related to all areas of early childhood education. The coursework is designed to be sequential and the program is offered in an online format.

ED 521	Educational Research and Applications	3
ECE 520	Effective Research Writing	3
ECE 526	Curriculum and Instruction in Early Childhood Education	3
ECE 527	Observation and Assessment in Early Childhood Education	3

ECE 522	Play: Theoretical Foundations and Applications	3
ECE 544	Language Development and Emergent Literacy	3
ECE 541	The Diverse Classroom	3
ED 582	Ethics for Educators	3
ECE 576	Methods in Early Childhood Programming	3
ED 539	Legal and Legislative Issues	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		33

## Education with an Emphasis in Educational Leadership (MA)

The Master of Arts in Education with an emphasis in Educational Leadership prepares students to be highly effective professional decision makers and reflective leaders in educational settings. Students learn professional practices in educational leadership and focus on strategies and best practices rooted in theory and philosophy supported by research. The coursework is designed to be sequential and offered face-to-face and online.

ED 502	Educational Issues	3
ED 521	Educational Research and Applications	3
EDL 550	Leadership and Human Resources Management in Education	3
ED 508	Legal and Ethical Issues in Education	3
ED 554	Curriculum & Instruction	3
EDL 556	Supervision and Improvement of Instruction	3
ED 507	Diversity in Education	3
EDL 557	Financial Resources	3
EDL 553	Educational Policy and Administration	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## Education with an Emphasis in Educational Technology (MA)

The Masters of Arts in Education with an emphasis in Educational Technology is designed for professional decision makers, reflective practitioners, and adaptive experts. The building of knowledge and development of skills related to educational technology will address the positive and negative implications and effects of technology in the teaching and learning process. Throughout the program knowledge, skills, application, leadership, capacity and planning will be emphasized. A technology certificate will be awarded at the completion of the program. The coursework is designed to be sequential and is offered face-to-face and online.

ET 500	Technology Trends and Social Media	3
ET 505	Exploring Classroom Technology Tools	3
ET 510	Virtual Classroom	3

ET 515	Professional Development and Leadership in Educational Technology	3
ET 520	Field Experience: Course Development	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 507	Diversity in Education	3
ED 554	Curriculum & Instruction	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		30

## Educational Specialist (EdS)

This program is designed for educators with at least three years of teaching experience who currently hold a Master's degree and a valid Minnesota teaching license and who wish to become licensed as a principal or superintendent in the state of Minnesota while earning a Educational Specialist (Ed.S.) degree.

Note: An alternative path is available for non-licensed teachers. The Educational Specialist (Ed.S.) degree is designed to provide Minnesota schools with the highest possible quality principals and superintendents. The goals of this program include the licensure of graduates with the academic and moral standards that epitomize the values of Concordia University.

## Principal Licensure

ED 7001	Principal Leadership in 21st Century Schools	3
ED 7002	HR for Principals	3
ED 7003	Principal's Role in Instructional Supervision	3
ED 7004	Data Use and Analysis for Principals	3
ED 7005	Principals and the Facilitation of Change	3
ED 7006	Legal Issues for Principals	3
ED 7007	Finance and Business Management for Principals	3
ED 7008	Ethics and Interpersonal Effectiveness for Principals	3
ED 7009	Principal Internship 1	2
ED 7010	Principal Internship 2	2
ED 7011	Principal Internship 3	2
Situational Observation/Capstone		
Total Credits		30

## Superintendent Licensure

ED 7031	Superintendent Leadership in 21st Century School Districts	3
ED 7032	HR Issues for Superintendents	3
ED 7033	Legal Issues for Superintendents	3
ED 7034	School District and Community Relations for Superintendents	3
ED 7035	Data Use and Analysis for Superintendents	3
ED 7036	Critical Issues and Analysis of Public Policy for Superintendents	3
ED 7037	Superintendents and the Facilitation of Change	3

ED 7038	Ethics and Interpersonal Effectiveness for Superintendents	3
ED 7039	Superintendent Internship	6
Situational Observation/Capstone		
Total Credits		30

## Exercise Science (MS)

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

KHS 570	Ethics and Policy in Sport and Exercise Science	3
KHS 605	Nutrition and Metabolism	3
KHS 610	Research Methods	3
KHS 575	Epidemiological Statistical Analysis	3
KHS 600	Exercise Physiology	3
KHS 595	Clinical Exercise Assessment	3
KHS 615	Exercise Prescription	3
KHS 590	Psychology of Sport and Exercise	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 585	Biomechanics in Exercise Science	3
KHS 620	Master's Capstone	3-6
or KHS 625	Master's Thesis	
Total Credits		33-36

## Family Science (MA)

The primary objective of the Master of Arts in Family Science is to articulate the definition and role of the family life practitioner – particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

FAS 506	Families In Society	3
FAS 532	Navigating the Oceans of Data and Information in Family Life Education	3
FAS 504	Systemic Dynamics of Families	3
FAS 540	Family Decision Making	3
FAS 530	Family Communication and Relationships	3
FAS 560	Intimate Relationships	3
FAS 551	Seminar in Human Growth	3
FAS 570	Parent Education	3
FAS 525	Public Policy and Applied Ethics	3

FAS 534	Reflexive Assessment and Evaluation in Family Life Education	3
FAS 576	Methods in Programming	3
ED 510	Capstone: CFLE	3
or ED 511	Capstone: Non-CFLE	
Total Credits		36

HRG 580	Human Resources Action Research at Work	4
Total Credits		36

## Human Services with an Emphasis in Forensic Behavioral Health (MA)

This 36-credit graduate program is offered in partnership with the American Institute for Advancement of Forensic Studies (AIAFS) and is entirely online. It focuses on the direct relationship between behavioral health and the law. The program provides students with a comprehensive overview of the field of forensic behavioral health and related systems of care. The program is not a clinical/counseling program.

## Health Care and Gerontology (MA)

This program provides a comprehensive overview of the health care field relative to the aging population. Through a practical application of coursework, students will develop proficiency in areas that are critical to working with an aging population, such as marketing, fraud, public policy, spirituality, grant writing, and service delivery. This multi-disciplinary program will prepare students to meet the opportunities and challenges associated with our aging population, and will further prepare them to be leaders within the health care industry.

HCA 500	Public Policy and Aging	3
HCA 530	Research Methods	3
HCA 510	Health and Physical Characteristics	3
HCA 515	Spirituality and Aging	3
HCA 520	Diversity in Health Care	3
HCA 535	Marketing to the Older Adult Population	3
HCA 540	Professional Ethics, Fraud, Abuse, and Exploitation	3
HCA 525	Program Development and Service Delivery	3
HCA 555	Economic Issues in Aging Populations	3
HCA 545	Grant Writing and Fundraising	3
HCA 565	Master's Thesis	3
Total Credits		33

HSV 500	Human Services	3
HSV 510	Family Violence, PTSD & Trauma	3
HSV 515	Research Methods in Human Services	3
HSV 535	Psychopathology in Human Services	3
HSV 525	Ethical and Legal Considerations in Human Services	3
HSV 555	Special Populations in Human Services	3
HSV 560	Substance Use and Co-Occurring Disorders	3
HSV 565	Sexual Offending	3
HSV 566	Risk Assessment in Human Services	3
HSV 585	Cultural Awareness and Understanding for the Human Service Professional	3
HSV 590	Forensic Behavioral Health Law for the Human Service Professional	3
HSV 595	Research and Capstone	3
Total Credits		36

## Human Resource Management (MA)

This program offers students a practical study of human resource competencies required in today's organizations. The overall context centers on the human resource role as a strategic partner within organizations. The program places emphasis on developing human resource leadership, innovation, financial, and strategic thinking skills within the context of human resources to help organizations maximize the return on investment from their human capital. The coursework is designed to be sequential.

HRG 500	Human Resources Leadership and Ethics	4
HRG 510	Strategic Human Resources and Measurement	4
HRG 520	Recruitment, Selection, and Retention	4
HRG 530	Compensation and Benefits	4
HRG 540	Organization Development for Human Resources Professionals	4
HRG 550	Research Methods and Design	4
HRG 560	Finance for Human Resources Leaders	4
HRG 570	Legal Environment for Human Resource Leaders	4

## Leadership and Management (MA)

Organizational success depends on the efforts of skilled managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management guides students to focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This graduate program emphasizes ways to balance business skills and inter-social relationship skills so leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization's mission, vision and purpose. The coursework is sequential and offered in a blended or online format.

MLM 500	Leadership, Management, Influence and Change	4
MLM 510	Applied Moral and Ethical Leadership	4
MLM 520	Strategic Organizational Research	4
MLM 532	Project and Quality Management	4
MLM 525	Financial Management for Leaders	4
MLM 542	Strategic Leadership and Process Implementation	4
MLM 545	Legal Issues for Today's Leaders	4
MLM 552	Organizational Culture Management	4
or MLM 589	Contextual Global Experience	

MLM 555	Leadership and Management Research, Synthesis and Reflection	4
Total Credits		36

## Orthotics and Prosthetics (MS)

The Master of Science (MS) in Orthotics and Prosthetics provides educational preparation for orthotists and prosthetists in the evaluation, fabrication, and custom fitting of artificial limbs and orthopedic braces. Students will be trained on the assessment, treatment plan development, implementation, follow-up, and practice management of orthoses and prostheses. The program consists of 33 credit hours offered primarily online, with three two-week intensives held on Century College's campus within their fabrication lab.

The MS in Orthotics and Prosthetics is offered through a collaborative partnership between Concordia University, St. Paul and Century College. Due to changes in the accreditation requirement through the National Commission on Orthotic and Prosthetic Education (NCOPE), the MSOP has replaced the post-baccalaureate practitioner program previously offered through Century College. Concordia University, St. Paul and Century College representatives work closely to ensure a high-quality student experience that meets the educational needs of the orthotics and prosthetics industry.

### Required

OP 500	Ethics and Compliance in Orthotics and Prosthetics	3
OP 530	Research Methods	3
OP 525	Epidemiological Statistical Analysis	3
OP 545	Orthotic and Prosthetic Practice Management	3
OP 505	Clinical Considerations of Lower Extremity Orthotic Management	3
OP 520	Clinical Considerations of Trans-Tibial Prosthetic Management	3
OP 510	Clinical Considerations of Spinal Orthotic Management	3
OP 535	Clinical Considerations of Trans-Femoral Prosthetic Management	3
OP 515	Clinical Considerations of Upper Extremity Orthotic Management	3
OP 540	Clinical Considerations of Upper Extremity Prosthetic Management	3
OP 590 or OP 595	Master's Capstone Master's Thesis	3
Total Credits		33

## Physical Therapy (DPT)

The Doctorate in Physical Therapy is a 111-semester credit program. The program's mission is to prepare students for autonomous practice across the lifespan. Students in the program and graduates from the program will apply and contribute to evidence-based practice while epitomizing the art of physical therapy. Graduates will embody lifelong learning and will be leaders in education, scholarship, and Christian service within their communities.

Course	Title	Credits
<b>Year 1</b>		
DPT 7100	Service Learning I	1
DPT 7101	Anatomy	6
DPT 7102	Systems Physiology and Pathophysiology I	3
DPT 7103	Applied Neuroscience	3
DPT 7104	Functional Anatomy/Biomechanics	3
DPT 7105	Systems Physiology and Pathophysiology II	3
DPT 7106	Medical Screening	2
DPT 7111	Clinical Seminar I	2
DPT 7112	Clinical Seminar II	2
DPT 7121	Clinical Skills I/Foundations	4
DPT 7122	Clinical Skills II/Manual Therapy and Exercise	4
DPT 7123	Clinical Skills III/Modalities	4
DPT 7131	Clinical Skills Assessment I	1
DPT 7141	Health Promotion I (course is taken for 1 credit in 2 consecutive semesters)	2
DPT 7151	Lifespan I	2
DPT 7161	Research Methods/EBP	3
Credits		45

### Year 2

DPT 7200	Service Learning II	1
DPT 7207	Integumentary/Medical	3
DPT 7208	Biopsychosocial Aspects	2
DPT 7209	Cardiopulmonary/Acute Care/Trauma	3
DPT 7210	Women's Health	2
DPT 7213	Clinical Seminar III	2
DPT 7232	Clinical Skills Assessment II	1
DPT 7242	Health Promotion II (course is taken for 1 credit in 2 consecutive semesters)	2
DPT 7252	Lifespan II	2
DPT 7262	Capstone I	2
DPT 7263	Capstone II	1
DPT 7264	Capstone III	1
DPT 7271	Musculoskeletal I	3
DPT 7272	Musculoskeletal II	3
DPT 7281	Neuromuscular I	3
DPT 7282	Neuromuscular II	3
DPT 7291	Administration Roles	3
DPT 7501	Clinical Internship I	4
DPT 7502	Clinical Internship II	4
Credits		45

### Year 3

DPT 7301	Complex Medical	2
DPT 7365	Capstone IV	2
DPT 7373	Musculoskeletal III	2
DPT 7374	Specialty Seminar	2
DPT 7383	Neuromuscular III	2
DPT 7392	Ethics and Professional Issues	1
DPT 7503	Clinical Internship III	4

DPT 7504	Clinical Internship IV	6
	Credits	21
	Total Credits	111

## Special Education with an Emphasis in Autism Spectrum Disorders (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with autism spectrum disorders. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence. The coursework is designed to be sequential and is offered in an online format.

### Supplemental Course

SPED 562	Literacy Strategies for Grades K-6: SPED <sup>1</sup> (6)	
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### Program Courses

SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	6
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		39

<sup>1</sup> **SPED 562 Literacy Strategies for Grades K-6: SPED (6 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment**

## Special Education with an Emphasis in Emotional Behavioral Disorders (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge

of the characteristics and interventions used with students diagnosed with emotional behavioral disorders. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence. The coursework is designed to be sequential and is offered in an online format.

### Supplemental Course

SPED 562	Literacy Strategies for Grades K-6: SPED <sup>1</sup> (6)	
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### Program Courses

SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 584	Interventions for Students with Emotional and Behavioral Disorders	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 595	Applied Experience in Emotional Behavioral Disorders	6
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		36

<sup>1</sup> **SPED 562 Literacy Strategies for Grades K-6: SPED (6 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment**

## Special Education with an Emphasis in Specific Learning Disabilities (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with specific learning disabilities. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence. The coursework is designed to be sequential and is offered in an online format.

### Supplemental Course

SPED 562	Literacy Strategies for Grades K-6: SPED <sup>1</sup> (6)	
<b>Program Courses</b>		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	6
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		33

<sup>1</sup> **SPED 562 Literacy Strategies for Grades K-6: SPED (6 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment**

## Sport Management (MA)

The Master of Arts in Sport Management prepares graduates to understand the growing sport management industry. Students will learn, through a hands-on, practical application of coursework, effective decision making, leadership, finance, and human and facility resource management. Students will also examine concepts of management, strategic planning, marketing, and law as it pertains to sport management. The coursework is designed to be sequential and the program is offered in an online format.

KHS 545	Ethics and Policy in Sport Management	3
KHS 550	Sport Sales	3
KHS 530	Research Design Methods	3
KHS 505	Organizational Leadership and Development	3
KHS 510	Human Resource Management	3
KHS 535	Sport Marketing	3
KHS 520	Managerial Finance	3
KHS 525	Managing and Planning Sport Facilities	3
KHS 540	Legal Aspects of Sport	3
KHS 515	Management and Leadership	3
KHS 565	Capstone I	3
Total Credits		33

## Strategic Communication Management (MA)

This program is designed to help students foster strategic thinking and logical analysis focused on creating solutions to communication challenges. Students in this program will gain knowledge of emerging technologies, program measurement, conflict/crisis management, persuasion, intercultural communication effectiveness, industry innovation and leadership. The following coursework is designed to be sequential.

COM 500	Strategic Communication Management	3
COM 530	Interactive Media Mgmt	3
COM 570	Leadership Communication	3
COM 520	Media Strategies	3
COM 540	Communication Inquiry & Measurement	3
COM 545	Interactive Project Management	3
COM 550	Communication Strategies for Conflict Management	3
COM 590	Crisis Communication Management	3
COM 560	Intercultural Communication	3
COM 510	Persuasive Communication	3
COM 610	Corporate Responsibility & Ethical Communication	3
COM 695	Capstone	3
Total Credits		36

## Teaching (MAT)

The Master of Arts in Teaching provides an initial teaching license for K-6 grade levels. At completion of the program as outlined below, you will earn a Master of Arts in Teaching and a K-6 licensure.

ED 535	Introduction to Teaching Children	3
ED 514	Psychology of Learning and Teaching in Schools	3
ED 549	Effective Teaching	3
ED 552	Content and Methods for Teaching K-6 Health and Movement	3
ED 551	Content and Methods for Teaching K-6 Science	3
ED 553	Content and Methods for Teaching K-6 Social Studies	3
ED 548	Content and Methods for Teaching K-6 Literacy	3
ED 550	Content and Methods for Teaching K-6 Mathematics	3
ED 555	Content and Methods for Teaching K-6 Art and Music	3
ED 537	Inclusion in Diverse Classroom	3
ED 560	Clinical Experience and Professional Foundations K-6	6
ED 521	Educational Research and Applications	3

ED 590	Conducting Research and Completing the Capstone	3
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Total Credits		42



# COURSE DESCRIPTIONS

## Accounting (ACC)

### ACC 201 Principles of Accounting (Financial Accounting) 4 credits

This class introduces the student to the role of accounting in the business world. The principles and concepts of financial accounting and analysis of accounting statements are covered. Accounting cycles, procedures and balanced sheet classifications are emphasized. (Students must earn a minimum grade of C in order to progress to ACC 202.)

### ACC 202 Principles of Accounting (Managerial Accounting) 4 credits

This course is continuation of ACC 201 with an emphasis on liabilities, corporate equity measure measurement and earnings per share calculations. The course examines the evaluation of financial goals with an introduction to managerial accounting topics including cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets and cash flow. Students must earn a minimum grade of C in order to progress to ACC 311 Intermediate Accounting. (Prerequisite: minimum grade of C in ACC 201)

### ACC 311 Intermediate Accounting I 4 credits

This course is an expansion of topics covered briefly in Principles of Accounting. The course develops the student's ability to analyze complex financial accounting reporting problems and discusses financial accounting measurements, revenue and expense recognition, inventory cost and valuation, long-lived assets, costing valuation and amortization. The student is also introduced to selected topics in international accounting. (Prerequisite: minimum grade of C in ACC 202)

### ACC 312 Intermediate Accounting II 4 credits

This course is a continuation of ACC 311 with emphasis on liabilities, corporate equity measurement and earnings per share. The course also explores the areas of evaluation of financial goals, performance review and special topics in financial reporting, such as: accounting for income taxes, leases, pensions and cash flow. (Prerequisite: ACC 311)

### ACC 411 Advanced Accounting 4 credits

This course covers the advanced study of accounting principles including: accounting for combined corporate entities, consolidated statement preparation and analysis, branch accounting, partnership accounting, accounting for international transactions, governmental accounting, non-profit accounting and accounting for bankruptcies, estates and trusts. (Prerequisite: ACC 312).

### ACC 412 Auditing 4 credits

This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC 311)

### ACC 413 Cost Accounting 4 credits

This course develops and uses accounting data for managerial decision-making. Cost concepts for planning and control, cost/volume/profit relationships, responsibility accounting and inventory planning and control emphasized. (Prerequisite: ACC 202)

### ACC 440 Fundamentals of Forensic and Investigative Accounting 4 credits

Overview of the nature of accounting fraud and how it is committed including an introduction to the actions that can be taken to determine the presence of fraud and procedures that can be implemented to deter fraud. (Prerequisites: Minimum grade of C in ACC 201, FIN 301, and ACC 311)

### ACC 480 Management Accounting 4 credits

Management Accounting explores advanced topics in Financial Reporting, Planning, Performance, and Control, with an emphasis in Financial Decision Making. (Prerequisites: ACC 312, ACC 411, ACC 412)

### ACC 490 Accounting Strategy Capstone 4 credits

The Accounting Strategies Capstone Course brings together topics discussed throughout the curriculum with an integrated application to real world problems in order to formulate strategies and implementation planning for businesses. (Prerequisites: BUS 435, LAW 411, ACC 480)

### ACC 498 Accounting Internship 1-16 credits

## Archaeology (ARC)

### ARC 101 Introduction to Biblical 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.

## Art (ART)

### ART 101 Approaching Art 2 credits

This course lays the foundation for approaching visual art by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to appreciating art. These four units will include the importance perceptual skills, the nature of the creative process, the place of art in its cultural context, and the role and processes of abstraction. The course will involve looking at art, reading, writing and speaking about art using acquired vocabulary and knowledge.

### ART 102 2D Design 2,3 credits

This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.

### ART 103 3D Design 2,3 credits

This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic three-dimensional media are introduced and explored during the different units of the course of study.

### ART 104 Introduction to Art History 3 credits

A captivating exploration of the history of art in the West and throughout the world, this course encourages students to develop an appreciation for a diverse range of works of art. Students will explore the creation of art, see it as critical thinking, and problem solving that has relevance to their lives. Students will also see art as a rich array of materials and aesthetic elements combined with the inner workings of the human spirit, passion, emotion, and creativity.

### ART 105 Color Theory 3 credits

Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.

**ART 111 Drawing I 3 credits**

This introductory studio course is designed to familiarize beginning students with fundamental techniques and concepts of drawing. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of drawing will be presented learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 101 or consent of instructor)

**ART 142 Introduction to Digital Photography 2-3 credits**

This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software.

**ART 202 Digital Imagery 3 credits**

This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of design using computer technology as the primary medium. Students will build on drawing and composition skills to create designs with a variety of design software programs. Although technological and ethical issues in the field will be addressed, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, or consent of instructor).

**ART 211 Illustration 3 credits**

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

**ART 221 Painting I 3 credits**

This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.

**ART 241 Photography I 3 credits**

This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.

**ART 251 Sculpture I 3 credits**

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and reductive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 101, ART 103 or consent of instructor)

**ART 261 Ceramics I 3 credits**

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.

**ART 271 Survey of Western Art I 3 credits**

This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the 14th C. will be addressed. Non-art majors can enjoy this course.

**ART 272 Survey of Western Art II 3 credits**

This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.

**ART 282 Graphic Design I 3 credits**

This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas. (Prerequisite: ART 102 or ART 202)

**ART 284 Graphic Imagery 4 credits**

This hands-on introduction to graphic design encompasses the fundamentals of design theory, process and practice. Emphasis is placed on the development of creative problem solving skills and processes primarily through the creation of structured iconography and letterforms. Students also explore visual communications-related professions and practices.

**ART 300 Community Arts 4 credits**

This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genre will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

**ART 302 Digital Art II 3 credits**

This course is designed to expand students facility in using the computer to solve more complex problems. Students will build on drawing, composition and computer skills to create designs with a variety of design software programs. Students will be encouraged to develop a personal voice with the computer. Learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 202 or consent of instructor)

**ART 311 Figure Drawing 3 credits**

This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist's vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 102, ART 111 or consent of instructor)

**ART 321 Painting II 3 credits**

This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review and also class participation. (Prerequisite: ART 221 or consent of instructor)

**ART 331 Relief Printmaking 3 credits**

This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

**ART 332 Screen Printmaking 3 credits**

This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 111)

**ART 333 Intaglio Printmaking 3 credits**

This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

**ART 341 Photography II 3 credits**

This course expands students' knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART 241 or consent of instructor.)

**ART 342 Digital Photography 2 credits**

This course will investigate the unique approaches to digital photography as an art form. This field will be compared and contrasted with black and white photography and also explored as its own unique area of artistic investigation. Emphasis will be given to seeing and thinking like an artist.

**ART 351 Sculpture II 3 credits**

This is an intermediate level course designed to stimulate and further develop interest in sculptural methods and techniques for personal expression. Media exploration and contemporary aesthetic issues such as environmental sculpture or installation are introduced, as students are encouraged to create and solve problems in sculpture in specific areas of the discipline. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 251 or consent of instructor)

**ART 361 Ceramics II 3 credits**

This intermediate course is designed to advance students knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART 261 or consent of instructor)

**ART 370 Mexican Art and Culture 2-4 credits**

This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

**ART 374 Art of Mexico 4 credits**

This course is intended to provide a survey of the history of Mexican art. It is arranged in three parts starting with pre-conquest indigenous cultures, which will be the majority of the course emphasis. It will also include the Colonial Period and Revolutionary Art. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART 101 or consent of instructor)

**ART 375 Art of Asia 4 credits**

This course is intended to provide a survey of the history of Asian art. It is arranged in three parts starting with India and Southeast Asia, then moving to China and finishing with Korea and Japan. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion, trade and political histories are investigated in their relationship to the art.

**ART 376 Ethnographic Art 4 credits**

This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART 101 or consent of instructor)

**ART 382 Graphic Design II 3 credits**

This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas. (Prerequisite: ART 282)

**ART 383 Web Design I 3 credits**

The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

**ART 384 Typography 1 4 credits**

An introductory graphic design study of written communication through the craft and art of letterforms and application of typographic principles. It serves as an introduction to typography as an element in the design process. The course is taught as a skill and an art form. It explores the dynamics of type in context. From the traditions of book design to the frontier of digital and interactive typography, students explore type as a design and communication tool, investigating these contexts through the lens of historical innovation.

**ART 387 Art in Secondary Education 2 credits**

This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

**ART 411 Advanced Drawing 4 credits**

This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 311 or consent of instructor)

**ART 421 Advanced Painting 4 credits**

This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 321 or consent of instructor)

**ART 431 Mixed Media Graphics 3 credits**

This course is designed to familiarize intermediate students with alternative and advanced graphics techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 102, ART 111, and one of the following: ART 141, ART 202, ART 231, ART 232, ART 233, or permission)

**ART 435 Advanced Printmaking 4 credits**

This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. This course may be repeated for credit.

**ART 441 Advanced Photography 4 credits**

This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 241 or consent of instructor)

**ART 451 Advanced Sculpture 4 credits**

This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.

**ART 461 Advanced Ceramics 4 credits**

This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 361 or consent of instructor)

**ART 472 19th and 20th Century Art and Design 4 credits**

This course examines the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. as well as the Modernist traditions of the first half of the 20th C. and the initial Post-Modern trends that follow. The course links these artistic developments with world-wide cultural influences. In addition, special attention is given to the history of design.

**ART 473 History of Photography 3 credits**

This course introduces students to 19th, 20th and 21st century photographic technologies, practitioners and images. Emphasis is on Western photographic practices and the impact that the invention of photography has had on our understanding of the world around us from science, history, culture, aesthetics, politics, current events, and every-day life.

**ART 481 Topics in Art: \_\_\_\_\_ 1-4 credits**

This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: ART 101 and consent of instructor)

**ART 482 Graphic Design III 4 credits**

This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio. (Prerequisite: ART 384)

**ART 483 Web Design II 3 credits**

This course explores the more advanced visual, communication and marketing aspects of professional websites. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. course material will be tailored to the experience level of students enrolled in the course.

**ART 484 Typography 2 4 credits**

The culmination of all previously taught typographic competencies, this course focuses on developing type skills applicable to the work a designer is assigned at recognized design and advertising firms. Advanced project work addresses functional as well as expressive typography. The class requires students to develop concepts, present and explain their ideas, and bring their solutions to life.

**ART 485 Graphic Design Senior Projects 1 4 credits**

The advanced culmination of all previously taught graphic design skills and proficiencies. Project work centers on complex applications incorporating a wide spectrum of creative solutions to both practical and experimental design problems. Portfolio development and artistic professionalism is stressed.

**ART 486 Graphic Design Senior Projects 2 4 credits**

This rigorous studio course is designed to facilitate challenging, individual directions in design and critical thinking. Students map out a plan of study for the semester and work on a series of related ideas that culminate in a cohesive body of work. Students are expected to refine their understanding of contemporary issues and historical approaches related to their specific concept or process, and bring an advanced competency to the technical and formal concerns that inform their work. Through frequently scheduled critiques, and a developed designer statement, an emphasis will be placed on developing a process of self-evaluation to clarify visual choices and express and defend individual artistic points of view. Over the course of the semester students will investigate exhibition design and prepare for the exhibition and presentation of their work.

**ART 487 Art Education Capstone 2 credits**

This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artists' philosophies on the nature of art. (Prerequisite: ED 447 or consent of instructor)

**ART 488 Independent Study 1-4 credits****ART 489 Mentored Study 1-4 credits**

This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: advanced work completed in the field desired)

**ART 491 Theories in Contemporary Art 3 credits**

This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined.

**ART 498 Arts Internship 1-16 credits**

This opportunity is specifically required for Community Arts majors or minors as well as Design Majors. It establishes advanced field study in the discipline in a setting outside the campus context. The internship will be arranged by the student in consultation with the advisor and assessment will be through contractual arrangement with the guiding mentor. (Community Arts majors are encouraged to do this through HECUA.) (Prerequisite: ART 301)

**ART 499 Art Senior Seminar 1,2 credits**

This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student's degree sought. It will normally be the production of a solo exhibition, or of a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student's current work. Individual directions will be developed with the professor and student's advisor. (Prereq Senior standing or Instructor consent)

## Biology (BIO)

**BIO 100 Biology Today 3 credits**

This course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings, discussions, films, and laboratory activities comprise the course. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO 120 and BIO 130.)

**BIO 102 Biology in a Box 4 credits**

This augmented course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. The course incorporates hands-on experiments and activities to aid in learning core concepts in biology. All required materials can be purchased as a single lab kit that comes straight to your home - in a box! Learn about biology from the tiniest cellular viewpoint all the way up to the larger scale, whole world ecological viewpoint.

**BIO 120 Biology I: The Unity of Life 4 credits**

This course emphasizes inquiry and investigation while introducing students to the unifying theories of modern biological science. Topics considered include foundational mechanisms of matter, energy, cells, genetics, and reproduction. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

**BIO 130 Biology II: The Diversity of Life 4 credits**

This course evaluates the current hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity. The major lineages of life are surveyed and compared at the organismal level by considering evolutionary relationships between structure and function. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

**BIO 210 Genetics 4 credits**

This course focuses on the principles of heredity and the molecular concepts regarding the genome. Major topics include Mendelian genetics, sex linkage, extranuclear inheritance, chromosomal aberrations, structure and function of DNA, regulation of gene expression, mutation, and modern DNA technologies. Problem solving and quantitative reasoning are emphasized. (Prerequisite: Minimum grade of C- in BIO 120)

**BIO 220 Plant Biology 4 credits**

This course is a study of botany based primarily upon morphological and physiological concepts and principles. Major topics include the plant cell; the ontogeny, structure and physiology of plant tissues and organs; and the forms, phylogeny and life cycles of representative plant groups. Three lecture/demonstration sessions and one two-hour laboratory period per week. (Prerequisite: Minimum grade of C- in BIO 120 and BIO 130)

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

This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisites: Minimum grade of C- in BIO 120)

**BIO 300 Microbiology 4 credits**

Did you know that our world is covered in microorganisms? This course explores the diversity of the microbial world, providing overviews on bacteria, Archaea, viruses, fungi, and protozoans. A major emphasis is placed on how microorganisms cause disease, how the human body attempts to prevent disease, and how we can treat infectious disease. Other topics include microbial growth, metabolism, genetics, and environmental and food microbiology. The lab consists of a series of classic microbiology experiments that teach students how to visualize, culture, quantify, and identify microorganisms. A short self-directed research project allows students to design and implement their own experiment. (Prerequisite: Minimum grade of C- in BIO 120)

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

This course is part one of a study of the structure and function of the human body. Major topics include the introduction to the human body, cells, tissues and skeletal, muscle, nervous and cardiovascular systems. Three lectures and one three hour lab period per week. (Prerequisite: Minimum grade of C- in BIO 120)

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

This course is part two of a study of the structure and function of the human body. Major topics include the autonomic nerves and special senses and endocrine, respiratory, digestive, immune, metabolism, reproductive and urinary systems. Three lectures and one three hour lab period per week. (Prerequisite: Minimum grade of C- in BIO 120 or instructor consent)

**BIO 330 Cell Biology 4 credits**

This course is a study of the structure and function of eukaryotic cells from a molecular viewpoint. Major topics include molecular cell structure, metabolism, membrane transport, cell signaling, cell division and cancer, stem cells and tissue differentiation. Students read and discuss the ethical implications of biomedical research in the context of *The Immortal Life of Henrietta Lacks*. The lab focuses on cell culture technique and requires students to design and implement a self-directed mini research project. (Prerequisite: Minimum grade of C- in BIO 120)

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

This course includes a short introduction to the study of philosophy and ethics, followed by critical analyses of current issues in health and environmental sciences. Ethical discussions are framed in a solid understanding of the science behind each topic. The course will include a variety of formats, including reading and reviewing papers and/or texts, analyzing case studies, and participating in class discussions. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115).

**BIO 350 Medical Terminology 2 credits**

This course will help students learn the components of medical terms. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms in order to understand the word's meaning. Students will be able to apply the meaning of the word to an anatomical structure, physiological function or pathology, the course will be mainly online but with several scheduled face-to-face meetings for discussion and examination.

**BIO 415 Biology of Aging 3 credits**

This 3 credit course will focus on theories of human aging from a biological perspective. The structural and functional changes that occur during the aging process will be investigated at several levels: molecular, cellular, tissue, and organ system. The symptoms and clinical management of age-related diseases will also be explored. This course is targeted for students interested in the health sciences and is required for the gerontology minor/certification. (Prerequisite: Minimum grade of C- in BIO 120 (preferred) OR BIO 100)

**BIO 430 Immunology 4 credits**

This course provides a comprehensive study of the immune system. Major topics include passive immunity, cell-mediated immunity, humoral immunity, autoimmune diseases, vaccination strategies and other medically relevant topics. (Prerequisite: BIO 120)

**BIO 440 Human Gross Anatomy 4 credits**

This course is a comprehensive study of human anatomy which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

**BIO 450 Special Topics in Biology 1 credit**

The topic for this course will vary each semester, chosen from a wide range of current research in biology. Students will read background material, participate in discussions and complete writing assignments as directed by the instructor. This course will meet for one lecture/discussion hour per week. (Prerequisite: Minimum grade of C- in BIO 120)

**BIO 456 Research in Biology 1-4 credits**

This course offers students an opportunity to do original research in an area of expertise of one of the biology faculty members. When applicable, the research will be followed with presentation of a poster or a paper at a research symposium. (Prerequisite: Minimum grade of C- in BIO 120)

**BIO 460 Neuroscience 4 credits**

This course introduces the rapid growing field of neuroscience. The course covers topics ranging from neuronal structure and function, synaptic communication and signaling, gross organization of the brain and spinal cord, to sensory and motor responses as well as higher functions such as learning, memory, and cognition.

**BIO 488 Independent Study 1-4 credits**

Independent Study courses can be designed by the student and instructor to meet special needs. Presently offered as independent study are Scientific Presentation and Bottle Biology, both one credit experiences.

**BIO 497 Biology Teaching Assistant 1-4 credits**

Students enrolled in this course will work with a faculty member to gain teaching experience in biology courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; and grading.

**BIO 498 Biology Internship 1-16 credits**

This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.

## Business (BUS)

### **BUS 310 Organizational Behavior 4 credits**

Organizations are complex entities and understanding them is important for students in business programs. This course investigates the impact of individuals, groups, the structures, and the environments of organizations.

### **BUS 340 Business Analytics I 4 credits**

In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. Mathematical and statistical concepts include descriptive statistics, mathematical modeling, ratios and percentages, probability and counting rules, probability and decision analysis, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance.

### **BUS 345 Business Analytics 4 credits**

In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. These tools include probability analysis and hypothesis testing. Students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.

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

This course provides an introduction to the study of marketing, e-commerce, and social media in business and other organizations.

### **BUS 360 Accounting and Budgeting 4 credits**

This course explains the financial implications of business management and includes both the principles of accounting and the principles of finance.

### **BUS 380 Principles of Ethical Management 4 credits**

Learn how to manage for success! Examine management theories and applications for motivation, decision-making, organizational structures, processes, and group dynamics that shape organizational culture. Gain insight into frameworks for ethical leadership, operational strategy, and essential management skills and responsibilities.

### **BUS 382 Human Resource Management and Employment Law 4 credits**

Gain insight into the pivotal role human resources plays in helping organizations be successful. Learn the various functions of HR and their relationship to the role of manager. Explore the historical roots of HR in organization life and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits.

### **BUS 384 Applied Accounting and Finance 4 credits**

Explore the fundamental concepts of finance and accounting within an organizational context, including terminology, budgeting, time value of money, along with ethical and global considerations. Apply standard financial and accounting tools to make business assessments and financial decisions important for managers in any organization.

### **BUS 386 Marketing in the Global Environment 4 credits**

Develop skills for effective integrated marketing and business strategy to create innovative and sustained competitive advantage in the digital economy. Learn to ethically apply these insights for business growth to advance strategy. Students explore international marketing perspectives emphasizing future trends while examining the current market environment and marketing strategy elements.

### **BUS 388 Analytics and Technology 4 credits**

Learn to analyze and visualize data by using business analytics concepts and tools. Work in simulated business work groups to practice real-world collaboration. Develop analyses that utilize research and forecasting tools to meet measurable objectives and effectively make business decisions.

### **BUS 410 Operations, Technology and Quality Management 4 credits**

This course will discuss the theoretical foundations for production management. The course will focus on the management of resources such as the production process, the management of equipment and machinery, facilities and maintenance, materials management, inventory control, quality control, scheduling, and purchasing. The course will also introduce students to theories and tools for quality management and the management of technology and information systems.

### **BUS 415 Social Intelligence and Leadership 4 credits**

Learn how excellent leaders use social intelligence to increase their effectiveness. Explore social intelligence theory and abilities and the interconnected role they play in diverse personal, cultural, political, and business contexts. Gain an understanding of how social intelligence competencies offer practical ways to enhance leadership capacity. (Prerequisite: Minimum grade of C- in BUS 380)

### **BUS 420 Business Finance 4 credits**

Explore financial management topics that include capital markets; the cash budget, pro forma statements, analysis of financial statements, forecasting, and ROI for the growth of the business. (Prerequisites: Minimum grade of C- in BUS 380)

### **BUS 425 Business Intelligence 4 credits**

Learn to analyze an organization's raw data to help make organizational decisions. Gain skills with mathematical and statistical tools and concepts to extract actionable and novel knowledge from business data to achieve strategic goals. Explore uses of probability analysis and hypothesis testing, data mining, text mining, business intelligence architecture, data reporting systems, and data visualization tools. (Prerequisite: Minimum grade of C- in BUS 380)

### **BUS 430 Business Law and Ethics 4 credits**

This course examines the legal aspects of business, the ethics of business, and the connection between the two.

### **BUS 440 Business Analytics II 4 credits**

In this course students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.

### **BUS 445 International Management 4 credits**

This course focuses on the practice of managing business operations in more than one country. Topics include the language, culture, economic and political environment, and business practices of countries in which multinational firms actively trade and invest.

### **BUS 450 Business Analytics II 4 credits**

In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.

### **BUS 490 Business Strategies 4 credits**

Examine business strategy theories and practical principles to advance innovation and organizational growth. Learn to ethically apply core business and entrepreneurial skills through research, business plan analysis, and field work to solve real world challenges. (Prerequisites: Minimum grade of C- in BUS 386, BUS 415, BUS 425 and BUS 420)

**BUS 492 Business Capstone 4 credits**

This course is the culminating experience in business and business-related undergraduate programs and is designed to guide students through a process of synthesis.

**BUS 495 Project Management 4 credits**

Learn skills and planning tools to effectively lead and manage complex projects. Synthesize and apply program concepts to create and present a multifaceted project which serves as the professional capstone project for the program. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisite: Minimum grade of C- in BUS 490)

**BUS 497 Study Abroad 1-4 credits**

International travel course that supports students' program learning with first-hand experience. Students explore business topics of interest, such as marketing, management, leadership or operations from an international perspective.

**BUS 499 Internship 1-16 credits****BUS 597 Study Abroad 0-4 credits**

This international travel course supports students' program learning with first-hand experience.

## Business Administration (MBA)

**MBA 500 Organizational Leadership and Development 3 credits**

This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future

**MBA 505 Global Economics 3 credits**

The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union.

**MBA 510 Managerial Research Methods and Design 3 credits**

This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

**MBA 515 Applied Business Ethics 3 credits**

This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

**MBA 520 Integrated Marketing Communication 3 credits**

This course will develop marketing strategy and 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 3 credits**

This course looks at human resources management from an operating manager's perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.

**MBA 530 Managerial Finance and Accounting 3 credits**

This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

**MBA 535 Legal Environment for Managers 3 credits**

This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions

**MBA 540 Health Care Bioethics 3 credits**

Many hospitals have ethical boards to help with difficult decision making. This speaks to the increasing complexity of ethical issues which health care professionals face. This course will look at end-of-life issues, resource allocation issues, decision-making issues, access-to-care issues and other major ethical issues facing health care professionals. This course will explore briefly a Christian understanding of the grounds for ethical decision making.

**MBA 545 Quality Practices 3 credits**

In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.

**MBA 555 Health Care Informatics 3 credits**

A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.



**MBA 560 Health Care Strategic Leadership 3 credits**

The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations direction in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.

**MBA 561 Customer Analysis 3 credits**

This course explores the behavior of consumers and the factors that influence their behavior. Analysis of customer decision-making and how marketing strategy can be used to influence those decisions is examined through various theories, models and techniques that attempt to explain the behavior of the consumer. The framework is a buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. The course will also explore consumer insights and shopper marketing to build revenue and grow the business. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of formats including lecture-discussions, case studies designed to illustrate the salient issues as well as readings and texts.

**MBA 565 Analytics for Business Intelligence 3 credits**

This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. It considers recent developments in the use of internal and external data needed for marketing decisions. This course is intended to explore data mining techniques with the goals: 1) To provide the key methods of classification, prediction, reduction, and exploration that are at the heart of data mining; 2) To provide business decision-making context for these methods; 3) Using real business cases, to illustrate the application and interpretation of these methods.

**MBA 570 Marketing Decision Models 3 credits**

This course focuses on the benefits of using analytic and modeling-based approaches to marketing decision-making. It offers an applied approach to develop student's ability to work on marketing data, and weigh alternate business decision options based on benefits and costs as well as construct models to aid managerial decisions determining business strategy. This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. Coursework is developed in strategic marketing, new product development, branding, marketing segmentation, sales and trade promotion analysis, pricing, and design of marketing mix, sales force allocation, direct, and internet marketing.

**MBA 575 Marketing Strategy Monetized 3 credits**

This course focuses on the role of business strategy to create profitable customers by delivering superior value. Strategy becomes monetized during the implementation process which is critical to executing on successful consumer capitalism. This course will develop metrics and systems to utilize in the marketing activities to measure customer value and business return on investment. An outcome of this course is the ability to communicate the value of marketing strategies to executive management regarding ROI. In this course, a hybrid format of lecture-discussions and applied work issues will be incorporated to illustrate the marketing strategy outcomes.

**MBA 580 Bridging the IT-Business Gap in a Global Setting 3 credits**

Compare technical to non-technical staff in studying ways to build collaborative effectiveness in managing functions and projects. Minimize the barriers to successful intercultural communication by investigating various tools for teamwork in local and global settings. Utilize project case studies and collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

**MBA 585 Project and Lifecycle Management 3 credits**

Introduce the entire project lifecycle by practicing collaborative development of various project monitoring and reporting tools in a case-study setting: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) communication plan, 5) project schedule, 6) risk register, and 7) quality management plan. Transfer learning objectives to the student's own Management Application Portfolio (MAP) by practicing knowledge retention and by applying concepts from the Project Management Body of Knowledge (PMBOK).

**MBA 590 Information Systems Analysis and Communication 3 credits**

Create a systemic understanding of business requirements by interviewing key stakeholders and diagramming to communicate process workflow. Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. Create a first draft of the initial phases for the student's own Management Application Portfolio (MAP).

**MBA 595 Business Information Systems Security, Risk, and Quality 3 credits**

Analyze how information systems are designed to interact with people and carry out business strategy. Design plans to analyze and secure enterprise-wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. Create first drafts of middle and final phases for the student's Management Application Portfolio (MAP).

**MBA 605 Operations and Technology Management 3 credits**

This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

**MBA 610 Tools for Managerial Decision Analysis 3 credits**

This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will be explored. The students will develop their own tools to become effective decision-makers.

**MBA 620 Strategic Leadership 3 credits**

This course introduces students to the principal practices and the theorists of contemporary strategic thinking. Students will understand how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles and focus on strategic analysis of their industry and the strategic practices of the organizations in that industry.

**MBA 630 Topics in Global Management 3 credits**

This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal, and cultural environment, international market analysis, international human resource management, and import/export transactions.

**MBA 700 Strategic Leadership and Managerial Application Portfolio 4 credits**

This course introduces students to the principal practices and theorists of contemporary strategic thinking. Students will focus on strategic analysis of their industry and the strategic practices of the organizations in that industry. The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a portfolio.

**MBA 705 Managerial Application Portfolio 1 credit**

The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences and synthesizing activities to build a customized professional portfolio.

**MBA 706 Information Technology Management Capstone 3 credits**

Integrate and synthesize knowledge, competencies, and skills learned throughout the program. Develop a customized professional portfolio that includes an industry analysis and reflects a synthesis of MBA course work and career experiences.

## Chemistry (CHE)

**CHE 115 General Chemistry I 4 credits**

Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, atomic theory, periodicity and electronic structure of atoms, molecular/ionic structure/bonding, stoichiometry, thermochemistry, gases, phases and phase changes, and properties of solutions. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)

**CHE 116 General Chemistry II 4 credits**

Continuation of General Chemistry I. Major topics include chemical kinetics, chemical equilibrium, acids/bases, aqueous equilibria, thermodynamics, electrochemistry, descriptive chemistry of elements, coordination chemistry, and nuclear chemistry. (Prerequisite: Minimum grade of C- in CHE 115)

**CHE 141 Household Chemistry 3 credits**

A general education course emphasizing applications of chemistry to daily living. Topics range from baking to medications, from cleaning to cosmetics and from secrets under the sink to close encounters with clothing. Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)

**CHE 221 Organic Chemistry I 4 credits**

This course is the first semester of the comprehensive course in organic chemistry. Topics covered include structure and bonding, nomenclature, constitutions and configurations, stereochemistry, instrument methods [e.g. NMR, IR, MS, GC], reaction kinetics and thermodynamics, mechanisms, and the syntheses and reactions of various functional groups of organic chemistry. (Prerequisite: CHE 116)

**CHE 222 Organic Chemistry II 4 credits**

This course is the second semester of a comprehensive course in organic chemistry. The course includes the reaction mechanisms and multi-step synthetic routes for organic functional groups that include oxygen, nitrogen, and aromatic systems. Additional topics include amino acids and proteins, carbohydrates, lipids and synthetic polymers. (Prerequisite: CHE 221)

**CHE 326 Analytical Chemistry I 4 credits**

This course builds on fundamental components of the general chemistry sequence. Careful consideration of uncertainty in measurements, error propagation, and accurate use of instruments are emphasized through consideration of chemical concepts including solubility, equilibria, and acid-base reactions. (Prerequisite: CHE 116)

**CHE 328 Introduction to Biochemistry 4 credits**

This course is an introduction to the structure, function, synthesis, and breakdown of biomolecules. Biological processes including enzyme catalysis, bioenergetics, and metabolism are studied at the molecular level. The lab involves students in the production of protein through recombinant DNA technology. (Prerequisite: CHE221)

**CHE 330 Dietary Biochemistry 4 credits**

Examination of the digestion and utilization of macromolecules from a biochemical viewpoint. Metabolic pathway activation/regulation via diet. Factors influencing macromolecule content of common foodstuffs. (Prerequisite: CHE 328)

**CHE 335 Medicinal Chemistry 3 credits**

This course will provide an overview of the drug discovery and development process from a chemistry perspective. Methods for the discovery, design, and optimization of new drug candidates will be studied. In addition, the clinical, regulatory, manufacturing, and legal requirements for introducing a new drug to the market will be reviewed and discussed. (Prerequisite: CHE 116)

**CHE 341 Thermodynamics 4 credits**

This course is an introduction to chemical thermodynamics. The mathematics of chemical energy exchange will be studied in detail and used to build an understanding of why gases behave as they do, why chemical reactions never go to completion (equilibria), and the intricacies of phase transitions. Concepts will be related back to biological and everyday examples such as protein folding, enzyme substrate binding, internal combustion engines, and refrigeration. (Prerequisite: CHE 116, MAT 135)

**CHE 421 Introduction to Polymer Chemistry 4 credits**

This course covers organic mechanisms of polymer synthesis including condensation, radical, ionic, emulsion, ring-opening, and metal-catalyzed polymerizations. Additional topics discussed include polymer chain conformations, solution thermodynamics, molecular weight characterization of polymers, and physical properties of polymers. Laboratories will involve polymer characterization and synthesis. (Prerequisite: CHE 221)

**CHE 450 Special Topics in Chemistry 1 credit**

The topic for this course will be chosen from a wide range of current research and development in chemistry. Students will read background material, participate in discussions, and complete labs and/or writing assignments as instructed.

**CHE 456 Research in Chemistry 1-6 credits**

This course offers students an opportunity to do original research in an area of expertise of one of the chemistry faculty members. When applicable, the research will be followed with presentation of a paper at an undergraduate research conferences and submission of a paper for publication. Two to three hours of laboratory and/or library work per credit per week.

**CHE 488 Independent Study 1-4 credits****CHE 497 Chemistry Teaching Assistant 1-4 credits**

Students enrolled in this course will work with a faculty member to gain teaching experience in chemistry courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; grading.

**CHE 498 Internship in Chemistry 1-12 credits**

The internship is designed to provide students with a work/educational experience that may help determine future educational and occupational goals.

## Child Development (CHD)

**CHD 310 Growth/Development Child 4 credits**

This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

**CHD 320 Role Early Childhood Educator 4 credits**

This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAEYC's code of ethics and its implications for the profession.

**CHD 330 Best Practices in EC 4 credits**

This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.

**CHD 400 Introduction to Early Childhood Education 3 credits**

This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

**CHD 402 Writing for Educators 3 credits**

Early childhood staff of all levels (directors, teachers, assistants, aides, family child care, etc.) must demonstrate professionalism as strong communicators not only verbally, but as writers, as well. This course will lay the ground work of writing expectations in the program, and serve to remediate as needed.

**CHD 410 Growth and Development of Children 3 credits**

This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

**CHD 411 Child Social and Emotional Growth 3 credits**

This course studies the social, psychological and emotional growth of children from prenatal to elementary ages. Issues of attachment, perspective-taking and friendship are discussed. (Prerequisite: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 422 Human Diversity and Relations 3 credits**

The purpose of this course is to expand our understanding of the influences of gender, culture, economic situation, learning styles, and language on the socialization of children, and then how to use this new understanding to form the way we program for and interact with children. (Prerequisite: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 430 Infants and Toddlers 3 credits**

In this course, students will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy. (Prerequisite: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 435 Developmentally Appropriate Practices in Early Childhood Education 3 credits**

This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed. (Prerequisite: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 440 Children's Play and Learning 3 credits**

Theories of Piaget, Parton, Erickson, and Vygotsky are studied to determine how children learn to play and the effect that play has on the child's development. Historical perspectives and effects of play on learning are reviewed. (Prerequisite: Minimum grade of C- in CHD 435)

**CHD 445 Language Development and Emergent Literacy 3 credits**

The research and stages of language development from birth through age seven are extensively explored. Students will understand how to guide children through the language acquisition process. (Prerequisites: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 450 Children's Literature 3 credits**

Using children's books to develop literature-based curriculum is the emphasis of this course. There is a review of authors of children's literature and an exploration of books for a variety of purposes. (Prerequisite: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 451 Dual Language Learners 3 credits**

This course will address the needs of the early childhood classroom professional. The course will move beyond the basics of child development to help educators understand the natural progression of second-language acquisition in young children. (Prerequisite: Minimum grade of C- in CHD 445)

**CHD 461 Ethics in Early Childhood 3 credits**

Classical and historical ethics are explored, as well as the student's personal values system. Individuals face tough ethical decisions with increasing frequency in our society and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life. (Prerequisite: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 482 Young Child with Special Needs 3 credits**

This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to the theories, research, and practical application from the fields of both early childhood education and special education. (Prerequisites: Minimum grade of C- in CHD 400, CHD 402, and CHD 410)

**CHD 490 Portfolio and Synthesis 3 credits**

This senior level and final course is designed to help learners reflect on all they have done in the BA Child Development program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience. All other courses in the program must be successfully completed before taking this course. (Prerequisite: Senior standing and successful completion of all other courses in the program.)

## Christian Ministry (CHM)

**CHM 268 Introduction to Christian Ministry 2 credits**

Through an exploration of scriptural, theological, historical and social foundations of Christian ministry, students work to develop a personal philosophy of ministry. In addition, students study and utilize essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.

**CHM 270 Using Social Media in Ministry 2 credits**

Emerging social media and digital technologies are changing the way organizations—including the local church—reach constituents and communities. How do Christian leaders develop strategies to leverage social media effectively as a tool for communication and outreach? In this course, students will explore available social media tools; develop a strategy for utilizing social media in a healthy way, both personally and organizationally; and learn to evaluate social media effectiveness through case study and real-world implementation of course learnings.

**CHM 321 Foundations for Teaching and Learning 4 credits**

Students explore the scriptural, theological and historical role of Christian education within the church. This exploration will equip students to teach the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.

**CHM 323 Leadership Foundations 4 credits**

Developing their biblical and theological foundations for the practice of Christian leadership within diverse and changing faith communities, students explore leadership models and theories essential for guiding Christian ministry organizations into the future. Students gain administrative and productivity skills essential for organizational leadership.

**CHM 325 Strategic Ministry 3 credits**

Christian ministry in diverse and fluid cultures calls for strategic and intentional leadership. Students explore and apply current strategic planning theories, methods and tools to help Christian ministry organizations fulfill their missions within ever-changing communities and cultural contexts. Through case study analysis and projects, students apply organizational change theory to congregations and ministry organizations.

**CHM 330 Cultural Contexts and Faith Development 3 credits**

Students study the practice of Christian ministry within different cultural contexts and across the lifespan, paying particular attention to applying principles of biblical interpretation and a Lutheran understanding of Law and Gospel to the design and implementation of ministry experiences. Through applied projects, students develop a commitment to a reflective practice that respects diverse voices and beliefs.

**CHM 421 Teaching to Lead and Equip 4 credits**

Effective ministry requires teams of transformational leaders. Educators and other leaders in the church serve and lead in ways that equip and empower others to serve within their local congregations, communities and beyond. Reflective practice helps leaders shape educational experiences that equip learners to serve and volunteer within diverse and rich cultural settings. Through applied projects and research, students design volunteer ministry programs and leadership training experiences. There is a fieldwork component to this course.

**CHM 425 Youth and Family Ministry 4 credits**

Youth and family ministry is a partnership within congregation, home and community. Grounded in baptismal theology, this ministry is a tending of the faith journey throughout the lifespan. Students develop skills to lead a relational and Christ-centered ministry for and with youth in a congregation. There is a fieldwork component to this course.

**CHM 430 Children and Confirmation Ministry 4 credits**

Current and emerging theories of children's ministry serve as the foundation for developing engaging children's ministry practices, experiences and programs. Additionally, students research and plan effective approaches to confirmation programming. There is a fieldwork component to this course.

**CHM 435 Teaching and Leading Adults 4 credits**

Adult learning theory serves as a foundation for the development of adult education programs and experiences. Throughout this course students explore and apply theories of adult learning, spiritual formation, effective teaching methods and adult spiritual direction strategies. Participants utilize a planning process for initiating and leading adult education programs in ministry settings. There is a fieldwork component to this course.

**CHM 440 Speaking the Gospel 4 credits**

Students explore the practical application of models of personal witness and Christian apologetics through the development of skills in nurturing relationships, recognizing barriers to and opportunities for faith-sharing, dealing with fears, listening actively, and effectively applying Law and Gospel to the needs of the hearer. There is a fieldwork component to this course.

**CHM 445 Practice of Missions in the 21st Century 4 credits**

Students explore the basic tenets of living a mission-focused lifestyle in various cultures and contexts in North America and around the world by becoming familiar with issues related to crossing cultural barriers. These include culture shock; spiritual, physical, and emotional health; learning language and culture; team development; and integrative vocational practices. There is a fieldwork component to this course.

**CHM 450 Great Commission Congregations 4 credits**

Students explore a strategic, team-based approach to congregational outreach and discipleship. By means of classroom and field experiences a multi-phase model is explored, developed and applied to a chosen contextual setting. There is a fieldwork component to this course.

**CHM 455 Urban Outreach 4 credits**

Students develop an understanding and appreciation for the distinct outreach opportunities available in 21st century urban centers. Through classroom experience and interaction with cooperative agencies, a theological perspective is developed that moves students to connect entrepreneurial practices and evangelistic ministry. There is a fieldwork component to this course.

**CHM 488 Independent Study 1-4 credits**

**CHM 490 Theory to Action: Capstone in Christian Ministry 2 credits**

Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth. Students prepare and present a capstone Christian Ministry project.

**CHM 498 Commissioned Ministry Internship I 6 credits**

The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM 498 in the fall and CHM 499 in the spring to complete the 12-month internship.

**CHM 499 Commissioned Ministry Internship II 6 credits**

The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM 498 in the fall and CHM 499 in the spring to complete the 12-month internship.

## Communication Studies (COM)

**COM 103 Interpersonal Communication 4 credits**

Students examine their methods of interpersonal communication in various contexts including dyadic, small group, and mediated communication. Individual activities and group work include both oral and written components. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principles and concepts in the various communication contexts. (COM 103 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

**COM 105 Listening as a Communication Tool 2 credits**

An essential skill for administrators is effective listening; too often hearing is confused with listening. Students will discover their personal barriers to effective listening; learn how to mitigate listening barriers to make others feel heard, integrate new listening skills from the telephone to the boardroom, and discover how much better informed they will be about: business, employees, and customer.

**COM 109 Introduction to Communication 3 credits**

This course introduces the practices and principles of interpersonal communication. This course will require students to gain introductory knowledge of theory as well as apply course concepts through written assignments in addition to individual and group presentations. Emphasis is placed on the communication process. Issues to be addressed include: interpersonal relationships, sending and receiving messages, language, listening, and cultural considerations. Additional emphasis will engage students to think critically about cultural implications regarding interpersonal communication.

**COM 205 Small Group Communication 4 credits**

Students study and practice communication in small discussion and task groups. Topics include leadership and facilitation of groups as well as group dynamics. Group activities include problem solving discussions and task completion. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in face-to-face and virtual groups. (Prerequisite: COM 103 or COM 212)

**COM 212 Public Speaking 4 credits**

Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and text analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM 212 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

**COM 222 Social/Mass Media Communication 4 credits**

Students study and critically appraise the history and development of the various traditional mass and contemporary social media with an emphasis on the impact of these communication developments on individuals and society. The content of the course also includes a strong focus on the dominant social media platforms and their role in marketing and public relations. Students will be able to edit video and utilize basic metrics applied to online communication tools. (Prerequisite: COM 103 or COM 212)

**COM 309 Intercultural Communication 4 credits**

Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating interculturally. (Prerequisite: COM 103 or COM 212)

**COM 325 Social Media & Public Relations 4 credits**

Students develop an understanding of the theory and strategic management of social media especially in the public relations context. By analyzing history, tactics and current trends, students learn how the public relations process and the goal of relationship building with various stakeholders is impacted by various social media applications. Students also become acquainted with social media tactics in various professional settings. (Required prerequisite: COM 103 or COM 212) (Suggested prerequisite: COM 222)

**COM 403 Family Communication 4 credits**

Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, health communication, communicating with aging family members and those with disabilities, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: (COM 103 or COM 212) and COM 205)

**COM 441 Communication Research Methods 4 credits**

Basic quantitative and qualitative approaches and methods are applied to communication studies. The course includes question construction, survey research and design, experimental design, quantitative content analysis and comparisons, and qualitative analysis of participant observation, interviewing and focus group methodology. Critical studies and approaches in the field of communication will be discussed. This course is a prerequisite for COM 442 because it implements the research proposal. (Prerequisites: COM 103, COM 212, COM 205, and COM 222)

**COM 442 Communication Theory 4 credits**

Students study and apply theories to human communication including interpersonal and public communication, small groups, mediated communication, persuasion, gender studies, as well as work, friend, and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. COM 442 implements the research proposal developed in COM 441. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 103, COM 205, COM 212, COM 222, COM 309 and a minimum grade of C- in COM 441)

**COM 443 Persuasive Communication 4 credits**

Students study and apply persuasive communication theories to the study and analysis of communication events including speeches, posters, films, campaigns, television programs, advertising, social media and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through various forms of human and electronic communication. The major project is an application of theory and research. Research projects may be submitted to professional organizations or an online journal for review. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 103, COM 205, COM 212 AND COM 222)

**COM 444 Communication Research Methods 3 credits**

Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

**COM 478 Organizational Communication 4 credits**

Students examine theories of communication systems, processes and assumptions in organization structures. Topics include roles, relationships and responsibilities of individuals within organizations as well as skills in and applications of organizational communication, including communication audits. Interviewing skills in the various demands of organizations will be examined and practiced. Values and ethical communication behaviors are explored through a variety of activities including case studies and self-assessments. Exploration of crisis communication strategies and their effectiveness in organizational image restoration are examined. (Prerequisites: COM 103, COM 212 and COM 205)

**COM 488 Independent Study 1-5 credits**

Independent study offers the opportunity to pursue advanced study in communication. Independent study is open only to students with substantial preparatory course work in communication. It is not intended to be taken in the place of a regularly offered course. (Prerequisite: permission of communication faculty)

**COM 490 Senior Seminar 2 credits**

Students finalize their capstone research project in this culminating experience in the discipline. Students will be expected to prepare their research projects for dissemination to professional organizations for review, presentation, or publication. (Prerequisite: Minimum grade of C- in COM 441 and COM 442, Permission of instructor, Senior Standing)

**COM 498 Internship 1-12 credits**

Students participate in a variety of internship programs in such experiences as editing, publishing, broadcasting, television, human resources, and public relations under the supervision of Communication faculty. Internships are tailored to the needs, interests, and career aspirations of the student. Portfolios, learning logs, and meetings with the internship faculty supervisor are required for all internships. (Prerequisites: COM 103, COM 205, COM 212, COM 222, COM 325, ENG 120 and permission of communication faculty advisor)

**COM 500 Strategic Communication Management 3 credits**

This course provides an introduction to a broad range of strategic communication management topics, addressing the communication theories, dynamics, research, principles, and practices that are most prevalent in small groups, societies, and in all aspects of organizational life. The course takes time to build group relationships and creates a collaborative learning environment conducive for personal and professional growth that emphasizes problem solving and healthy decision-making throughout the program.

**COM 510 Persuasive Communication 3 credits**

This course covers the principles and practices of persuasion, advocacy, and marketing. Learners explore theories of motivation, attitude, and behavior that guide how an ethical communicator strives to gain compliance; properly advocate for people, values, and ideals; and change attitudes and behavior. Students learn about how research informs marketing and persuasion tactics, and apply key concepts and conceptual frameworks in marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. Students work with a communications plan that addresses a real issue that draws upon the things you have learned in this course. Students also have an opportunity to develop presentation skills through in-class presentations.

**COM 520 Media Strategies 3 credits**

This course presents a structured approach to understanding and managing internal and external communications. Students explore media relations, the research and creation of strategic public relations media plans, audience analysis, media characteristics, media and marketing decisions, and how to manage various communication technology functions and budgets. Special attention is given to the role of emerging media formats.

**COM 530 Interactive Media Mgmt 3 credits**

This course explores how emerging interactive communication technologies affect interpersonal and organizational communication. Students are introduced to different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business on global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.

**COM 540 Communication Inquiry & Measurement 3 credits**

This course introduces communication research strategies like a communications audit and the role of marketing research, but especially focuses on the Action Research Project (ARP) that each student will complete through the remainder of the program. Students will identify an organizational challenge (problem) that provides a learning content for applying research and change management techniques in two contextual change management cycles. The first three of the five chapters of the ARP are completed in draft form during the course (the remainder of the project is completed independently and presented in COM 695). The course teacher continues to coach the student's independent work after the course is completed and is part of the final project presentation. The ARP becomes a lifelong tool for process improvement for a strategic communication manager.

**COM 545 Interactive Project Management 3 credits**

This course increases student effectiveness in a variety of strategic communication management roles and functions by exploring resources and tools (software) that help manage major projects, analytic evaluations, information from a cross-platform interactive social media projects, or site-appropriate tools for monitoring metrics that project tracking systems for use in social media organizational applications.

**COM 550 Communication Strategies for Conflict Management 3 credits**

This course provides an overview of the nature and functions of perspectives, viewpoints, and values on conflict, as well as the difficult elements and role of communication in human conflict. Students develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational, and intercultural contexts. Professionals will gain an understanding of patterns, research strategies, and processes associated with conflict management styles with civility. This course addresses how language, perception, gender communication, generational differences, and context influence the conflict process.

**COM 560 Intercultural Communication 3 credits**

This course provides an overview of the major concepts, research, theories, and models that explore intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intra-cultural issues, stereotypes, intercultural transitions, and adaptation.

**COM 570 Leadership Communication 3 credits**

This course emphasizes the way leadership depends on healthy communication skills that nurture a healthy organizational culture. Critical management techniques also rely on understanding those leadership skills that are essential to work with people in a dynamic interactive culture. Course elements include a focus on the research behind successful leadership and management strategies as part of human interaction, decision making, problem solving, mentoring, collaboration, team building, change management, facilitation, and core management skills.

**COM 590 Crisis Communication Management 3 credits**

This course addresses the basic types and elements of crises, and the importance of providing effective leadership and management in those times. Effective strategies include procedures for developing a crisis communication plan and identifying ways of reacting to crises when crises occur. Students develop tools for dealing with the media in less-than-optimal situations, learn how to develop plans for different critical audiences (both internal and external), and discover ways to utilize effective strategies for communicating the organizational message during a crisis.

**COM 610 Corporate Responsibility & Ethical Communication 3 credits**

This course explores foundations in personal values and mission statements, decision trees in ethical decision-making, and ethical theories and moral philosophies that relate ethics to organizational, mediated, mass media, and interpersonal communication contexts. The course examines the communication components and hindrances to good ethical decision-making. Students learn how to think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of communication in the creation of an ethical corporate culture. Through case studies, readings, and other activities, students are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.

**COM 695 Capstone 3 credits**

The final course provides an opportunity for students to review and reflect upon the courses and experiences in the program. Additional activities add self-confidence in strategic communication management and leadership skills. Students present the completed Action Research Project they have worked on with the project coordinator, and polish their ARP report in an error-free and thorough submission. Students also continue reading and reflection on their course work and experiences as life skill builders. Students receive feedback from their Action Research Project coordinator and share learning with other students in the final presentation.

## Computer Science (CSC)

**CSC 115 Introduction to Computer Science 4 credits**

This course is designed to provide an overview of basic principles and practices used in the field of computer science. It covers common terminology, career paths in the computer science field, and common methodologies used in software development.

**CSC 121 Basics of Technology in Business 2 credits**

The purpose of this course is to respond to the technological demands of business today. Students will be equipped with the required knowledge and skills to fulfill basic business needs. A foundation in fundamental tools and emerging technologies will be explored through both practice and theory with a focus on how they can be leveraged for business advantage. A solid base in business information systems will provide students the confidence to generate and manage information for thoughtful and informed decisions. Business efficiency and productivity topics will include emerging and contemporary technologies for data management, business intelligence, and professional communication.

**CSC 135 Modern Web Design 4 credits**

This course covers the fundamentals of Web design, using current methods of development across platforms. It includes concepts related to user interface and accessibility. (Suggested prerequisite: CSC 115)

**CSC 175 Math for Computer Science 4 credits**

This course covers mathematical concepts that are widely used in the field of Computer Science, including discrete math, logic, and proofs. (Prerequisite: Minimum grade of C- in MAT 103, or Level 3 on the Math Placement Exam)

**CSC 210 Microsoft Excel Core 4 credits**

Through Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be challenged to manipulate specific data for informative reporting that is visually, accurately and dynamically representative of the learning objective. To accomplish this task advanced formulas, search strategies, and data analysis tools will be incorporated into learning projects including mastery of Pivot Tables and Pivot Charts. Further studies will include strategies for managing large data sets, linking and importing external data, mitigating security issues, and working toward automation. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.

**CSC 225 Object-Oriented Programming 4 credits**

This course provides an introduction to concepts related to object-oriented programming, including pillars of OOP, data structures, and class design. It addresses tiered architectures and the use of UML class diagrams. (Prerequisite: Minimum grade of C- in CSC 301 or equivalent)

**CSC 230 Database Design 4 credits**

Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, and data warehousing. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. de-normalization), and the emergence of unstructured data systems.

**CSC 235 Server-Side Development 4 credits**

This course provides an overview of programming and database techniques used in server-side programming. Topics include handling web form data, SQL, database design, security considerations, stored procedures and JSON. (Prerequisite: minimum grade of C- in CSC 135)

**CSC 240 Database Development for Business 4 credits**

Analyze database use within a variety of business contexts. Gather requirements for a real-life database that addresses current business strategies and develop a prototypical model that meets stakeholder reporting needs and enhances organizational efficiency. Learn the basics of database design including the relational model and an introduction to SQL queries. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data.

**CSC 245 Advanced Web Development 4 credits**

This course applies the knowledge from earlier computer science courses in a real-world application. Working in teams, students will create a website meeting specific client needs using a CMS (Content Management System). In addition, the course covers software tools, coding frameworks, version control and experience working with production, client-based websites. (Prerequisite: Minimum grade of C- in CSC 235 or equivalent)

**CSC 282 Microsoft Word 2003: Level 3 1 credit****CSC 291 Microsoft Access 2007: Level 2 1 credit****CSC 301 Programming and Problem Solving 4 credits**

This course emphasizes structured programming and problem solving techniques as implemented in a high level language. Topics include input and output procedures, control structures and boolean expressions, functions and procedures with parameters, recursion, looping techniques and data structures. (Prerequisite: minimum grade of C in MAT 135 or CSC 175)

**CSC 310 Computer Architecture and Operating Systems 4 credits**

This course is designed as an introduction to the functional components of computer systems, including their hardware implementation and management at different levels, and their interaction, characteristics, and performance. The course also covers practical implications for computer programming. (Prerequisite: Minimum grade of C- in CSC 115 or equivalent)

**CSC 330 Language Design and Implementation 4 credits**

The course provides a comparative survey of programming language paradigms. It includes an overview of the properties, applications, syntax, and semantics of selected object-oriented, functional, comparative, and declarative programming languages. (Prerequisite: Minimum grade of C- in CSC 301 or equivalent)

**CSC 340 Database Design 4 credits**

Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, and data warehousing. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. de-normalization), and the emergence of unstructured data systems. Output in various formats including a web-based format using HTML. (Prerequisite: CSC 235)

**CSC 410 Development/Operations 4 credits**

This course presents the use of established reference architectures to model scalable architectures for cloud applications. In addition, it demonstrates the use of cloud management approaches in the provision of infrastructure resources and in the deployment and management of application components. It includes discussion and application of software development processes, including Agile, continuous integration, automated testing, the use of containers, and other issues related to application deployment. (Prerequisite: Minimum grade of C- in CSC 310 or equivalent)

**CSC 430 Distributed System Architecture 4 credits**

This course covers concepts related to distributed systems and parallel computer architecture. Topics include concurrency and concurrent programming, fault tolerance, and parallel programming. (Prerequisite: Minimum grade of C- in CSC 301 and MAT 110 or equivalent)

**CSC 450 Computer Science Capstone 4 credits**

This course is a capstone course for the Bachelor of Science in Computer Science. Students will work with a mentor to develop an application that demonstrates mastery of program outcomes. The final project will be presented to an audience. (Prerequisite: Advisor approval)

**CSC 488 Independent Study 1-4 credits**

## Criminal Justice (CJU)

**CJU 402 Returning Student Seminar for Criminal Justice 4 credits**

This course will provide each student with an opportunity to reflect on their decision to return to college. Emphasis will be on preparations for their return to college and their development of a learning plan. Students will focus on time management, organizational skills, and practical writing for criminal justice practitioners. Extensive time will be devoted to writing fundamentals, such as mechanics, sentence structure, academic and professional prose and APA style.

**CJU 422 Information Literacy in Criminal Justice 4 credits**

Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.

**CJU 431 Inside the Criminal Mind 4 credits**

This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.



**CJU 435 Philosophy of Values and Ethics 4 credits**

Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.

**CJU 437 Systems Thinking in Criminal Justice 4 credits**

Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

**CJU 451 Diversity in Criminal Justice 4 credits**

While multiculturalism is a popular term in today's society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

**CJU 452 Constitutional Law 4 credits**

This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

**CJU 453 Troubled Youth in the Criminal Justice Corrections System 4 credits**

This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

**CJU 455 Contemporary Issues in Criminal Justice 4 credits**

Current criminal justice related events occurring nationally and locally will provide the scenarios for students to apply the knowledge acquired during this degree program in a thoughtful and scholarly manner. Students will draw upon their understanding of systems thinking, constitutional law, religion, modern trends, ethics, and individual and community behavior.

**CJU 490 Criminal Justice Portfolio 4 credits**

This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-portfolio will cap the learning experience. Students will participate in group activities to provide closure to the program.

**CJU 498 Criminal Justice Internship 1-16 credits****CJU 500 Administration of Criminal Justice 4 credits**

This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.

**CJU 502 Correctional Design 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 505 Reflective Adult Learner & Leadership 4 credits**

The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.

**CJU 520 Research Methods in Criminal Justice 4 credits**

This course will provide an understanding of the dynamics of problem-solving with special attention to research methodologies which result in finding creative and productive solutions.

**CJU 543 Contemporary Issues in Criminal Justice Leadership 4 credits**

This course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

**CJU 545 Legal and Legislative Issues 4 credits**

Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

**CJU 570 Applied Ethics in Criminal Justice Leadership 4 credits**

This course will review and analyze popular models of ethical decision making and problems criminal justice professionals face every day. Readings, case studies, and written assignments will provide opportunities to investigate current ethical issues facing criminal justice leaders and managers in organizational settings, as well as critically apply various ethical theories and decision-making frameworks. Discussions relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Weekly written assignments will demonstrate the integration of a personal and vocation ethic.

**CJU 584 Accessing Criminal Justice Resources 4 credits**

This course familiarizes students with online academic and professional criminal justice leadership periodical indexes. Students will employ secondary research techniques in a criminal justice topic area of their choice. Students will evaluate and ethically report the body of research and informational landscape related to the topic in APA style. Students will learn to integrate knowledge navigation into academic, professional, and personal application. Students will also reflect on program objectives and personal learning and identify a direct link between the new knowledge they have acquired and their career field. Students will also begin steps to set up their final project (E-portfolio) due at the end of the master's program.

**CJU 596 Criminal Justice Capstone 4 credits**

The Capstone course is the concluding event of the program. This course assists students in synthesizing previous coursework and research leading to greater self-reflection, application to their career field, and an assessment of their learning throughout the duration of the program. The student will present and discuss the final M.A. Capstone E-folio.

## Curriculum Instruction (CI)

**CI 553 Instructional Strategies 3 credits**

Theory and strategies of designing technology-rich environments to support active learning in schools.

**CI 560 Curriculum and Instruction in Literacy 3 credits**

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

**CI 561 Foundations of Literacy 3 credits**

A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

**CI 562 Literacy Strategies for Grades K-6 3 credits**

An investigation of literature and effective literacy strategies for the elementary classroom.

**CI 563 Literacy Strategies for Grades 7-12 3 credits**

A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

**CI 564 Assessment, Evaluation and Supervision in Literacy Programs 3 credits**

Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

## Cybersecurity (CYB)

**CYB 500 Federal Cybersecurity Policy Review and Risk Management 3 credits**

Students review and analyze compliance implications of selected federal cybersecurity policies with a specific focus on the NIST Risk Management Framework.

**CYB 501 Cybersecurity Risk Management 3 credits**

Students apply the NIST Risk Management Framework (RMF) by completing deliverables and communicating the results of a NIST RMF project. In addition, students review the Common Body of Knowledge (CBK) of the Certified Authorization Professional (CAP) certification.

**CYB 502 Cybersecurity Practicum I 3 credits**

Students develop the capability to support the conducting of an assessment and authorization project requiring the use of security controls. Students will then document results.

**CYB 503 Cybersecurity Practicum II 3 credits**

Students develop the capability to provide recommendations based on the results of an assessment and authorization project which requires the use of security controls.

**CYB 504 Best Practices in Vulnerability Assessment, Exploitation and Remediation 3 credits**

Students assess system vulnerabilities, conduct controlled exploitation and produce and communicate an effective remediation plan by applying the professional Common Body of Knowledge (CBK) for both the Certified Ethical Hacker (CEH) and EC-Council Certified Security Analyst (ECSA) certifications.

**CYB 505 Cybersecurity Career Advancement Private and Federal Sector 3 credits**

Students analyze cybersecurity career trends in order to develop their career objectives and to identify competencies, specialized areas, and knowledge skills and abilities (KSAs) required for successful attainment of their objectives. Based on this analysis, students begin developing their cybersecurity career advancement plans.

**CYB 506 Cybersecurity Insider Threat Prevention: Personnel Security I 3 credits**

Students assess the factors affecting the prevention and detection of insider cybersecurity personnel threats through the security investigation process.

**CYB 507 Cybersecurity Insider Threat Prevention: Personnel Security II 3 credits**

Students continue to examine how the security investigation process relates to preventing and/or detecting insider cybersecurity personnel threats. Utilizing the assessment completed in 6051, students finalize and submit a security clearance application.

**CYB 508 The Function of Incident Management in Cybersecurity Risk Management 3 credits**

Students analyze the function and components of incident management in cybersecurity risk management by developing an incident management requirements plan which utilizes continuous monitoring. Plan components include rapid incident detection, containment, impact mitigation, impact, and secure restoration of operations.

**CYB 509 Cybersecurity Leadership Best Practices 3 credits**

Students utilize the 10 domains of the Certified Information Systems Security Professional (CISSP) Common Body of Knowledge (CBK) as a framework for helping organizations integrate stronger security protocols by determining the best response to specific scenarios.

## Differentiated Instruction (DI)

**DI 509 Application of Differentiated Instruction in Gifted Education 3 credits**

This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

**DI 515 Family Systems for Educators 3 credits**

Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

**DI 532 Collaboration in Inclusive Settings 3 credits**

A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.

**DI 534 Teaching Students with Mental Health Needs 3 credits**

A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

**DI 536 Inclusion: Effective Practices for All Students 3 credits**

Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

**DI 538 Differentiating Instruction Across Content 3 credits**

This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

**DI 594 Effective Practices in Differentiated Instruction 3 credits**

An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

## Early Childhood (ECC)

**ECC 180 MN EC Educators Conf 1 credit**

Join the faculty of Concordia University and the Minnesota South District for this annual conference. Choose from over 60 sectionals with tracts geared for infants, toddlers, preschool, kindergarten, primary, school age, administrator as well as general topics to update your knowledge, exchange ideas, and reaffirm your commitment to the education of young children. For more information and conference register see the website: [www.csp.edu/earlychildhood](http://www.csp.edu/earlychildhood) or call 651-641-8857.

## Early Childhood Education (ECE)

**ECE 321 Pre-Primary Education 3 credits**

Emphasis is placed on an understanding of history and current trends for three, four, and five year olds in early childhood and kindergarten. The focus of the course includes the development of appropriate learning environments and teaching strategies for skilled, foundational, and impressional treatment of all curricular areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. This course includes 30 hours of practicum time with young children. (Prerequisite: PSY 210)

**ECE 322 Kindergarten Endorsement Methods 2 credits**

Emphasis is placed on an understanding of the history and current trends for Kindergarten. The focus of the course includes the development of appropriate learning environments, activities, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

**ECE 323 Kindergarten Methods 2 credits**

Emphasis is placed on an understanding of the history and current trends for kindergarten. The focus of the course includes the development of appropriate learning environments, activities, interactions, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

**ECE 324 Language Development and Emergent Literacy 3 credits**

This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition and emergent literacy. The research and stages of language development from birth through age seven are extensively explored. Literacy strategies are explained, modeled, and experienced. The process of acquiring English as a second language and supportive strategies from adults and peers is also explored. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. Twenty-five hours working with young children is required. (Prerequisite: PSY 210)

**ECE 325 Education of Infants and Toddlers 3 credits**

This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY 210)

**ECE 326 Building Primary Classrooms 3 credits**

Emphasis is placed on an understanding of the history, goals, and current trends in the education of primary children. The focus of the course includes the development of a creative primary learning environment and strategies in achieving the standards set by the State of Minnesota.

**ECE 425 Young Children with Special Needs 2 credits**

This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique needs of individual children in the early childhood setting. Emphasis is given to the integration of theories, research, practical application, and promotion of collaboration between early childhood professionals, special educators, and parents. Particular attention is given to authentic assessment which informs instruction, program planning, and individualization of activities. Also included is the presentation and discussion of the theory of behavior guidance in an inclusive early childhood classroom. May be taken in lieu of ED 439. If so, 25+ human relations hours working with students with disabilities are required. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY 210)

**ECE 426 Organization and Administration of Early Childhood Education 1 credit**

This course, which is normally completed during the student teaching semester, deals with the following administrative topics: responsibilities of the early childhood director, supervision and evaluation of staff, staff development, budgeting and finances, health maintenance and safety, parent involvement, and public relations. (Prerequisite: PSY 210)

**ECE 427 Authentic Assessment and Guidance in ECE 2 credits**

Students will examine the various methods of child study, observation, portfolio development, and other authentic assessment strategies as a way to assess children's growth and the development of knowledge and skills. Classroom management strategies will be explored including the effect of classroom practices and learning environments on children's behavior.

**ECE 520 Effective Research Writing 3 credits**

This course will emphasize the difference between academic writing for a master's program and writing for personal use. APA Formatting will be emphasized, strategies for developing a literature review, and writing for academic use will be included.

**ECE 521 Topics & Research in Early Ed 3 credits**

This course will explore the current research in early education focusing on the theme of evidence based practices by integrating theory with the activities of teacher researchers. Current empirical studies will be used to apply and understand research methods.

**ECE 522 Play: Theoretical Foundations and Applications 3 credits**

This course is a study of the various theoretical foundations of play and their application to young children's development and learning. Students examine the role of the teacher in children's play, analyze play environments, and review the issues and research affecting children and curricula.

**ECE 526 Curriculum and Instruction in Early Childhood Education 3 credits**

Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.

**ECE 527 Observation and Assessment in Early Childhood Education 3 credits**

The various methods of child study, observation, portfolio development, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

**ECE 541 The Diverse Classroom 3 credits**

This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

**ECE 544 Language Development and Emergent Literacy 3 credits**

Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

**ECE 576 Methods in Early Childhood Programming 3 credits**

This course is an in-depth look at current literature that supports leadership in early childhood education and then extends learning to the complexities of quality programming in early childhood education.

**ECE 577 eFolio and Completion 3 credits**

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will complete, present, and discuss the final M.A. Capstone eFolio.

## Earth Science (ESC)

**ESC 160 Earth Science 4 credits**

This introductory course covers the areas of geology, meteorology and astronomy. Knowledge is gained from the text, supplementary sources, class sessions, field work and by use of geology, meteorology and astronomy equipment. A great variety of supplementary aids, including the use of web sites, enhance the course. Three lectures and one two hour laboratory per week.

**ESC 488 Independent Study 1-4 credits**

## Economics (ECO)

**ECO 101 America in the Global Economy: Macroeconomics 4 credits**

This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States role in their development.

**ECO 102 America in the Global Economy: Microeconomics 2 credits**

This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will first introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy.

**ECO 401 Global Economics 4 credits**

This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets. (Prerequisite: Minimum grade of C in ECO 101)

**ECO 498 Internship: 1-16 credits**

## Education (ED)

**ED 201 Foundations of and Introduction to Education 3 credits**

Concordia's teacher education program and its conceptual framework are introduced to students in this course. This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. During the duration of the course students need to register for required MTLE Basic Skills Test (additional fee). A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. Admission to Program is an outcome including development of efolio and admittance to program interview. (Prerequisite: PSY 210, PSY 220 or PSY 215)

**ED 202 Critical Dispositions for Teachers 1 credit**

An introduction to Concordia's teacher education program including its rationale and procedures for admission, retention and completion of the program. Students are introduced to the teaching profession and explore their own currently held understandings, beliefs and dispositions about teaching. This course is intended for transfer students who have previously taken an introduction to teaching course. (Prerequisite: PSY 210, PSY 220 or PSY 215)

**ED 290 Language and Society 4 credits**

This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.

**ED 330 Human Diversity and Relations 2 credits**

This course helps students experience, understand and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included.

**ED 336 Educational Psychology 3 credits**

This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment.

**ED 342 Teaching Literacy 4 credits**

The important connection between all the literacy skills: reading, writing, listening, thinking and speaking is addressed. An understanding of a balanced reading approach is emphasized. The approach includes methods of embedding a wide variety of children's literature in the classroom through literature circles, thematic units, reading and writing conferences, reading and writing workshops, process writing and authentic assessment. Teaching strategies for building comprehension, word recognition and word analysis skills are presented as well as appropriate developmental and instructional orientation to spelling, grammar and punctuation. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

**ED 344 The Effective Teacher 3 credits**

The planning, instructional strategies, and assessment that have wide application to effective teaching are examined. (Prerequisite: Minimum grade of C- in ED 201 or ED 202)

**ED 345 The Effective Elementary Teacher 2 credits**

Instructional methods and materials that have wide application to the elementary grade levels are examined. Particular emphasis is given to such topics as the decision-making inherent in teaching (CSP model), effective instruction (planning, critical presentation skills, student interest, motivation, and involvement, etc.) and effective classroom management. (Prerequisite: admission to Teacher Education Program)

**ED 346 The Effective Middle School Teacher 2 credits**

The historical, sociological, psychological and philosophical aspects of the middle school are studied. Discussion and activities focus on the purposes, functions and implications of the curriculum and the learner. Students explore middle school teaching practice and student learning in the classroom and current middle school organization and practice. (Prerequisite: admission to Teacher Education Program)

**ED 347 The Effective Secondary Teacher 2 credits**

This course provides a study of the purposes, history, philosophy, organization, operation, students, curriculum, teaching practices, and current problems of secondary schools in the United States. Emphasis is on the knowledge and skills necessary to teach effectively in a secondary school. (Prerequisite: admission to Teacher Education Program)

**ED 348 Second Language Acquisition 4 credits**

This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

**ED 351 Teaching of 9-12 Mathematics 4 credits**

This course emphasizes the content and methods for teaching secondary mathematics. The course includes curriculum design, effective instructional strategies, methods of using technology to enhance student learning, procedures for assessment of student learning, and a high school field experience. (Pre-requisite: Admission to Teacher Education Program, MAT 110 and MA T135)

**ED 352 Teaching 9-12 Social Studies 2 credits**

This course provides students with an understanding of how the cognitive and affective dimensions of social studies are combined with learning theory and practice for effective teaching at the secondary level. The professional role of the social studies teacher in and out of the classroom is addressed. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)

**ED 353 Teaching 9-12 Science 2 credits**

This course emphasizes instructional methods specific to the teaching of science in secondary schools. Topics covered include goals and objectives, individualized instruction, lesson planning, inquiry, lab use and safety, evaluation and testing, science and societal issues, field trips and fieldwork, science fairs, computers and professional organizations. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)

**ED 355 Teaching of 9-12 Communication Arts / Literature 2 credits**

This course provides students with an understanding of basic theory and practice in teaching literature, speech, communication, and composition in grades 9-12. It includes instruction in unit planning and implementation, the use of media resources, testing and evaluation, individualizing instruction, and curriculum evaluation and planning. It also introduces some study of the history of and present trends in the teaching of literature and communication. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)

**ED 356 Teaching Elementary Science/Environmental Education 3 credits**

In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science and assessment of the associated learning, as well as recognize the central role of science in the development of enthusiastic learning and innovative, integrative and critical thought. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

**ED 357 Teaching Elementary Social Studies 2 credits**

This course reviews the content, methods, materials and research related to the teaching of elementary social studies (K-6th Grade). Attention is given to the content of the social studies curriculum and its basis within the social sciences, global education, experiential learning, concept development, inquiry methods, moral development, assessment, Minnesota standards, and critical thinking. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

**ED 360 Content & Mthd for K-6 Mathema 3 credits**

This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: Admission to Teacher Education program.)

**ED 371 Teaching Practicum 2-4 credits**

This course provides an early field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license. The course is taken concurrently with methods courses to relate theory to practice. Students are usually placed in diverse, urban classrooms. (Prerequisite: Admission to Teacher Education Program)

**ED 375 Teaching Practicum: Kindergarten Endorsement Methods Field Experience 1 credit**

This course provides a field experience for students taking the Kindergarten Endorsement Methods course. Students are assigned to work with a cooperating teacher at the Kindergarten level and often in diverse, urban classrooms. The course is typically taken upon completion of Kindergarten Endorsement Methods to relate theory to practice. This course will be effective until June 30 2012.

**ED 380 Education of Exceptional Children 3 credits**

This course is designed to explore the various areas of exceptionality among children of school age. Awareness of the scope and nature of the exceptionality, essential educational procedures and available rehabilitative and legal resources will be studied. The course will include a series of pre-practicum experiences documenting a variety of grade levels. SPED580: Graduate students will be required to complete additional reading and research and to prepare a class presentation.

**ED 382 Teaching Students with Linguistic Differences and Difficulties 3 credits**

This course builds on ED 342 Teaching Literacy. In this course students will learn how to facilitate the development of the reading skills in two languages and the transference of the skill developed in one language to a second one. Particular attention will be paid to the specific problems of non-native English speakers learning to read English. SPED 582 Graduate students will be required to complete additional reading and research.

**ED 386 Principles of Bilingual Education 4 credits**

This course provides a basic understanding of the history and development of the bilingual education in the United States. Students will learn about the different bilingual education program models and their implications for implementation.

**ED 389 ESOL Methods: Teaching English to Speakers of Other Languages 4 credits**

In this course students will become more aware of the nature of language, particularly of English and of how language is acquired/taught. The focus will be on the components of language teaching, as well as methodology and evaluation. Specific goals include students increasing their awareness of the grammar of English and learning to use reference grammars to answer questions; students understanding different approaches and methods to language teaching and incorporating them into a syllabus and/or lesson plans; students learning current basic theories of how language is acquired; students selecting and using materials and ready to teach language; and, students assessing English language proficiency and evaluating language performance.

**ED 390 S.E.A.T. Seminar 1 credit**

This course provides opportunities for the student in the S.E.A.T. program to explore different topics of interest to educators. It is designed to help participants to move from the roles of para-educator to professional teacher.

**ED 418 Adult Education and Development 4 credits**

An overview of adult learning theory and development, psychological perspectives of the adult learner, educational implications of the adult system, teaching strategies and program development will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs is utilized. Application is made to adult education in various settings. The service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings. (Prerequisite: upper level standing)

**ED 439 The Inclusive Classroom 2 credits**

Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms. Topics include the classroom teacher's role is assessing, developing, and implementing unique learning experiences and managing group and individual behaviors. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)

**ED 446 Teaching Elementary Music 1 credit**

This course presents the principles, objectives and materials of music education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: minimal competency in music as demonstrated by test, successful completion of Class Piano and/or MUS 120 or MUS 121, admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum.

**ED 447 Teaching Elementary Art 1 credit**

This course seeks to develop in the prospective elementary school teacher the fundamental understandings, attitudes and skills needed for the effective teaching of art in the elementary school. (Prerequisites: ART 101 Approaching Art and admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum..

**ED 448 Teaching Methods for Elementary/Middle School Movement Education 1 credit**

This course provides students with the basic principles of effective instruction in movement education at the Elementary/Middle School level (K-8). The course addresses curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skill, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Instructional subjects will include locomotor/non-locomotor skills, manipulatives, elementary games, fitness activities, and some sport skill development. (Prerequisite: Admission to Teacher Education Program.) Prerequisite to student teaching. (Not required if student completes KHS 330)

**ED 454 Teaching the Faith 2 credits**

Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)

**ED 464 Student Teaching Parent & Family Education and Capstone Seminar 4,8 credits**

Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents. Students are assigned to work with a licensed parent educator. Seminars are held on campus. A capstone project is part of the experience. (Prerequisites: Admission to Teacher Education Program and completion of all coursework in the Parent Educator major.)

**ED 471 Student Teaching 1-16 credits**

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for young children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Birth-Grade 3 Practicum.)

**ED 472 Student Teaching 1-16 credits****ED 475 Teaching 5-8 Mathematics 1 credit**

This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

**ED 476 Teaching 5-8 Social Studies 1 credit**

Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions. (Prerequisite: admission to Teacher Education Program.)

**ED 477 Teaching 5-8 Communication Arts/Literature 1 credit**

This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)

**ED 478 Teaching 5-8 Science 1 credit**

This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

**ED 481 Teaching Students with Learning and/or Behavioral Needs 3 credits**

This course is an examination of the social /emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/ behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who manifest learning disabilities will be considered utilizing diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies.

**ED 483 Collaborative Teaching in Inclusive Settings 3 credits**

This course is designed to help student develop the necessary skills to manage a program designed to meet the educational needs of children with mild to moderate learning and/or behavior problems in inclusive settings. Emphasis will be placed on referral procedures, collaboration skills, instructional planning, effective teaching strategies and adaptive materials. This experience provides teacher education students with an opportunity to gain specialized field experience in special education. SPED583: Graduate students will be required to do an action research project and to prepare a written report suitable for publication.

**ED 485 Assessment of ESL Students 2 credits**

This course prepares the student to undertake testing of students who do not have English as a first language. The course will deal with both the knowledge needed to perform both formal and informal assessments that are meaningful as well as the skills necessary to administer and accurately interpret assessments for limited English proficient students in at least two languages.

**ED 487 Reading Across the Content Areas 3 credits**

The range of standardized and informal assessment options will be studied. Techniques will include the administration of procedures including analyzing data and making instructional and placement decisions. Communication of results to students' parents, caregivers and other professionals; impact on career skills affecting employability; and ethical issues will be discussed. A 15 hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite to Student Teaching.)

**ED 488 Independent Study 1-16 credits****ED 498 Internship 1-16 credits****ED 502 Educational Issues 3 credits**

A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.

**ED 503 Effective Communication for Educators 3 credits**

This course will focus on providing foundational communication skills for educators. All coursework is based on an integrated skills approach with listening, speaking, reading, writing, and grammatical components. Course content focuses on the exploration of U.S. educational systems for students at all levels who study in various physical environments. Students will visit schools. The application of the content in response to the fieldwork will give the student a familiarity with conversational American English, as well as an integration of the common grammatical structures of colloquial English in writing, reading, speaking, and listening. It is further designed to prepare students for academic success in U.S. college degree programs through a final written project to be presented orally.

**ED 506 Community Learning Laboratory 3 credits**

Students are presented with rich opportunities to engage with kindergarten through grade 12 administrators, teachers, and students in a variety of settings. Topics include research supported findings in the following: learning and human development, teaching strategies, and personal qualities.

**ED 507 Diversity in Education 3 credits**

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

**ED 508 Legal and Ethical Issues in Education 3 credits**

A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.

**ED 510 Capstone: CFLE 3 credits**

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio.

**ED 511 Capstone: Non-CFLE 3 credits**

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio. This is the capstone course for students who have selected the Non-CFLE track.

**ED 512 Ethical Issues for Professional Educators 3 credits**

A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

**ED 514 Psychology of Learning and Teaching in Schools 3 credits**

An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

**ED 521 Educational Research and Applications 3 credits**

Mastering the systematic and rigorous process of posing a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.

**ED 522 Educational Foundations and Ethical Issues 3 credits**

Learners focus on the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice are constructed. Emphasis is placed on ethical issues related to the field of education.

**ED 530 Human Diversity & Relations 2 credits**

This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour community service field experience that satisfies a portion of the university's human relations requirement is included and required.

**ED 535 Introduction to Teaching Children 3 credits**

Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

**ED 537 Inclusion in Diverse Classroom 3 credits**

Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

**ED 539 Legal and Legislative Issues 3 credits**

This course will deal with law and legislation that affects early childhood education. Children and childcare are presented as issues of public policy. The skills and strategies of child advocacy are discussed and students are challenged to become active in public advocacy for children.

**ED 543 Introduction to Field Experience: Instructional Strategies 3 credits**

This course prepares learners in developing an understanding of the instructional strategies and leadership skills necessary for teaching and leading in multiple school settings.

**ED 544 Field Experience I 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 545 Field Experience II 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 546 Field Experience III 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 547 Emergent Language Acquisition and Development 3 credits**

The process of emergent language acquisition and development is studied. Literacy strategies are explored, modeled, and experienced. Methods for working with English language learners are addressed.

**ED 548 Content and Methods for Teaching K-6 Literacy 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

**ED 549 Effective Teaching 3 credits**

This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom management, and others.

**ED 550 Content and Methods for Teaching K-6 Mathematics 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of mathematics in the K-6 classroom.

**ED 551 Content and Methods for Teaching K-6 Science 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of science in the K-6 classroom.

**ED 552 Content and Methods for Teaching K-6 Health and Movement 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of health and movement in the K-6 classroom.

**ED 553 Content and Methods for Teaching K-6 Social Studies 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of social studies in the K-6 classroom.

**ED 554 Curriculum & Instruction 3 credits**

A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.



**ED 555 Content and Methods for Teaching K-6 Art and Music 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of art and music in the K-6 classroom.

**ED 556 Supervision and Improvement of Instruction 3 credits**

Theory and practice of supervision of educational programs and personnel with a focus on improvement.

**ED 560 Clinical Experience and Professional Foundations K-6 1-6 credits**

This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom.

**ED 582 Ethics for Educators 3 credits**

This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

**ED 590 Conducting Research and Completing the Capstone 3 credits**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

**ED 591 Completing Thesis-Option Capstone 1 credit**

A review and critical analysis of current educational research with application of active research by the student on a specific question that relates to the program essential question resulting in a thesis-option capstone for publication.

**ED 7000 Introduction to Advanced Graduate Education 3 credits**

This course will be an introduction to advanced graduate programs that include an Educational specialist (Ed.S.) degree and an Educational Doctorate (Ed.D.) degree. Units of study will emphasize research, writing, presentations, and fiscal policy. Legal concerns, etc. In addition, discussions and assignments related to current issues in education will be a major component of this seminar.

**ED 7001 Principal Leadership in 21st Century Schools 3 credits**

This course is designed for individuals who desire to pursue a principal position in the future. The primary focus is on the knowledge and skills of leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

**ED 7002 HR for Principals 3 credits**

This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

**ED 7003 Principal's Role in Instructional Supervision 3 credits**

This course investigates the role of the principal relevant to the supervision of instruction and evaluation of teacher performance for the purpose of instructional improvement. A variety of theoretical models for instructional supervision will be reviewed along with their pros and cons. Students will practice supervisory and evaluative strategies.

**ED 7004 Data Use and Analysis for Principals 3 credits**

This course will provide the learner an opportunity to use data to inform decision making at the principal level by providing a link between research and practice. Using actual data from their school or district students will learn and use statistical data to create a school improvement plan (SIP) and present it as a project in the course.

**ED 7005 Principals and the Facilitation of Change 3 credits**

This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level. It will consider aspects of change in well managed schools that focus on diverse learner needs as well as safe learning environments that promote a culture of excellence.

**ED 7006 Legal Issues for Principals 3 credits**

This course examines the reality of legal issues that the everyday principal must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

**ED 7007 Finance and Business Management for Principals 3 credits**

This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.

**ED 7008 Ethics and Interpersonal Effectiveness for Principals 3 credits**

This course is designed to have potential principals examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

**ED 7009 Principal Internship 1 2 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota

**ED 7010 Principal Internship 2 2 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

**ED 7011 Principal Internship 3 2 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

**ED 7012 Principal Internship 4 1.5 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

**ED 7013 Teaching Internship 4,8 credits****ED 7031 Superintendent Leadership in 21st Century School Districts 3 credits**

This course is designed for individuals who desire to pursue a superintendent position in the future. The primary focus is on the knowledge and skills of school district leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools districts.

**ED 7032 HR Issues for Superintendents 3 credits**

This course examines the human resources available to superintendents and related fiscal issues. It examines the functions and practices in school systems that superintendents deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

**ED 7033 Legal Issues for Superintendents 3 credits**

This course examines the reality of legal issues that the superintendent must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to faculty, students, and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

**ED 7034 School District and Community Relations for Superintendents 3 credits**

This course focuses on PK-12 school districts developing and sustaining district, family, and community relationships based on collaborative initiatives that help all children learn. Emphasis is placed on selected issues, including communication with the diversity of internal and external publics, including older adults, employee associations, governing boards, parents, and students.

**ED 7035 Data Use and Analysis for Superintendents 3 credits**

This course will provide the learner an opportunity to use data to inform decision making at the district office level by providing a link between research and practice. Using actual data from their district students will learn and use statistical data to create a district improvement plan (DIP) and present it as a project in the course.

**ED 7036 Critical Issues and Analysis of Public Policy for Superintendents 3 credits**

Educational policy-making processes are examined at the macro (national, regional and state) and micro ( local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.

**ED 7037 Superintendents and the Facilitation of Change 3 credits**

This course focuses on theories and strategies for leading change in the educational setting at the district office level. Emphasis is placed on systemic change within the district. It will consider aspects of change in well managed school districts that focus on diverse learner needs, legal accountability, and safe learning environments that promote a culture of excellence.

**ED 7038 Ethics and Interpersonal Effectiveness for Superintendents 3 credits**

This course is designed to have potential superintendents examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school district administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

**ED 7039 Superintendent Internship 2-6 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a District Improvement Project (DIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed superintendent in the state of Minnesota.

**ED 7040 Real Time/Relevant Educational Leadership and Educational Reform 3 credits**

This course is designed for students who are pursuing leadership in education. This course will examine the skills, knowledge and disposition required for Real time/Relevant organizational leaders. Students will study the political, social, economic, legal, and cultural contexts that shape today's organizations.

**ED 7041 Data Analysis and Use for Leaders 3 credits**

This course is designed for students in leadership roles to provide them the skills to use data to make informed decisions at the organizational leadership level by providing a link between analysis of data and decision making. Using actual data collected from various levels of the organization they will use statistical analysis to create and organizational strategic plan and demonstrate how it will redesign the organization.

**ED 7042 Human Resource Management in Today's 21st Century Organizations 3 credits**

This course is designed so students will develop an understanding of the significance of human resources available to leaders and related fiscal issues they will examine the current application, research and theoretical perspectives on human resources management practices in an educational setting. Particular attention will be given to the scholarly evaluation of theoretical and practical issues addressed by educational leaders. This course will provide an overview of strategies HR and the leaders' role in acquiring, developing, rewarding and managing the performance of talent in a highly complex academic environment. Moreover, this course will address important topics on staff relations and legal issues as they related to managing staff.

**ED 7043 Leadership Exemplars 3 credits**

This course is design for students to study in-depth the attributes for leaders who have affected change and examine their methodologies to effect change. Students will examine such areas as what characteristics those leaders demonstrated, their problem solving strategies and how they created a culture of change. This course will examine how leadership can impact an organization's culture, structure, productivity, decision making, and resource allocation. It will examine not only the difference between management and leadership but also more effective in today's educational organizations. The course will examine the impact of capital, planning, staffing finances and visioning. It will examine the many challenges educational leaders face in a constant changing environment.

**ED 7044 Leading Change in Today's Organizations 3 credits**

This course will examine the dynamics that influence the leadership of Real time/Relevant organizations, including such variable as changing demographics, workforce, economics, and technology. It will examine how leaders must not only be cognizant of these dynamics but must also develop strategies to address them.

**ED 7045 Advanced Leadership Ethics 3 credits**

This course is designed to understand the moral and ethical imperative that faces leaders. It examines the virtues constructs of a leader, and how to resolve conflicts between personal ethics and organizational ethics. Moreover to apply and address complex ethical issues.

**ED 7046 Introduction to Scholarly Research 3 credits**

This course begins the theoretical discussion of the primary research designs used in educational research. The curricular goal is to establish a foundation for success interaction with the research literature used throughout the program of study. One goal of educational research is to provide knowledge that leads to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature in educational leadership.

**ED 7047 Influences and Assessment of Public Policy 3 credits**

This course examines the knowledge of how public policy is developed, and how research is used to develop public policy. The theoretical framework is to examine the literature regarding the internal and external influences on public policy and how organizations and individuals implement and react to this influence. The course will examine what is good public policy.

**ED 7048 Organizational Theory and Analysis 3 credits**

This course focuses on the leadership skills needed to understand the theoretical framework of organizational decision-making, innovations, and identity. The construct in this course is to understand what the central analysis of decision making and what key concepts of decision making are central to organizations.

**ED 7049 Introduction to Doctorate Level Education 1 credit**

This course is designed to provide students with the knowledge base of the requirements to be considered a doctorate candidate and the expectations that come with that candidacy. In addition, students will be prepared in the requirements of scholarly publication, scholarly presentations, develop skills in preparing a Professional Development Plan, (PDP), with obtainable goals, and how to submit an IRB for approval.

**ED 7050 Dissertation Perparation 3 credits**

This course is designed to provide the students with the skills to: a) develop a research plan, b) develop a line of research, c) understand the use of research methodology, d) conduct a scholarly literature review, e) conduct a comprehensive literature review, f) begin to develop a research topic, and g) start to develop a framework of a dissertation proposal.

**ED 7051 Overview of Research Methodology 3 credits**

This course is designed to provide the student with an overview of the methods of research methods. Students will be an introduced to how to conduct research, what research is, and how to conduct analysis. Students will use this class as an opportunity to refine and expand on their research topic and dissertation proposal.

**ED 7052 Quantitative Research Methods 3 credits**

This course is designed to offer an overview of quantitative research methods. Areas to be addressed in this course are sampling, measurements and instrumentation, research design, and conducting an analysis. The course addresses developing research questions and hypotheses, selecting research methods, and supporting conclusions for research. Compute assisted data analysis will be applied. Such specific content will be: a) understanding the deviations and correlations, b) relations among variables, c) reliability and validity, d) statistical inferences, e) regression analysis., f) use of most recent edition of SPSS, and g) factor analysis. A requirement of this course will be for students to develop a research design using the quantitative methodology.

**ED 7053 Qualitative Research Methods 3 credits**

This course is designed to offer investigations into traditional and exploratory processes of qualitative research, and will provide the critical analysis tools necessary for doing such research. Doctorate candidates will develop skills in the examination and critique of traditional qualitative methodology such as; a) sampling, b) instrumentation, c) determine authenticity, d) data collection, e) data analysis, and f) research format. Students will explore and study such genres as, but not limited to case study, and narrative inquiry. A requirement of this course will be for students to develop a research design using the qualitative methodology.

**ED 7054 Written Comps 0 credits**

This course is designed for the student to demonstrate their writing skills and ability to articulate a comprehensive thought that captures the theoretical constructs presented in the course content.

**ED 7055 Doctorate Field Experience/Research 3 credits**

This course is to offer for doctorate students to engage in a Doctorate Field Experience/Research in an organization of their choosing that will enhance their research agenda. They will develop an understanding of how organizations function.

**ED 7056 Elective Research Methods 3 credits**

This course is designed so students will select a research methodology that is in alignment with their proposed research. They will study in depth this design and will begin to develop and prepare for their dissertation proposal

**ED 7057 Adult Learning Theories and Foundations 3 credits**

This course is designed for students to explore the methods and techniques grounded in adult educational theory, to help adult's learning in a variety of settings. This course will provide an instruction and introduction to critical reflections as a core capacity for teachers of adult learners.

**ED 7058 Strategies for Adult Learning 3 credits**

This course is designed for students to examine and understand the methods, strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as an educational leaders in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

**ED 7060 eFolio Review of Competencies 0 credits**

Written Comprehensive Exam that must be passed prior to registration for ED 7061.

**ED 7061 Written Dissertation Proposal 3 credits**

This course is designed for the student to develop their presentation of the dissertation proposal to a doctorate committee. This includes the significance of the proposed study, literature review supporting the study, the proposed research design, and time line for completion. Once this is completed and approved the student will move into the status of a doctoral candidate.

**ED 7062 Dissertation 0-9 credits**

This course is the start of the dissertation development. Most of this will be time spent with the advisor and writing the first three chapters of the dissertation. The candidate will conduct their research. The sequence of expected outcomes are as follows: 1) the candidate will finalize the first three chapters, and begin, or finish collection of data, to conduct an analysis of the data collected. Start to draw inferences from the data, and 2) work with their advisor in developing their dissertation and prepare for its defense.

## Education Leadership (EDL)

**EDL 507 Human Resources and Diversity 3 credits**

A study of leadership and management for human resources and diversity in the work place in the changing environment of contemporary schools.

**EDL 550 Leadership and Human Resources Management in Education 3 credits**

A study of school leadership and human resource management on the impact of successful learning of all students in educational settings.

**EDL 552 Management of Human and Financial Resources 3 credits**

A focus on educational leadership theory and practice related to the management of human and financial resources.

**EDL 553 Educational Policy and Administration 3 credits**

A study of the educational leader's role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

**EDL 556 Supervision and Improvement of Instruction 3 credits**

A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

**EDL 557 Financial Resources 3 credits**

A study of leadership and management of the fiscal resources of contemporary schools.

## Educational Technology (ET)

**ET 500 Technology Trends and Social Media 3 credits**

A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.

**ET 505 Exploring Classroom Technology Tools 3 credits**

An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

**ET 510 Virtual Classroom 3 credits**

The study of various social media modes to engage the learner and enhance instruction.

**ET 515 Professional Development and Leadership in Educational Technology 3 credits**

A focus on leadership and professional development in planning and integrating educational technology.

**ET 520 Field Experience: Course Development 3 credits**

Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting.

## Engineering (EGR)

**EGR 101 Engineering Seminar 1 credit**

This required course for students interested in an engineering-related major, is designed to acquaint participants with the engineering profession and the various areas of engineering, and to assist with the development of a plan for accomplishing related academic and career goals.

**EGR 200 Introduction to Engineering 4 credits**

Students will develop skills critical for practicing engineers. The course will focus on disciplinary areas of engineering and engineering design, and will give students extensive exposure to visual, written and oral communication forms, and to computer-based design tools. Students will complete substantial design projects, including prototype construction.

**EGR 201 Engineering Software I 4 credits**

This course is an introduction to problem solving with computers using programming languages common to the science and engineering disciplines while learning the design of hardware and software.

**EGR 225 Statics and Dynamics 4 credits**

This course is an introduction to the subject of Engineering Mechanics. Topics include: Principles of Statics and free body diagrams; Equilibrium of particles and rigid bodies; static analysis of trusses, beams, frames, and machines; Laws of Friction; Area and mass centroids, moments, and products of inertia; Principle of Dynamics, Kinematics; Work; and Energy and Momentum of rigid bodies and systems. (Pre-requisite of C- or higher grade in MAT 145 and PHS 221)

**EGR 250 Electronics 4 credits**

Students will learn the analysis of electronic instrumentation and circuits.

**EGR 401 Engineering Software II 4 credits**

Students will learn the design process through Computer Assisted Design (CAD).

## English (ENG)

**ENG 100 Introduction to College Writing 4 credits**

This course is designed for students who need writing instruction and practice before enrolling in ENG 120 College Writing. Focusing on correct and clear sentence construction, organized and developed paragraphs, and significant grammar problems, ENG 100 mixes short writing assignments, class discussion, and individual conferences. Students may be required to take ENG 100 based on their English ACT or their verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG 100.

**ENG 112 Fundamentals of Writing, ESOL 4 credits**

This course, an English for Speakers of Other Languages course, is designed for students whose writing indicates a need to study writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. This may be an elective but it is required for students whose high school grades, test scores and/or writing sample indicate a need for such study.

**ENG 120 College Writing 4 credits**

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

**ENG 155 Introduction to Literature 4 credits**

Introduction to Literature seeks to excite students about literature; to feed students passion about literature; and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.

**ENG 220 Applied Grammar 2 credits**

To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.

**ENG 221 Journalism 4 credits**

This course is an introduction to periodical journalism. It focuses on the contemporary practices, issues, and ethics of the profession. Students will practice extensive in-the field reporting and journalistic writing. (Prerequisite: Minimum grade of C- in ENG 120)

**ENG 222 Journalism Practicum 1 credit**

Journalism II provides an opportunity for "hands-on" experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to *The Sword* (the Concordia student newspaper) on a regular basis. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.

**ENG 227 Column Writing 2 credits**

This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns.

**ENG 228 Review Writing 2 credits**

This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews.

**ENG 317 Topics in Literature and History 4 credits**

This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature. Prerequisites: ENG 120, ENG 155

**ENG 320 Writing in the Workplace 2 credits**

Students in this course will examine the conventions of writing in the workplace. The particular topics of the course will vary depending on the semester. Some of the topics covered might include grant writing, copywriting, writing for the web, public relations writing, or technical writing. (Prerequisite: Minimum grade of C- in ENG 120)

**ENG 324 Teaching Writing 1:1 2 credits**

Often, the best way to learn something is to teach it to someone else. Students in this course will do just that: improve their own writing, editing, and tutoring skills while helping others express their ideas in writing, develop their own writing voice, and edit their own work. Students will apply what they learn from readings, discussions, and writing assignments by tutoring in the Writing Center each week. (Prerequisite: ENG 120)

**ENG 325 Creative Writing 4 credits**

This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 326 Topics in Writing 2 credits**

This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.

**ENG 330 Young Adult Literature 2 credits**

By introducing the student to a wide variety of both traditional and recent literature for young adults, this course helps the student become aware of quality adolescent literature. It includes instruction in oral interpretation of the literature, methods of presenting it in the classroom and planning individualized reading programs for young people of high school age. (Prerequisites: ENG 120, ENG 155)

**ENG 338 History and Principles of the English Language 2 credits**

This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered in the course will be the development of the English language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers.

**ENG 365 British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment 4 credits**

The beginning course in the survey of British literature covers the Anglo-Saxon period through the middle of the eighteenth century. Selected readings lead to discussions about the growth of nationalism and its reflection in literary pride and canon formation. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 366 British Literature II: Romantics, Victorians, Moderns, Post-Moderns 4 credits**

The survey of British literature continues with selected writings from the Romantic period through to the present day. Readings cover the rise of the novel, the fight for women's rights and the decline of colonialism. (Prerequisites: ENG 120, ENG 155)

**ENG 369 Shakespeare 4 credits**

This course offers a study of Shakespeare's work and its relationship to Elizabethan concepts of poetry and rhetoric as well as to gender and imperialism and government. It explores the rich terrain of Shakespeare imaginative world. (Prerequisites: ENG 120, ENG 155)

**ENG 375 World Literature I: Western Classical Literature 4 credits**

This course examines major authors in the Western literary tradition from the ancient Greeks and Romans through the Middle Ages. Authors include Homer, Aeschylus, Sophocles, Euripides, Virgil and Dante. This course may offer additional material from other early cultures. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 376 World Literature II: Geographic or Thematic 4 credits**

Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, the course will explore themes common around the world in forms distinctive to diverse cultures. (Prerequisites: ENG 120, ENG 155)

**ENG 385 American Literature I: Beginnings to 1860 4 credits**

Students examine selected works of early American writers with emphasis on Puritanism, literary nationalism, and the period known as the American Renaissance. Along with examining the literature for aesthetic technique, students discuss significant themes and the literary canon as it relates to minority and women writers. (Prerequisites: ENG 120, ENG 155)

**ENG 386 American Literature II: 1860-Present 4 credits**

Students explore the emergence of local color, realism and naturalism and the fragmentation of modern and post-modern literature between the Civil War and the present. Women and minority writers are important foci. (Prerequisites: ENG 120, ENG 155)

**ENG 420 Persuasive Writing on Contemporary Issues 4 credits**

Students in this course analyze essays by established writers of expository prose, read articles in current magazines and journals and meet with local writers invited into the classroom. Students also write their own creative non-fiction and keep journals. Both in workshops and in individual conferences, the course asks students to consider their own writing as a process that requires their attention to revising and editing. (Prerequisites: ENG 120, ENG 155)

**ENG 425 Creative Writing II 4 credits**

This is an advanced course that requires students to probe more deeply into the elements of short fiction, poetry and creative non-fiction. In addition to producing original creative work, students will read a variety of literary texts and selected works on the craft of creative writing. This class will be run as a workshop. (Prerequisites: Minimum grade of C- in ENG 120, ENG 155 and ENG 325)

**ENG 440 Literary Theory 4 credits**

In this course students become familiar with various critical theories about literature including structuralism, deconstruction, cultural criticism (especially as related to third world literature), feminist theory and psychoanalytical theory. It prepares them to read critically and helps them to develop their own critical stances. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155, and an upper level English course)

**ENG 487 Topics in Literature 2,4 credits**

Topics in Literature offers students an opportunity to study in-depth a literary genre, theme, or movement. Topics will vary from offering to offering. (Prerequisite: ENG 155 or permission of the instructor)

**ENG 488 Independent Study 1-4 credits**

Independent study offers the opportunity to pursue advanced study in language, literature, or communication. Independent study is open only to students with substantial preparatory course work in the discipline involved.

**ENG 490 Seminar in Literature 4 credits**

Seminars in literature cover varying topics in greater depth than is possible in a survey class. Recent seminar topics include Virginia Woolf: Her Art and Her Influence; Emily Dickinson: Her Circle and Her Influence; Seminar in the African-American Literary Tradition; and Victorian Secrets. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

**ENG 498 Internship 1-12 credits**

Students participate in a variety of internship programs in editing, publishing, broadcasting, television and public information under the supervision of the faculty and the director of internships for the company or organization granting the internship. (Prerequisites: ENG 120, ENG 155)

**ENG 499 Framing the Literary Tradition 1 credit**

This course, taught by all full-time English faculty, for English majors and teacher candidates in language arts, is designed to help the major see patterns in course work. Through review, reading and discussion students will re-examine and synthesize texts and ideas. The English Capstone exam is both written and oral. (Prerequisite: senior year status)

**ENG 500 Advanced Workshop I 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 505 Studies in the Craft of Creative Writing 3 credits**

Students will learn to approach writing as a craft, studying the elements of creative writing, such as point of view, character, setting, tone, imagery, etc.

**ENG 510 Advanced Workshop 2 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 515 Studies in the Contemporary Novel 3 credits**

In this course students will investigate some of the themes, forms and techniques of contemporary published novelists with the goal of identifying trends in the genre. Specific authors and sub-topics may vary from semester to semester.

**ENG 520 Advanced Workshop 3 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 525 Studies in Contemporary Creative Nonfiction 3 credits**

This course will investigate various examples of published creative nonfiction, such as the memoir, travel writing, personal essays and narrative journalism. Specific authors and genres may vary from semester to semester.

**ENG 530 Advanced Workshop 4 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 535 Studies in Contemporary Poetry 3 credits**

This course examines the landscape of contemporary poetry, with a focus on the variety of themes, techniques and generic conventions explored by poets writing in English. The specific writers studied may vary from semester to semester.

**ENG 540 Advanced Workshop 5 3 credits**

Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

**ENG 545 The Culture and Ethics of Writing, Editing, and Publishing 3 credits**

Students will explore the culture and ethics of writing, editing and publishing.

**ENG 550 Researching and Writing about Literature 3 credits**

Students will research and write a 25 page extended critical essay on a literary topic approved by their instructor.

**ENG 555 Thesis 3 credits**

Students will write a book-length manuscript in their chosen genre (fiction, creative nonfiction, or poetry).

## Environmental Science (ENV)

**ENV 120 Introduction to Environmental Science 3 credits**

This course is designed to introduce students to environmental science. Course topics will include factors influencing the quality of the environment, ecological principles and relationships, and their relationship to population growth, pollution, resource allocation and depletion, conservation, and technology. The course will make use of the Concordia University Natural Science Research Station as an outdoor laboratory.

## Family Studies (FAS)

**FAS 200 Intro to Family Life Ed 3 credits**

This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future Issues and challenges for family life educators.

**FAS 220 Adolescent Development 3 credits**

This course examines developmental characteristics of adolescence from a family systems perspective; covering physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions with application to family life education and ministry. (Prerequisite: Minimum grade of C in FAS 447)

**FAS 400 Family Systems, Structures and Relationships 4 credits**

This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework. (Prerequisite: Minimum grade of C in FAS 440)

**FAS 440 Overview of Contemporary Families 3 credits**

This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions. (Prerequisite: Minimum grade of C in FAS 200)

**FAS 442 Family Decision-Making and Resource Management 3 credits**

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. (Prerequisite: Minimum grade of C in FAS 400)

**FAS 443 Parent Education 3 credits**

This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths, empowering parents, and remaining sensitive to individual and community needs. (Prerequisite: Minimum grade of C in FAS 448)

**FAS 444 Family Law, Public Policy, and Applied Ethics 3 credits**

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework. (Prerequisite: Minimum grade of C in FAS 443)

**FAS 446 Methodology in Fam Life Ed 3 credits**

This course provides the student with a conceptual framework for programming family life education. Students will apply the methodology of adult learning to the broad principles of family life education. Attention is directed at developing the ability to plan, implement, and evaluate family life education programming. Through the lens of reflective practice, an emphasis is placed on educational methodology and leadership. In addition, networking with community agencies and the resources and challenges of technology in delivering family life education is explored. (Prerequisite: Minimum grade of C in FAS 453)

**FAS 447 Growth & Dev in Children 3 credits**

This course will familiarize the student with child and adolescent developmental theories. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the child and adolescent. Application of developmental concepts to family life education will be emphasized. The course will emphasize the child's position in the family life cycle. (Prerequisite: Minimum grade of C in FAS 446)

**FAS 448 Development in Adulthood 3 credits**

This course familiarizes the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the adult. Developmental concepts across the life span related to family life education will be emphasized. (Prerequisite: Minimum grade of C in FAS 220)

**FAS 451 Family Comm & Relationships 3 credits**

This course familiarizes the student with an understanding of the psychological, spiritual and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social and sexual development of relationships across the life span. (Prerequisite: Minimum grade of C in FAS 442)

**FAS 453 Intimate Relationships 3 credits**

This course examines the intimacy of human sexuality and relationships. Specific attention will focus on the emotional and psychological aspects of sexual involvement, sexual values and decision-making, the physiological and psychological components of the sexual response, and the influence of sexual involvement on interpersonal relationships. (Prerequisite: Minimum grade of C in FAS 451)

**FAS 480 Parent Coaching 1: From Theory to Practice 3 credits**

Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student's ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.

**FAS 481 Parent Coaching 2: Building Skills, Attitudes, and Competency 3 credits**

Students will broaden their knowledge of the field of parent coaching and sharpen their mindful parenting skills. It includes skills for coaching a variety of parenting challenges, behaviors, problems, concerns, issues, and special needs. Also included is a focus on couple relationships and recognizing spiritual needs. (Prerequisite: FAS 480)

**FAS 482 Parent Coaching 3: Professional Applications 3 credits**

Students will apply the techniques and skills that they have learned with actual clients. The professors and cohort members will offer ideas and support to better their coaching sessions. The class contains details for your Parenting Consultant Business as well as gaining Parent Coaching skills. As a result of this class, you will feel like a confident Parent Coach. (Prerequisite: FAS 481)

**FAS 483 Parent Coaching 4: Supervised Field Parent Coaching 3 credits**

There is a required Fourth Class in the Parent Coaching certificate which offers supervision from a certified parent coach. This includes new tools, support, new perspectives, problem solving while being sensitive to the new coach's learning and coaching style. It opens up a new area of confidence for the coach. This class will be available when the student begins their coaching. (Prerequisite: FAS 482)

**FAS 488 Independent Study 1-4 credits****FAS 490 Capstone: CFLE 3 credits**

The final course is designed to help learners reflect on all they have done in the program. Through guest speakers, research study and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience. (Prerequisite: Minimum grade of C in FAS 444)

**FAS 491 Capstone: Non-CFLE 3 credits**

This final course is designed to help learners reflect on all they have done in the BA program. Through discussion questions and review of past coursework, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience. This is the capstone course for students who have selected the Non-CFLE track.

**FAS 498 Family Science Fieldwork/Internship 1-12 credits**

The internship provides the student with an in-depth field experience in a work setting that provides family life education services. The student learns to apply family life education theories and principles.

**FAS 499 Senior Outcomes 0 credits****FAS 504 Systemic Dynamics of Families 3 credits**

This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.

**FAS 506 Families In Society 3 credits**

This course familiarizes the student with an understanding of the history, evolution and demographics of the family. Kinship, family structures, functions and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in the society.

**FAS 507 Seminar in Family Science 3 credits**

This seminar is an advanced exploration of the field of family science and family life education. (Pre-requisite: Year 3 of the Family Science 3+2 program)

**FAS 525 Public Policy and Applied Ethics 3 credits**

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

**FAS 530 Family Communication and Relationships 3 credits**

This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.

**FAS 532 Navigating the Oceans of Data and Information in Family Life Education 3 credits**

The course is designed to introduce the scope and function of information and the research process in family studies. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature and information in family studies.

**FAS 534 Reflexive Assessment and Evaluation in Family Life Education 3 credits**

This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in early childhood education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing strategy for a program in early childhood education.



**FAS 540 Family Decision Making 3 credits**

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. Topics include: decision-making, valuing, planning, communication, and organization skills for resource use.

**FAS 551 Seminar in Human Growth 3 credits**

This course includes a study of human growth and development throughout the life cycle. Consideration of physical, emotional, cognitive, social, moral, sexual, spiritual and personality development is included.

**FAS 560 Intimate Relationships 3 credits**

The purpose of this course is to familiarize the student with the emotional and psychological aspects of intimate relationships. Topics include: dating and courtship; love and romance; and sexual behavior, values and decision-making. An emphasis will be on sexuality and intimacy in interpersonal relationships across the lifespan.

**FAS 570 Parent Education 3 credits**

This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths; empowering parents, and remaining sensitive to individual and community needs.

**FAS 576 Methods in Programming 3 credits**

This course provides a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.

## Finance (FIN)

**FIN 211 Personal Finance 2 credits**

This course presents an overview of the financial planning process for individuals. The focus is on the decision-making tools and applications of financial planning. Students will build their own financial plan that will guide their financial decisions in the present and in the future.

**FIN 301 Corporate Finance I 4 credits**

This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, analysis of financial statements, and the time value of money. Students also complete a research project. (Prerequisites: ACC 201)

**FIN 311 Corporate Finance II 4 credits**

This course continues the examination of various corporate finance topics from Corporate Finance I. Special focus is given to long-term financing, including bonds, preferred stock, common stock and the optimal capital structure. Students also explore capital budgeting and the cost of capital and dividend policy. (Prerequisite: FIN 301)

**FIN 411 Investments and Capital Markets 4 credits**

This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are analyzed. Various investment methodologies are discussed. International investing, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN 301)

**FIN 420 Financial Development, Fundraising, and Grant Writing 4 credits**

Students learn the theory and practice of philanthropy, fundraising and grant writing for non-profit organizations. This course provides hands-on instruction for identifying grant opportunities, writing proposals, and evaluating proposals for non-profits. Students also learn to develop budgets and manage resource acquisition through ethical fund-raising and the development of philanthropy partners.

**FIN 488 Independent Study 1-4 credits****FIN 498 Internship 1-16 credits**

## Geography (GE)

**GE 101 Human Geography 2 credits**

Human Geography is an introduction to the basic techniques and concepts of geography. Population, culture, livelihood, settlements and political geography are introduced with emphasis placed on the human role in inhabiting and changing the landscape.

## Graduate Study Abroad (GST)

**GST 597 Graduate Study Abroad 0-4 credits**

This international travel course supports students' program learning with first-hand experience.

## Greek (GRK)

**GRK 211 Beginning Greek I 4 credits**

Students begin their study of the fundamentals of Greek grammar.

**GRK 212 Beginning Greek II 4 credits**

Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK 211)

**GRK 299 Greek Review 1 credit**

Students review basic concepts, master of vocabulary and forms, and explore syntactic structures in preparation for the seminary entrance exam.

**GRK 312 Matthew 2 credits**

Through reading of major portions of the Greek text of Matthew, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the indicative verb. Matthew is read in the fall term prior to Year A in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

**GRK 314 Mark 2 credits**

Through reading of the complete Greek text of Mark, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to nouns, pronouns, and adjectives. Mark is read in the fall term prior to Year B in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

**GRK 316 Luke 2 credits**

Through reading of major portions of the Greek text of Luke, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the vocabulary of Luke. Luke is read in the fall term prior to Year C in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

**GRK 412 Galatians and Romans 2 credits**

Through the reading of the complete Greek texts of Galatians and Romans, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to participles. (Prerequisite: GRK 212 with a grade of C or above.)

**GRK 414 Corinthians 2 credits**

Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Pre requisite: completion of GRK 212 with a grade of C or above.)

**GRK 416 General Epistles 2 credits**

Through selected reading of the Greek texts of a wide variety of epistolary writings, students build their skills in the translation of biblical Greek and in the analysis of textual variants. Particular attention will be given to texts displaying a broad range of textual variation. (Prerequisite: GRK 212 with a grade of C or above.)

**GRK 488 Greek Independent Study 1-4 credits**

## Health Care (HCR)

**HCR 220 Epidemiological Foundation 4 credits**

This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological investigations.

**HCR 250 Leadership Communication 4 credits**

This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.

**HCR 300 Strategic Leadership of Resources, People and Teams 4 credits**

The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

**HCR 325 Compliance and Regulatory Requirements 4 credits**

The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

**HCR 330 Communication Strategies for Conflict Management 4 credits**

This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

**HCR 340 Health Care Information Systems 4 credits**

This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

**HCR 350 Healthcare Diversity and Global Issues 4 credits**

Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

**HCR 400 Health Care Finance 4 credits**

Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of healthcare payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a healthcare organization.

**HCR 435 Ethics and Decision Making in Health Care Environments 4 credits**

This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

**HCR 440 Legal Environment for Healthcare Managers 4 credits**

This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

## Health Care Aging (HCA)

**HCA 500 Public Policy and Aging 3 credits**

This course examines social policy in both the United States and Minnesota specifically, looking at the current major issues affecting older adults such as income security and health care financing. Programs mandated by the Older Americans Act are explored. The process of how a health care bill becomes law will be researched.

**HCA 510 Health and Physical Characteristics 3 credits**

This course examines the physical process of aging and the physiological changes that accompany the aging process, relating these to the social and economic factors that affect health status and independent living. Students will study the characteristics of age-related diseases such as Alzheimer's, Dementia, Incontinence, Heart Disease, Arthritis, Vision and Eye Diseases.

**HCA 515 Spirituality and Aging 3 credits**

This course explores and examines issues around spirituality and faith, to promote the lives, health, and spiritual well-being of older adults of all faiths and cultures. Faith is important to older adults; understanding the various practices of our diversified community is necessary to serve them and meet their needs. Inviting various clergy from our community would be an enhancement to this course.

**HCA 520 Diversity in Health Care 3 credits**

Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity.

**HCA 525 Program Development and Service Delivery 3 credits**

Students will gain an understanding of the structural problems that underlie the challenges in using formal services. The course will cover a wide range of services that older people may need, both formal and informal services, service coordination and integration, and the role of both consumer directed and professional case management in negotiating service systems. Types of care facilities would also be discussed: memory care, assisted living, home care, and long-term care.

**HCA 530 Research Methods 3 credits**

Introduce students to qualitative research methods within the context of aging. Quantitative research will look at methodologies and technologies of social science research emphasizing the diversity in our aging population.

**HCA 535 Marketing to the Older Adult Population 3 credits**

This course examines marketing principles as applied to aging services organizations, and learning about the distinctive concepts and objectives for this demographic. Students will examine varied cultures and learn to apply marketing concepts based on their target audience and product.

**HCA 540 Professional Ethics, Fraud, Abuse, and Exploitation 3 credits**

Students will gain an understanding of the roots of ethical practice and consider moral behavior in light of a changing and diverse society and the complicated issues of modern science and technology. This course examines abuse and neglect in its various forms, the signs and symptoms, reporting requirements, and how those working with older adults, as mandated reporters, can work with Adult Protective Services and the other legal, medical, and community agencies that deal with this difficult and complex issue.

**HCA 545 Grant Writing and Fundraising 3 credits**

This course offers students an opportunity to develop skills in fundraising. It will include reviewing successful grants, researching grant opportunities, the grant writing process, assembling documentation, managing and evaluating a grant, and reporting procedures. Processes for both for-profit and nonprofit will be compared.

**HCA 555 Economic Issues in Aging Populations 3 credits**

This course will look at the economic issues surrounding aging population. Examining projections and trends, students will analyze the elements in our society that play important roles in providing people with income and health security, which are currently hot topics in both our Federal and State governments. Medicare and Medical Assistance, social security, private pensions, and long-term care insurance are examples of topics to study. The course looks at how public policy effects different populations such as minorities and women with discussion on how to revamp our system across the generations

**HCA 565 Master's Thesis 3 credits**

Thesis or Project related to their specific field of interest.

## Hebrew (HBR)

**HBR 311 Biblical Hebrew I 4 credits**

This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.

**HBR 312 Biblical Hebrew II 4 credits**

The study of basic Hebrew grammar is continued in this course. Students are introduced to weak verbs and to the study of the Hebrew text of the Torah. (Prerequisite: HBR 311)

## History (HIS)

**HIS 121 World History 4 credits**

A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.

**HIS 212 Introduction to History 4 credits**

Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.

**HIS 220 Leaders in American Society 4 credits**

In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.

**HIS 221 World Culture: Greece and Rome 4 credits**

This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements which shape the metropolitan and cosmopolitan world culture of which we are heirs.

**HIS 231 USA to 1877 4 credits**

This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.

**HIS 233 USA since 1877 4 credits**

This survey course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation's emergence as a world power and its failure to keep the promises it made in the 13th & 15th amendments. Students will also examine: America's various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

**HIS 267 Introduction to Latin America 4 credits**

An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

**HIS 285 European History Since 1789 4 credits**

This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

**HIS 317 Topics in Literature and History 4 credits**

This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature. Prerequisites: ENG 120, ENG 155

**HIS 320 Minnesota History 2 credits**

This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota's place in the global community.

**HIS 325 U.S. Business History 4 credits**

The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

**HIS 330 America's Civil War: 1845-1877 4 credits**

This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln's leadership, battles and military strategies, soldier's lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.

**HIS 332 The Cold War: A Global Perspective 4 credits**

This course examines the causes, actions, and results of a conflict between the world's superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.

**HIS 334 US Foreign Policy 4 credits**

This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.

**HIS 341 The Civil Rights Movement in the U.S. 4 credits**

This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

**HIS 355 Themes in World History 4 credits**

This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Pre-Req waiver can be signed by professor).

**HIS 367 Women's History 4 credits**

An analysis of the social, political, and economic role of women in America and around the world. This course will cover both the history of women as well as contemporary issues concerning gender and equality. Global issues and themes will be accentuated.

**HIS 382 Hitler's Germany 4 credits**

From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period, 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany's role in a larger European context.

**HIS 385 Britain since 1688 4 credits**

Beginning with the Glorious Revolution of 1688, this course explores themes such as the rise of Britain to a world power in the eighteenth century, the impact of the Industrial Revolution and imperialism, the Victorian world view, two world wars and the Thatcher Revolution of the 1980s. Emphasis is placed on understanding Britain's role in a larger European and world context.

**HIS 389 The Holocaust 4 credits**

This course will introduce students to the history of the Holocaust and to individuals who embodied those issues. We will examine the historical development of anti-Semitism, German political and cultural history of the 19th and 20th centuries and the actions taken against Jews that culminated in the attempted implementation of a final solution to the Jewish question. Course will consist of lectures, readings and discussion, with occasional guest speakers and films.

**HIS 390 Vietnam War 4 credits**

This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America's role in the conflict; international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington's initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war's legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.

**HIS 395 History and Politics of Modern Asia 4 credits**

In-depth study of selected topics in contemporary Asian history, government, and politics. Primary focus will be on India and China, but other historical and political topics, issues, and countries will be covered.

**HIS 401 Research and Writing in History 4 credits**

This serves as the research and writing capstone course for History majors and minors. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

**HIS 403 Introduction to Professional Studies 1-2 credits**

History, Political Science, and pre-law students will be introduced to and given opportunities to tour and work in a variety of professional settings: archives, museums, professional record-keeping centers, law offices, etc. Students may use this class to select, an internship site or think more broadly about vocational opportunities in the discipline.

**HIS 487 Readings Seminar: Topics in History 2 credits**

Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings-seminar topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

**HIS 488 Independent Study 1-4 credits**

Independent study provides a more flexible educational experience for the student as well as college credit for work done outside the conventional classroom setting. These courses are generally designed and supervised by a faculty member. Students are responsible for completing an application form that specifies course goals, objectives, projected outcomes, learning strategies, and evaluation procedures. The student's advisor, course instructor, department chair, and the dean must approve the proposal.

**HIS 498 Internship 1-16 credits**

Students participate in internships in state and local government agencies, archives, museums, and related fields of interest under supervision of staff members of the department of history.

## Hmong (HMG)

**HMG 101 Introduction to Hmong Studies 2 credits**

Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

**HMG 110 Introduction to Hmong History 4 credits**

This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.

**HMG 201 Hmong Culture and Society 4 credits**

Through a combination of lectures and field work experiences, students will gain a better understand of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.

**HMG 202 Hmong Literature and Art 4 credits**

In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.

**HMG 255 People and Culture of China 4 credits**

China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the people and culture of China. Students will learn about the Chinese language, literature, history, religion, economics, politics, education, arts and other aspects of Chinese culture. Students will receive an orientation and become acquainted with the course objectives prior to the course. Classroom instruction and cultural appreciation will be integrated with a cultural tour of Beijing, Xi'an, and other major Chinese cities and sites. Visits to the great wall of china, the temple of heaven, the summer palace, Tiananmen Square, the forbidden city, and the Lama Temple. Excursions will be made to local markets, a Chinese cooking class, a river cruise, a site visit to a Chinese school, the Terracotta Warriors, and a Hmong village. Particular attention is given to the Hmong experience in two comparative contexts: China, and the United States.

**HMG 301 Hmong Cosmology and Belief 4 credits**

This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.

**HMG 327 Reading and Writing for Hmong 2 credits**

Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.

**HMG 328 Reading and Writing for Hmong-Intermediate 2 credits**

With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.

**HMG 488 Independent Study 1-4 credits**

## Honors Program (HON)

### **HON 110 Perspectives, Approaches, and the Gospel 3-8 credits**

Using primary texts and artifacts set in their historical/cultural contexts students examine the ways in which peoples of the west, east, and south have apprehended their world, humanity, and God over time. Sciences, arts, and the religious texts of Christianity will serve to challenge students to develop a world view that integrates faith and learning.

### **HON 120 Hearing Their Voices: Globalism, Justice and the Lives of the Marginalized 8 credits**

Students explore the needs of the world through the eyes of the poor and the marginalized. Students assess global conditions of population, health, economic development, ecology, and political expression in view of human responsibility for creation and the Biblical concern for the poor. Students analyze theoretical and practical approaches to addressing global inequities and needs.

### **HON 210 Being Human and Christian in an Interconnected World 4-8 credits**

Students explore their values and beliefs in view of the needs of the less fortunate and the impact of human life on the planet. Particular attention is paid to the role of technology in contemporary life. Students explore Christian concepts of vocation and service.

### **HON 220 Scholarship and Service for the Sake of Others 8 credits**

Students develop and practice models of learning and service on behalf of others and the world. Students integrate their chosen discipline and their Christianity in their Honors Projects.

### **HON 410 Building for Eternity 2 credits**

During their senior year, honors students reconvene to explore again the integration of faith and learning for the sake of others and the world. Through a final project in their chosen discipline, students set a course for on-going learning and service in the context of the Christian gospel.

## Hospitality Management (HSM)

### **HSM 452 Integrated Promotional Strategy in Hospitality 4 credits**

Explore hospitality related competencies in advertising, PR, sales promotion, and marketing through their strengths and weaknesses. Gain skills in strategy development and planning concentrating on incorporating targets, timing, and message strategies with both a U.S. and global perspective. Develop authentic communication skills to ethically advance organizational strategy. (Prerequisites: Minimum Grade of C- in BUS 386)

### **HSM 456 Hospitality Business Management 4 credits**

Examine management interaction and leadership in the world's largest industry by identifying and addressing growth strategies. Develop key management concepts and techniques to support workplace efficiency and productivity to ethically drive the hospitality industry through winning customer experiences. (Prerequisites: Minimum Grade of C- in BUS 386)

## Human Resource Management (HRG)

### **HRG 500 Human Resources Leadership and Ethics 4 credits**

This course examines the full scope of human resources activities. It covers a broad list of key Human Resources competencies including strategic management, teaming, problem solving, conflict management, and creativity. This course will also focus on understanding the value and connection between morality, ethics, and values as they relate to the role of Human Resources leadership in our capital system.

### **HRG 510 Strategic Human Resources and Measurement 4 credits**

This course examines the role of the Human Resources leader in the development of vision, mission, values, and coherent strategic plans. Students will diagnose their strategic abilities and develop a plan for increasing their personal and team strategic capabilities. Students also will explore the importance of developing a global talent management and metric driven mindset.

### **HRG 520 Recruitment, Selection, and Retention 4 credits**

This course will explore the full spectrum of the talent acquisition process with a focus on making an effective business case for implementing talent acquisition strategies. The course also will cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

### **HRG 530 Compensation and Benefits 4 credits**

This course explores employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. The focal point of the course is on designing pay structures that support organization values and strategic objectives. Topics include the strategic role total compensation plays in organizations, the dynamics of alternative pay systems, sales compensation, executive compensation systems, and employee benefits.

### **HRG 540 Organization Development for Human Resources Professionals 4 credits**

This course will help Human Resources leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex business environment is driving the need for continuous change.

### **HRG 550 Research Methods and Design 4 credits**

This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.

### **HRG 560 Finance for Human Resources Leaders 4 credits**

This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.

### **HRG 570 Legal Environment for Human Resource Leaders 4 credits**

This course covers legal employment issues that Human Resources leaders face in operating organizations in today's complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.

### **HRG 580 Human Resources Action Research at Work 4 credits**

This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.

## Human Resource Management (HRM)

### HRM 200 Employment Law 2 credits

Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.

### HRM 310 Managing in Organizations 4 credits

Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.

### HRM 320 Advanced Human Resource Management 4 credits

The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.

### HRM 325 Survey and Research Methods 4 credits

Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

### HRM 350 Legal Issues in Human Resources 4 credits

Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.

### HRM 352 Staffing the Organization 4 credits

How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation and retention.

### HRM 353 Compensation and Benefits Systems 4 credits

How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.

### HRM 400 Recruitment, Selection and Onboarding 4 credits

Study recruitment, forecasting, selection, onboarding, and employee retention. Obtain knowledge on contemporary approaches to internal and external recruiting. Understand job analysis within the context of selection and further be able to identify several selection approaches. Understand the employer's legal responsibilities in the employee selection process. Articulate the positive performance implications related to successful candidate onboarding. (Prerequisites: Minimum Grade of C- in BUS 382)

### HRM 405 Strategic Compensation Systems 4 credits

Study the fundamentals of employee compensations and employee benefits. Examine all aspects of compensation program design and administration; from initial strategy-setting to addressing internal equity/ external competitiveness to pay communication. In addition, examine the basic elements of employee benefits. Design compensation approaches that support organization's strategy and objectives and are competitive in the marketplace. Future challenges and trends will also be covered. (Prerequisites: Minimum Grade of C- in BUS 382)

### HRM 410 Organizational Development and Change 4 credits

Study the fundamentals, theories, and practice of organization development (OD). Learn diagnosis, design, development, and evaluation of OD initiatives. Explore the differences between Human Resource Development and Organization Development, specifically as they pertain to learning and change, and apply them to real life examples. Examine what drives change, how organizations transition through change, and how organizations manage resistance to change. Explore how technology has expanded learning opportunities, the potential it represents for organizational improvement, and how it impacts OD. (Prerequisites: Minimum Grade of C- in BUS 382)

### HRM 435 Business & Personal Ethics 4 credits

This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up this class with their own statement of ethical beliefs.

### HRM 440 Human Resources Plan 4 credits

Learn to solve complex human resources (HR) issues through research, solution identification, and HR plan development and presentation. Select and study an HRM-related issue or opportunity for a real organization. Conduct primary and secondary research. Design a specific solution to the problem and make specific recommendations based on data collection. Write and present an extended report including an implementation plan with costs, barriers, and stakeholders needed to support the plan. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisites: Minimum grade of C- in HRM 400, HRM 405, HRM 410, and HRM 470)

### HRM 470 Strategic Human Resources 4 credits

Examine how HR professionals work as strategic partners within organizations. Explore the differences between the administrative Human Resource professional from the strategic Human Resource professional. Identify skills and competencies needed to perform at the strategic level. Recognize the strategic challenges related to the business and HR specifically. Learn the importance of partnering with business leaders across the organization to improve organization effectiveness. (Prerequisites: Minimum Grade of C- in BUS 382)

### HRM 498 Internship 1-12 credits

## Human Services (HSV)

### HSV 490 Portfolio and Synthesis 2 credits

This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

**HSV 500 Human Services 3 credits**

This course explores the roles and responsibilities that human service professionals perform in delivering services to clients with behavioral health issues in criminal justice and forensic behavioral health settings. This initial course will provide an interdisciplinary view of human services across numerous settings, including social work, case management, child protective services, domestic violence and homeless shelters, substance use and behavioral health treatment centers, first responders, courts, and community supervision. Students will (a) become acquainted with evidence-based non-clinical assessment and intervention techniques, (b) match common community-based resources to client needs, and (c) enhance communication, problem solving, and advocacy skills to employ on behalf of clients.

**HSV 510 Family Violence, PTSD & Trauma 3 credits**

This course will provide an in-depth look at the relationship between family violence, child maltreatment, post-traumatic stress disorder (PTSD), and various forms of trauma and their impacts on global functioning. It will explore risk factors and warning signs associated with family violence and other forms of maltreatment. Students will analyze the direct and indirect impacts of violence and abuse on the victims and other family members. Students will identify victim-offender typologies and explore the impact of substance use and behavioral health in cases involving family violence. Current intervention strategies and available community resources for those affected by family violence and other traumatic events will be included.

**HSV 515 Research Methods in Human Services 3 credits**

This course will provide students with the skills to critically evaluate research on issues in the field of human services. Students will learn how to apply empirical research to their decision-making with clients, including the dynamics of problem solving and the development of creative and efficient solutions. Students will build quantitative and qualitative analysis skills in the application and critique of research methodology (i.e., design, data collection, analysis, and interpretation) in the field of human services.

**HSV 525 Ethical and Legal Considerations in Human Services 3 credits**

This course focuses on the ethical and legal considerations that human service professionals encounter in their daily job duties. Topics include ethical and legal issues such as confidentiality, mandated reporting, consent and release of information, duty to warn, domestic violence, orders for protection, and harassment, especially how such issues come into play for clients with histories of self-harm, family violence, and other forms of violence. Students will learn the use of ethical decision-making frameworks and discuss the dangers faced while working in human service settings and ways to minimize potential liability. Students will explore the potential roles of human service professionals as witnesses in court cases. Students will be equipped to make ethical decisions and properly document practices in the field of human services.

**HSV 535 Psychopathology in Human Services 3 credits**

This course will examine the most common behavioral health conditions observed in human services populations, and their assessment and treatment. Topics include Serious and Persistent Mental Illness (SPMI) conditions, personality disorders, substance-use disorders, and childhood disorders. Students will learn the risk factors and key clinical features associated with each disorder and explore the impact of substance use, traumatic brain injuries, and pre-natal substance exposure on mental health symptoms. Evidence-based intervention and treatment strategies deemed most effective with human services and forensic behavioral health populations will be included.

**HSV 555 Special Populations in Human Services 3 credits**

This course will explore underserved and disadvantaged individuals who are involved in the field of human services. Topics include vulnerable children and adults, individuals impacted by intellectual, learning, neurocognitive, and neuropsychological deficits, and those diagnosed with serious and persistent behavioral health disorders. Special attention will be given to Fetal Alcohol Spectrum Disorders (FASD), Autism Spectrum Disorders (ASD), Traumatic Brain Injuries, Wernicke Korsakoff Syndrome, and trauma. Student will examine the role of institutions such as forensic state hospitals and veteran, dependency, adult and juvenile justice court systems. Students will be equipped to identify and better understand the special populations that are found in criminal justice and forensic behavioral health settings.

**HSV 560 Substance Use and Co-Occurring Disorders 3 credits**

This course provides an overview of substance use disorders and the most commonly abused substances in human service populations. Students will learn how to identify commonly abused substances, recognize patterns and warning signs associated with substance use, and identify evidence-based intervention and treatment approaches. This course will explore the impact that substance use has on brain development, behavior (e.g., violence), and the family system. Assessment criteria and screening practices for clients with comorbid substance use and behavioral health disorders are included. Topics include other complicating factors including chronic medical issues, developmental disabilities, and Traumatic Brain Injury (TBI). Students will be equipped to recognize substance use disorders in human service populations and more effectively assist clients with substance use disorders.

**HSV 565 Sexual Offending 3 credits**

This course introduces the theories and research behind why some clients engage in and justify inappropriate sexual behaviors. Topics include types of sex offenders, risk factors, statistics associated with sex offending, sex offender-specific policies (i.e., registries and civil commitment of SVPs), and sex offender treatment options. Co-morbid conditions and diagnostic criteria that are often associated with sex offending will be highlighted. Students will learn about sex offender-specific risk assessment tools along with their strengths and limitations.

**HSV 566 Risk Assessment in Human Services 3 credits**

This course introduces students to different types of risk assessments (e.g., actuarial and structured professional judgment) used with adolescents and adults in the human services arena. Topics will include in-depth exploration of risk approximation as it relates to self-harm, future violence, familial violence, sexual predation, and trauma exposure. Students will become familiar with the intended use, potential for misuse, and limitations accompanying varied risk assessment tools and methods across different settings. Students will explore the theoretical and research findings that guide the development, selection, and implementation of risk assessment procedures that are relevant to the specific referral question and case. Students will be equipped to select, rate, and utilize information gathered from risk assessment instruments in the field of human services.



**HSV 585 Cultural Awareness and Understanding for the Human Service Professional 3 credits**

This course provides the foundational knowledge and increases the awareness and skills that contribute to culturally competent practice in human services. The course will sharpen the critical thinking skills necessary for cultural competency as it highlights the intersection of cultural diversity, behavioral health, and criminal justice involvement. The course will also build self-awareness of cultural identity and how this can affect the provision of human services. An in-depth look at specific criminal behaviors (e.g., family violence) and how culture impacts these particular behaviors as well as influences involvement with corrections will be explored.

**HSV 590 Forensic Behavioral Health Law for the Human Service Professional 3 credits**

This course will examine the relationship between behavioral health and the legal system and discuss the various roles that human service professionals can play in the forensic behavioral health law arena. Topics include competency, expert witness testimony, courtroom testimony protocols, and the insanity defense. Case studies and scenarios will be used to enhance the student's understanding of the law as it relates to the mentally ill. Issues involving mentally ill offenders and developmentally impaired persons who commit crimes be addressed. The stages of a criminal case and exploration of therapeutic courts (i.e., drug, DUI, and mental health) will be included.

**HSV 595 Research and Capstone 3 credits**

This course is the culminating final project in this program of study. Students will complete a 40-60 page integrative paper on a scholarly topic relevant to the practice of human services in forensic behavioral settings.

## Information Technology Mgt (ITM)

**ITM 312 Harnessing Personal Innovation 4 credits**

Utilize reflective tools and course feedback to examine individual strengths and opportunities for growth as a writer and communicator. Harness this self-awareness to develop a personalized strategic plan that clarifies each student's unique ability to collaborate on teams and innovate for the organization. Begin comparing the effectiveness and efficiency of various electronic and face to face communication strategies amidst a contemporary exploration of technology's global impact on business.

**ITM 325 Business Management for Information Technology 4 credits**

Conduct an in-depth examination of the characteristics of a business and the circumstances that affect their success. Explore varying activities and styles of managers within organizations to develop an effective personal style for managing technology as a business-savvy professional. Study ways to enhance the effectiveness and efficiency of application development and operations management teams. Topics include managing change, compliance, finances, marketing, business intelligence, and frameworks for technology service delivery such as the Information Technology Infrastructure Library (ITIL) and the Control Objectives for Information and related Technology (COBIT).

**ITM 342 Project and Lifecycle Management 4 credits**

Channel effective project management skills to innovate and deliver on business strategy. Utilize a project management simulation to study planning, scheduling, and tracking techniques for effective project management. Apply learning to a draft of the following deliverables for the student's own Applied Research Project: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) project schedule, 5) risk register, and 6) quality management plan. Identify the relationships between IT operations, project management and other value-chain functions that manage internal and external relationships among partners, vendors, and outsourcers. Explore the impact of operations management on a firm's competitiveness and management of IT resources.

**ITM 351 Bridging the Technology-Business Gap 4 credits**

Compare technical to non-technical staff in studying ways to build collaborative effectiveness for the business. Investigate sources of power from the local to global setting to better understand how power can be lost or gained within an organization. Empower each employee with defined outcomes and the right organizational fit. Utilize collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

**ITM 400 Bridging the IT Business Gap for Innovation 4 credits**

Explore how to lead and manage collaborative teams of technical and non-technical workers to deliver business strategy. Use reflective tools to examine individual strengths for personal and professional growth. Learn to use collaborative software tools to work on team projects and to improve in confidence and credibility as an information-literate critical thinker in conducting research, writing, communicating, and presenting. Minimize the barriers to successful intercultural communication by using various tools for teamwork in local and global settings. (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 402 Strategic Project Management for IT 4 credits**

Learn to deliver on new ideas and strategies by practicing traditional and agile methodologies and processes that help bring new products and services to the market. Build on differing strategic approaches and project management techniques to manage innovation so that competitive strategy and new ideas can be realized. Gain skills, through an applied research project, in gathering requirements, applying appropriate methodologies, and utilizing various deliverables to crystalize a measurable objective, perform a cost-benefit analysis, connect to business strategy, and identify constraints. (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 410 Business-Driven Information Systems and Security 4 credits**

Learn how information systems are designed to interact with people and carry out business strategy. Examine enterprise-wide applications, the infrastructure necessary to support these applications, and important implications for security and privacy. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development (e.g. HIPPA, SOX, GLBA). (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 420 Applied Systems Analysis and Design 4 credits**

Study all phases of the project lifecycle with an emphasis on creating a first draft for the Planning and Analysis phases of the student's Applied Research Project. Utilize contemporary case studies such as mobile applications development to compare software and infrastructure development methodologies such as the Systems Development Lifecycle and Agile Methods. Create a common understanding of project requirements by interviewing key stakeholders and diagramming to communicate process workflow. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, business requirements gathering, and Cloud Computing.

**ITM 421 Business Strategy and Technology Innovation 4 credits**

Examine strategies that businesses use to be competitive in the marketplace. Determine how tactical strategies for technology support the business strategy. Practice working in teams to develop techniques for innovation management of technologies.

**ITM 425 Data Management for Intelligent Business 4 credits**

Learn to use business strategy and data-based applications as a foundation for making intelligent business decisions. Examine the normalization process, through team and individual work, to minimize the potential for losing customers through redundant and/or inaccurate data. Study the Structured Query Language (SQL), data warehouse team-building, de-normalization, and data-mining for faster access to operational and strategic information leading to a potential competitive advantage. (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 435 Business Ethics for Information Technology 4 credits**

The conduct of technical and business professionals is considered from a moral and ethical perspective. Students develop their capability and depth as a reflective practitioner by using a rich framework for processing ethical decisions. A rare opportunity is provided to prepare a personal moral and ethical statement as a foundation for future decision-making.

**ITM 440 Applied Research Project 4 credits**

Learn to integrate business and technological knowledge to address an actual worksite need or problem. Through a capstone project gain experience in problem identification, solution selection, cost-benefit analysis, requirements gathering, options analysis, and success measurement. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisites: Minimum grade of C- in ITM 400, ITM 402, ITM 410, and ITM 425)

## International Programs (ITS)

**ITS 102 Foundations for International Students 1 credit**

This course focuses on development of skills on living and learning in the United States.

## Italian (ITA)

**ITA 101 Intro. Italian Lang & Culture 3 credits**

Learning the basics of Italian and the culture of Italy.

**ITA 102 Introduction to Italian Language and Culture 3 credits**

Introduction to Italian Language and Culture 102 gives a broad overview of this fascinating and ancient culture and the basics of the Italian language. It is a continuation of ITA 101 and will prepare students to study abroad in Italy and provide them with the basic tools to survive linguistically and to understand some of the basics of the Italian culture.

**ITA 488 Independent Study 1-4 credits**

## Kinesiology (KHS)

**KHS 100 Walking and Running Basics 1 credit**

This course develops the fundamental skills, strategies and experiences to enjoy the health benefits of walking and running.

**KHS 102 Team Sports Activities 1 credit**

This course develops the fundamental skills, strategies and experiences in team activities such as soccer, volleyball, and basketball.

**KHS 103 Strength & Conditioning Activities 1 credit**

This course develops the fundamental skills, strategies and experiences in fitness activities such as weight training and cardiovascular conditioning.

**KHS 106 Basketball Basics 1 credit**

This course develops the fundamental skills, strategies and experiences to enjoy the sport of basketball.

**KHS 107 Golf 1 credit**

This course develops the fundamental skills, strategies and experiences to enjoy the sport of golf.

**KHS 108 Racquetball 1 credit**

This course develops the fundamental skills, strategies and experiences to enjoy the sport of racquetball.

**KHS 110 Health & Dynamic Human Movement 3 credits**

The aim of this course is to enhance and expand upon the personal and community benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course is designed to optimize informed healthful living, balanced service to God and humanity and enlightened care for self, such that Concordia University students are challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.

**KHS 114 Pilates 1 credit**

This course provides students with a basic understanding of the Pilates method, and how to properly perform a wide variety of introductory mat exercises. These exercises will focus on applying the fundamental skills of Pilates, including breathing technique, focus and body alignment. As students' progress through exercises they will gain awareness of the mind-body relationship, and the many benefits Pilates offers.

**KHS 116 Fitness Experience 1 credit**

This course offers students the opportunity to experience fitness courses at a local fitness center.

**KHS 117 Group Fitness 1 credit**

This physical activity course is designed to help students gain an understanding of how to develop overall physical fitness including cardiovascular fitness, muscular strength and endurance, and flexibility. This course is also designed to help students develop a positive attitude toward exercise and healthful living through participation in aerobic exercise and class discussion. This course involves calisthenics, floor exercises, aerobic exercise, and muscle endurance.

**KHS 125 Introduction to Kinesiology 1 credit**

This course provides an introduction to the sub-disciplines of the field of Kinesiology. At the conclusion of the course, students will have an understanding of the various sub-disciplines of Kinesiology and the current issues present in these sub-disciplines, and be award of available employment and graduate school opportunities.

**KHS 200 Community Safety & First Aid/CPR 1 credit**

This course is designed to give students the fundamental skills and procedures necessary to identify ways to prevent injury and/or illness, recognize when an emergency has occurred, follow emergency action steps, and provide basic care for injury and/or sudden illness until professional medical help arrives.

**KHS 220 Research Methods 4 credits**

This course is designed to expose students to the principles and concepts necessary for understanding the basic elements of research in kinesiology and allied health. Students will learn about the research process, types of measurement and research, and proper writing style. Emphasis will also be placed on locating and evaluating credible evidence from various sources. Concepts from this course will assist students in applying research methods to topics within their own fields of interest.

**KHS 240 Introduction to Public Health 4 credits**

This course gives students an overview of the broad field of public health, which centers on health promotion and disease prevention. Throughout the course students will be actively engaged in discussions and activities that promote a greater understanding of public health as a system, as well as its interdisciplinary connections to other health care fields.

**KHS 300 Applied Nutrition 4 credits**

The study of the interaction of humans with food. Nutritional concepts; current consumer issues in nutrition; nutritional needs through the life cycle; international nutritional concerns and issues are studied.

**KHS 310 Drug Education 2 credits**

Pharmacological and etiological foundations, schedules, classifications, theoretical approaches to dependency, addiction and tolerance together with intervention and prevention strategies are studied. This course is designed to provide students with applicable knowledge and role playing experience in the area of drug use and abuse. Students will develop a broad based knowledge of the various types of drugs and how they are being used today medically and on the street. The students will also be asked to participate in discussions designed to raise their awareness of drug use/abuse and assist them in developing the skills and habits necessary to refrain from the negative impacts of use/abuse.

**KHS 311 Functional Anatomy 4 credits**

This course employs a regional approach to human anatomy and emphasizes the role of the musculoskeletal system in producing movement. Elements of the nervous, cardiovascular, and respiratory systems are also considered. Kinematic features of common athletic movements are explored.

**KHS 316 Psychology of Sport Injury and Rehabilitation 4 credits**

Psychological factors related to sport injury and rehabilitation are examined. Special attention is given to the antecedents to injury, the stress-injury relationship, emotional responses to injury and rehabilitation, and the role psychological skills such as mental imagery, relaxation, goal setting, positive self-talk, and social support has on injury risk and recovery. Ethical issues for professionals and psychological considerations for malingering individuals are also examined.

**KHS 320 Human Life Experience 3 credits**

This is a survey course designed to enable students to understand the biological, physiological, psychological, social, and cultural aspects of sexuality and human sexual behavior. Students will approach much of the material from a variety of different learning strategies including, research, games, small and large groups discussions, guest speakers, group activities, small assignments/worksheets, etc.

**KHS 330 Elementary Methods Block I 4 credits**

This course is designed to give students the basic principles of effective instruction at the elementary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity.

**KHS 335 Middle School/Secondary Methods Block II 4 credits**

This course is designed to give students the basic principles of effective instruction at the middle/secondary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning, teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Testing and measurement are covered in greater detail during this course. (Prerequisite KHS 330)

**KHS 375 Sociology of Sport and Exercise 4 credits**

This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

**KHS 390 Sport Management 4 credits**

Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

**KHS 391 Law & Sport 4 credits**

This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

**KHS 392 Marketing & Fundraising in Sport 4 credits**

Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of date-based marketing in researching the sport consumer the overview of the marketing mix as individual units and the relationship between those units, and the development and endorsement packages.

**KHS 393 Planning & Managing Sport Facilities 4 credits**

This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.

**KHS 394 Sport Business 4 credits**

This course will include a comprehensive analysis of issues related to sports business. Topics will include finance, accounting and budgeting as it relates to the world of sports business.

**KHS 400 Health Psychology 4 credits**

KHS 400 Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

**KHS 410 Health Methods and Strategies 3 credits**

Health Methods and Strategies is designed to help learners identify and practice effective methods of facilitating K-12 health education. Observations of teaching of health lessons in elementary, middle school and secondary school settings are included in the requirements. Learners will explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with K-12 learners. This will include development of a professional telecommunications resource database. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for K-12 health education. (Prerequisites: ED 336, ED 470)

**KHS 420 Program Administration 2 credits**

Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with.

**KHS 435 Sport Psychology 4 credits**

Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Content examines personality traits, anxiety, aggression vs. assertion, motivation, and other individual and group variables. (Suggested prerequisite: PSY 101)

**KHS 436 Motor Development, Control & Motor Learning 4 credits**

This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to enhance student insight into the fundamental role that the motor system plays in the human condition. There are four broad topic areas: 1) nature and mechanisms of the expression and control of motor behavior; 2) concepts, principles and measurement of motor learning; 3) factors that influence skill and proficiency in motor performance; and 4) practical approaches to studying and learning motor skills. Content will follow motor control through motor development across the life span with special emphasis on early childhood development and late adulthood.

**KHS 439 Physical Dimensions of Aging 3 credits**

This course is designed to provide students interested in the gerontology population the knowledge base of physical aging. Physical aging is central to most daily activities and permeates through all aspects of life. Throughout this class, students will study the biomechanical, physiological, and motor effects associated with aging. Students will understand that when society encourages older individuals to stop being active, professions should be encouraging activity, while understanding their physical abilities.

**KHS 450 Exercise Assessment 4 credits**

This course will focus on exercise testing and prescription with regard to stress testing and fitness evaluations. Indications and applications for clinical exercise testing and contraindications to exercise testing will be addressed, as well as special populations.

**KHS 470 Health Education for Teachers 2 credits**

This course investigates personal and community health issues facing society and especially children. The National Health Education Standards and the Centers for Disease Control and Prevention (CDC) Priority Health Risk Behaviors are addressed. (Prerequisite: Admission to Teacher Education Program)

**KHS 472 Athletic Training, Injury Prevention, and Safety 4 credits**

The practical study of procedures for the care and prevention of injuries sustained during physical activity, including First Aid and Safety principles as dictated by the American Heart Association and the American Red Cross. Designed as a course for students pursuing careers in athletic training, teaching, coaching, physical therapy, or other related fields. Instruction will include lectures, informational presentations, and hands on experience. (Suggested prerequisite: KHS 474)

**KHS 473 Biomechanics 4 credits**

This course examines the physics of human movement. Content areas include the structural mechanics of bone construction, muscle contraction, ligament, and tendon plasticity and elasticity. Sport implement mechanics and the mechanics of environmental conditions (e.g. friction, air, and water resistance) are also explored. Sport performance issues will also be analyzed for mechanical efficiency. (Suggested prerequisite: KHS 474)

**KHS 474 Exercise Physiology 4 credits**

The physiological basis for human performance and the effects of physical activity on the body's functions are examined in theory and application. Representative experiences include lecture, discussion, group exercises, class teaching, and written projects. (Preferred prerequisite: KHS 110)

**KHS 475 Applied Exercise Prescription 4 credits**

This course integrates important principles and theories in exercise physiology, kinesiology, nutrition, psychology, and measurement, and then applies them to physical fitness testing and individualized exercise program design for team and individual athletes. Students will learn how to select physical fitness tests, conduct physiological assessments, and design individualized exercise programs and prescriptions. (Prerequisite: KHS 474 Exercise Physiology)

**KHS 479 Coaching Pedagogy 2 credits**

This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs. (Prerequisite: KHS 110)

**KHS 481 Adaptives 2 credits**

Students study disorders, which limit student participation in physical education and the adapted development approach to a physical education program. Students will describe past and present legislation that has influenced programs for those with special needs, compare and contrast the major theories and models about movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairment, learning disabled, emotional/behavioral disturbances, mentally disabled, speech and language impairments, awkwardness, brain injured and cerebral palsy, epilepsy and convulsive disorders, muscular dystrophy and other muscular disorders, orthopedic impairments, arthritis, heart disease, and asthma and other respiratory conditions. Students will also analyze the latest research in adaptive methodology and specific conditions, which require adaptive assistance in the physical education setting. (Preferred prerequisite: KHS 473)

**KHS 482 Advanced Athletic Training 4 credits**

This course is geared for the athletic training student pursuing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Preferred prerequisite: KHS 472)

**KHS 488 Kinesiology Independent Study 1-4 credits****KHS 490 Senior Professional Seminar 1 credit**

This capstone course prepares students to chart different paths following graduation with a degree in Kinesiology or physical education: (a) entering the work force in the field of Kinesiology at a bachelor's degree level, (b) enter the work force in the field of teacher education at a bachelor's degree level, or (c) enter a graduate school. In this course student will develop a resume, request letters of recommendation, complete a professional portfolio, and identify job-searching strategies. (Prerequisite: senior status)

**KHS 497 Seminar in Graduate Kinesiology and Health Sciences 3 credits**

This seminar is an advanced exploration of the disciplines within the kinesiology and health sciences department, and will further serve as preparation for 3+2 undergraduate students to begin their graduate program.

**KHS 498 Internship 1-12 credits**

This internship places students directly in a setting where students learn to apply entry-level competencies. The student and advisor collaborate with the on-site supervisor in selecting an appropriate internship site that meets the need of the student, the needs of the internship site and the program needs. (Prerequisites: senior status and advisor approval)

**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 505 Organizational Leadership and Development 3 credits**

This course is a scholarly consideration of the concepts, principles and analytical tools for effective administration in sport management. Students will examine how leaders develop themselves and others in a dynamic, changing environment. The course will also examine the topics of communication and conflict management as they relate to successful organizational outcomes

**KHS 510 Human Resource Management 3 credits**

Discusses critical aspects of human resource management as it relates to sport organizations. An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems

**KHS 515 Management and Leadership 3 credits**

Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, and decision making. Students will examine their individual management and leadership styles as they relate to sport management administration. This course will analyze how leadership is not only different from management but also more effective in today's workplace.

**KHS 520 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 sport management setting.

**KHS 525 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 sports facilities including stadiums, gymnasiums, golf courses, fitness centers, and athletic fields. Students will also examine event management and programming within the context of stadium and arena management.

**KHS 530 Research Design Methods 3 credits**

This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced.

**KHS 535 Sport Marketing 3 credits**

This course will examine the application of marketing principles in the sport industry. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sponsorships, branding, promotions, and event marketing.

**KHS 540 Legal Aspects of Sport 3 credits**

Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities, and business. The course will examine risk management strategies along with law related to operation and administration of sport-related programs. Students will explore case studies relating to the legal aspects of sports.

**KHS 545 Ethics and Policy in Sport Management 3 credits**

This course explores the topics of ethics and policy for administrators in a sport management setting. Students will critically analyze ethical concepts which influence the development of sport policies. The course will further examine the relevance of ethical considerations in policy development and compliance. Students will use contemporary case studies to examine ethical dilemmas relating to policy enforcement.

**KHS 550 Sport Sales 3 credits**

Sales is an essential revenue producing function for any commercial organization. Sport and recreations have a unique marketing relationship of product and inventory with the consumer and marketplace. The course is designed for the student to learn the theoretical concepts and the application of skills and practices associated with the sports sales process. Through readings and lectures, the course will examine the rationale regarding the benefits and disadvantages of various sales and promotional methodologies. This course will then concentrate on promotional and sales strategies, campaigns, and techniques.

**KHS 565 Capstone I 3 credits**

The capstone course provides the sport management professional with the opportunity to synthesize the learning which has taken place throughout the program. It further focuses upon the practical application of knowledge within the sport management industry. The capstone will serve as an assessment of student learning within the Master of Arts in Sport Management.

**KHS 570 Ethics and Policy in Sport and Exercise Science 3 credits**

This course explores the topics of ethics and policy for exercise science professionals in a sport and exercise setting. Students will critically analyze ethical concepts, which influence the development of necessary policies. The course will further examine the relevance of ethical considerations in policy development and compliance. Students will use contemporary case studies to examine ethical dilemmas relating to policy enforcement within the exercise science industry.

**KHS 575 Epidemiological Statistical Analysis 3 credits**

This course examines the various research methodologies used in exercise science. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

**KHS 580 Mechanisms of Skilled Neuromuscular Behavior 3 credits**

This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

**KHS 585 Biomechanics in Exercise Science 3 credits**

This course examines qualitative and quantitative elements and physics of human movement. Content areas include the structural mechanics of bone physiology, muscle mechanics, and connective tissue principles. Sport techniques and environmental conditions (e.g., friction, air, and water resistance) are also explored. Biomechanical implications of sport and fitness skill performance will be analyzed for mechanical efficiency and effectiveness.

**KHS 590 Psychology of Sport and Exercise 3 credits**

Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance in the exercise science industry. Psychological aspects of exercise-related injury will also be explored within this course.

**KHS 595 Clinical Exercise Assessment 3 credits**

Students will learn how to select physical fitness tests, and conduct physiological assessments on members of diverse populations. Students will further study the procedures involved in screening individuals from diverse populations with varying levels of functional work capacity.

**KHS 600 Exercise Physiology 3 credits**

The physiological responses to exercise performance and the effects of physical activity on the body's functions are examined in theory and application.

**KHS 605 Nutrition and Metabolism 3 credits**

This course focuses on the integration of nutrition with molecular and cellular biochemistry of metabolism. Major topics discussed in this course include the metabolic effects of diet composition, the interactions of macronutrients, and dietary modifications and their associated impact upon performance.

**KHS 610 Research Methods 3 credits**

This course examines the various research methodologies used in exercise science. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

**KHS 615 Exercise Prescription 3 credits**

This course focuses upon the design of individualized exercise programs and prescriptions in health and disease. Knowledge of skills necessary for safe and effective application of these prescriptions for members of diverse populations as well as the prevention and maintenance of chronic disease will be emphasized.

**KHS 620 Master's Capstone 3 credits**

The capstone course provides the exercise science professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the exercise science industry. The capstone will serve as an assessment of student learning within the Master of Science in Exercise Science program.

**KHS 625 Master's Thesis 6 credits**

The thesis provides the exercise science professional with the opportunity to synthesize the learning, which has taken place throughout the program, and to apply research principles to current exercise science topics. The thesis will serve as an assessment of student learning within the Master of Science in Exercise Science program.

**KHS 700 Cross Country-Intercollegiate Men 1 credit****KHS 705 Cross Country-Intercollegiate Women 1 credit****KHS 710 Football-Intercollegiate 1 credit****KHS 715 Volleyball-Intercollegiate 1 credit****KHS 720 Basketball-Intercollegiate Men 1 credit****KHS 725 Basketball-Intercollegiate Women 1 credit****KHS 730 Baseball-Intercollegiate 1 credit****KHS 735 Softball-Intercollegiate 1 credit****KHS 740 Indoor Track & Field-Intercollegiate Men 1 credit****KHS 745 Indoor Track & Field-Intercollegiate Women 1 credit****KHS 750 Outdoor Track & Field-Intercollegiate Men 1 credit****KHS 755 Outdoor Track & Field-Intercollegiate Women 1 credit****KHS 760 Cheerleading 1 credit****KHS 765 Dance Line 1 credit****KHS 775 Soccer-Intercollegiate Women 1 credit****KHS 780 Golf-Intercollegiate Women 1 credit****KHS 785 Golf-Intercollegiate Men 1 credit****KHS 790 Spirit Squad 1 credit**

**KHS 795 Lacrosse-Intercollegiate Women 1 credit**

## Language Institute (CLI)

**CLI 100 Fundamentals of Reading and Writing 4 credits**

This course will concentrate on providing foundational reading and writing skills needed to function successfully in U.S. university courses. This course is part of the Concordia University English Language Institute.

**CLI 101 College Reading and Writing for English Language Learners 4 credits**

This course will concentrate on providing advanced reading and writing skills needed to function successfully in U.S. university courses. This course is part of the Concordia University English Language Institute.

**CLI 102 Fundamentals of Oral Communication 4 credits**

This course will focus on the development of introductory communication through speaking and listening. This course is part of the Concordia University English Language Institute.

**CLI 103 College Speaking and Listening for English Language Learners 4 credits**

This course will focus on the development of advanced communication through speaking and listening. This course is part of the Concordia University English Language Institute.

## Latin (LTN)

**LTN 111 Beginning Latin I 4 credits**

Students begin their study of Latin vocabulary, grammar and syntax in order to read and comprehend Latin prose and poetry with appropriate assistance.

**LTN 112 Beginning Latin II 4 credits**

Students continue their study of Latin vocabulary, grammar and syntax. Students read selections from the Vulgate (Exodus and Mark) and Ceasar's Gallic Wars.

## Law (LAW)

**LAW 401 Legal Environment of Business 2 credits**

This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions.

**LAW 411 Federal Income Tax 4 credits**

This course studies the application of the law of federal income tax to individuals. Both procedural and substantive tax laws are examined. The policy behind the applicable code provisions is explored. Students extensively research a variety of tax problems. (Prerequisites: Minimum grade of C in ACC 201 and CSC 121 or CSC 210)

## Leadership & Management (MLM)

**MLM 500 Leadership, Management, Influence and Change 4 credits**

This course provides an overview of leadership, management, influence, social power dynamics, and change theories and practices, emphasizing application to the challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Introduces the philosophies and methodological approaches underlying the Master of Arts in Leadership and Management as well as the writing and online research skills students will use in this program.

**MLM 510 Applied Moral and Ethical Leadership 4 credits**

This course connects morality, ethics, and values with leadership and influence. Students explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals from the perspective of Christianity and vocational ethics, incorporating these elements into the personal and professional decision-making process.

**MLM 520 Strategic Organizational Research 4 credits**

This course provides students with the ability to gather, analyze, and synthesize complex credible information about a topic of interest using quantitative and qualitative action research methodologies. Students choose a topic that relates to leadership, management, and/or social power dynamics and properly leverage their influence as they complete an action research project using a strategy to improve an organizational situation. While the emphasis of this course is on applied methods of research, an overview of the theory and some of the political and ethical implications of research will also be covered.

**MLM 525 Financial Management for Leaders 4 credits**

This course explores the practical aspects of the strategic and operational roles of financial management, accounting, analysis, and an introduction to finance-based decision-making related to working capital and long-term financing and investment. Students will learn the impact of a leader and/or manager's influence on budgeting, financial performance, and fiscal and ethical responsibility.

**MLM 532 Project and Quality Management 4 credits**

This course covers the practical aspects of completing tasks while working with, leading, and influencing teams in a project environment for high quality results. Students will learn how to effectively manage projects using software tools that focus on the various related leadership issues, such as monitoring needs compared with current action, team dynamics, planning, execution, problem-solving, closure, and assessment. Discussion may include appropriate quality measures including Reengineering, Six Sigma, Lean Manufacturing, Office Kaizen, and Process Improvement.

**MLM 542 Strategic Leadership and Process Implementation 4 credits**

This course examines the leader and manager's role in influencing the development and implementation of vision, mission, values, and coherent strategic plans. Students will use classical and creative strategies to develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic capabilities and develop a plan for increasing their strengths in this area. Emphasis will be placed on ways to manage the implementation phase through best-practice processes.

**MLM 545 Legal Issues for Today's Leaders 4 credits**

This course explores how the legal environment can influence a leader's decisions, guiding their actions and helping them avoid legal pitfalls in today's complex organizations. This understanding will help leaders identify greater opportunities to influence change and innovation. Students will also learn to understand and influence the spirit behind various policies, regulations, laws, and guidelines that take leadership beyond simple compliance with governmental regulations.

**MLM 552 Organizational Culture Management 4 credits**

This course explores how leaders manage the soft, relationship skills of organizational life to leverage their experience and practical research as they successfully influence innovative, disciplined, and well-led organizations. Topics explore strategies to a) assess an organization's culture and climate; b) develop a continuous flow talent management mindset incorporating Training & Development methods throughout the organization; c) motivate and positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing, improving, influencing, and (re)allocating talent; d) explore the concepts and theories related to change management and improvement; and e) develop skills to influence, plan, and implement changes for improving organizational life in both corporate and nonprofit settings.

**MLM 555 Leadership and Management Research, Synthesis and Reflection 4 credits**

This course offers students the opportunity to leverage their learning from the entire program. They will reflect their learning related to leadership, management, and social influence on topics relevant to their professional organizational setting. Students will also complete significant final steps in their research and present a formal report on their action research project.

**MLM 589 Contextual Global Experience 4 credits**

This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. (May be substituted for MLM 552.)

**MLM 599 Independent Study 1-4 credits**

## Management (MAN)

**MAN 101 Introduction to Business 2,4 credits**

This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

**MAN 120 Basics of Business 2 credits**

Students learn to make decisions in a dynamic business environment. Fundamental course concepts include developing a business plan, managing people and operations, and the basics of marketing, finance, and communications.

**MAN 201 Business Analytics 2 credits**

In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis. (Prerequisite: MAT 110 - can be taken concurrently)

**MAN 202 Analytics, Modeling, and Techniques 2 credits**

Apply tools and techniques learned through statistical modeling and visualizing data to improve skills in predictive and prescriptive analytics. Structured and unstructured data will be examined through data mining, web mining, text mining and sentiment analysis. (Prerequisites: MAT 110 and MAN 201)

**MAN 301 Organizational Behavior 4 credits**

Students study the basic principles of management while examining the effects of human behavior on teams and organizations. Students learn foundational theories of motivation, leadership, team building, and change management using classroom activities and case studies.

**MAN 302 Operations and Quality Management 2 credits**

This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. The production process includes the management of equipment and machinery, facilities, materials management, inventory control, scheduling, and lean operations. Quality includes quality control and quality management including six sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed.

**MAN 350 Managing in a Global Economy 4 credits**

This cross functional course will build on management principles and apply them to global opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control.

**MAN 370 Non-profit Leadership and Management 4 credits**

Students critically examine theories and practices of non-profit leadership and management, such as building, developing, and working with governing boards, employees, volunteers, and community resource people. Students learn to maximize resources in the effective management of volunteers and program delivery while exploring decision making and ethical questions within non-profit organizations. (Prerequisite or Corequisite: MAN 301)

**MAN 401 Business Strategy and Ethics 4 credits**

This course introduces the critical business skills of planning and managing strategic activities. Case studies are emphasized. Students learn an executive-level perspective on strategy formulation and implementation. Students also explore the divergent viewpoints one might hold in analyzing the ethical issues likely to confront business practitioners. This course is the capstone course in the Business Program. Therefore, students should take this course only during one of the last two semesters of their program. (Prerequisites: ECO 101, MAT 110, ACC 201, MAN 301, FIN 301)

**MAN 410 Managing Talent, Change and Negotiations 4 credits**

The role of the human resource management function in organizations will be studied in this cross functional course. The changing nature of work and demographic shifts will be of particular emphasis. The course also will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations, and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations and preserving relationships using principled dispute resolution strategies. (Prerequisite: MAN 301)

**MAN 415 Biblical Christianity for Thoughtful People 4 credits****MAN 435 Applied Ethics 4 credits**

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



**MAN 450 Managing Finances and Business Strategy 4 credits**

Students will apply business analytical tools in finance and accounting to real world business scenarios. Students will use popular business software, such as QuickBooks, to gain experience in implementing and managing small business finances. Through case studies and other techniques students will learn how to integrate their knowledge of business disciplines in developing business strategy which will include principles of stewardship and sustainability issues.

**MAN 460 Managing Teams, Communication & Projects 4 credits**

This course focuses on team building and team leadership utilizing communication, conflict management, and decision making skills. Project management techniques that will enhance success in leading and completing projects are also covered. Students will apply project management knowledge, tools and techniques to an actual team project. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. This course is for seniors only. (Prerequisite: MAN 301)

**MAN 488 Independent Study 1-4 credits****MAN 498 Internship 1-12 credits****MAN 499 Senior Outcomes 0 credits**

## Marketing (MAR)

**MAR 301 Principles of Marketing 4 credits**

This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing)

**MAR 312 Consumer Behavior 4 credits**

This course addresses the theoretical background for understanding consumer behavior. This course will examine the interaction between the environment, consumer's affect and cognition and a consumer's ultimate behavior. Various theories and perspectives on consumer motivation, attitude formation, information processing, and decision-making will be discussed throughout this course.

**MAR 313 Advertising and Promotions 4 credits**

This course is designed to provide students with a basic understanding of integrated marketing communications through advertising, promotions, personal selling, public relations and internet marketing. Ethical issues related to these topics will be examined and trends in consumer and business-to-business buyer behaviors will be explored. (Prerequisite: MAR 301)

**MAR 413 Marketing Research 4 credits**

This course will teach some of the fundamental tools needed to analyze the behavior and attitudes of all types of consumers. Students will acquire an overview of scientific methods and the research process. Skills learned will include learning how to identify problems, formulate problem definitions, define research objectives, choose and develop the research design, analyze data, and write up and present a report. Students will be taught several research techniques including survey, observation, focus groups, in-depth interviews, projective techniques, experimentation, and secondary data analysis. This course is for seniors only. (Prerequisites: MAR 301)

**MAR 414 Marketing Strategy 4 credits**

This is the senior marketing capstone course. In the class we will discuss how marketing strategy, tactics, theory and practice are integrated. Students will learn to apply strategic thinking through case analysis and through class facilitation and frequent participation. (Prerequisite: MAR 301 and MAR 413)

**MAR 470 Digital Marketing 2 credits**

This course will focus on the latest tactics and techniques used by companies in online marketing. Online, digital, social media, and e-commerce, search engine, and mobile marketing are all growing aspects of integrated marketing campaigns. Students will learn the fundamental elements of effective online marketing and will prepare marketing plans that incorporate these new tactics. (Prerequisite or Corequisite: MAR 301 and Junior standing)

**MAR 471 Global Marketing 2 credits**

This course examines the complexities of international marketing. The scope and nature of international and global marketing operations are introduced. The influence of culture on global marketing is explored. The traditional elements of marketing, including price, product, promotion, distribution, and service are examined in the context of international markets. Students are asked to analyze what it takes to introduce a product into a foreign market. (Prerequisite: MAR 301)

**MAR 488 Marketing Independent Study 1-4 credits****MAR 498 Marketing Internship 1-12 credits**

## Marketing Management (MKM)

**MKM 311 Innovation and Complex Systems 4 credits**

This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovation allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires, viewing themselves as agents of innovation within organizations. Within this course of study the student will also examine the underlying dynamics, culture and change within an organizational context.

**MKM 321 Marketing Innovation 4 credits**

This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P's of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

**MKM 330 Integrated Marketing Communications 4 credits**

This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

**MKM 342 Marketing Research 4 credits**

This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan

**MKM 350 Interactive and Mobile Marketing 4 credits**

This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company's marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

**MKM 360 International Marketing 4 credits**

Today the economy is global and it is necessary to understand other world stakeholders and how business is ethically implemented worldwide. This course focuses on contemporary issues marketing across national borders, marketing within foreign countries and collaborating within global markets. Areas of focus include identifying marketing-based international business opportunities within the context of cultural, social, economic and governmental factors that may influence buyer behavior and ultimately determine market strategy. Students will create international marketing plans to market products to other countries.

**MKM 401 Understanding and Developing a Strategic Approach to Social Media 4 credits**

This course will teach the fundamentals of using social media and explore how it is changing business communications through integration into marketing, PR, customer service and sales functions. Students will explore the process of developing a social media marketing and communications strategy for a business or organization and creating a strategic plan to chart a course for implementing that strategy. The strategic process will be supported by research and measurement projects using social search tools, in addition to assessing client goals, expectations and resources. Students will receive an introduction to the most widely used social tools in preparation of their research. As part of this course, students will choose a client to work with developing a real world social strategy throughout the series of three courses (Strategy, Implementation and Measurement).

**MKM 402 Implementing Social Media Plans and Processes 4 credits**

This course will explore the process of implementing a social media marketing and communications strategy utilizing a range of social media applications and platforms (including mobile). This process will include developing engagement approaches and creating content and social objects to populate channels for that engagement. Students will learn the fundamentals of building and optimizing a powerful presence in the most widely used social channels (Twitter, Facebook, LinkedIn, blogs, etc.) gaining real-world experience in this process by working with a client of their choice (this must also be the same client they developed a social media strategy in the prior course).

**MKM 403 Monitoring and Measuring Social Media Communications 4 credits**

This course will explore the process of managing and measuring a social media strategy using a range of (paid and free) social search and measurement tools. This process will include learning more about the role of a Community Manager and understanding the practical applications of launching a social media initiative and integrating social media into an existing company infrastructure. Students will learn the fundamentals of social media monitoring and strategies for online reputation management and will be exposed to a range of social media case studies. They will also have an opportunity to present their own measurements when they report on the successes and struggles working with the client they selected for SMC 401 and 402 courses.

**MKM 411 Applied Business Ethics 4 credits**

This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

**MKM 431 Applied Accounting & Finance 4 credits**

In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

**MKM 440 Business Plan 3 credits**

Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

**MKM 441 Marketing Strategy 4 credits**

This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization's ability to create a competitive value proposition for the consumer.

**MKM 450 Innovation and Systems Thinking 4 credits**

Learn the framework and techniques to systematize innovation taking advantage of emerging opportunities. Develop an understanding for how innovation affects the deployment of resources fulfilling customer desires. Examine the underlying dynamics, culture, and change within an organizational context and its interrelated systems. (Prerequisites: Minimum grade of C- in BUS 386)

**MKM 452 Integrated Promotional Strategy 4 credits**

Explore competencies in advertising, PR, sales promotion, and marketing through analyzing their strengths and weaknesses. Gain skills in strategy development and planning while concentrating on incorporating targets, timing, and message strategies with a U.S. and global perspective. Develop authentic communication skills to ethically advance organizational strategy. (Prerequisites: Minimum grade of C- in BUS 386)

**MKM 454 New Media Literacy and Social Media 4 credits**

Learn to analyze, develop, implement, and evaluate communication strategies in the new media landscape where traditional channels and online social media co-exist. Explore digital, mobile, and social media, how to build digital media marketing strategies and track their effectiveness to increase shareholder value. Consideration will also be given to ethical issues associated with online privacy and security. (Prerequisites: Minimum grade of C- in BUS 386)

**MKM 456 Marketing Information and Analysis 4 credits**

Examine management interaction and leadership in the world's largest industry by identifying and addressing growth strategies. Develop key management concepts and techniques to support workplace efficiency and productivity to ethically drive the industry through winning customer experiences. (Prerequisites: Minimum grade of C- in BUS 386)

**MKM 480 Business Plan 4 credits**

This course spans the Marketing Management and Innovation program at Concordia University. It is presented as an independent study where students create their own business plan for a selected company, product, entity, or department approved by their faculty advisor. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

**MKM 488 Independent Study 1-4 credits****MKM 490 Business Strategy Plan 4 credits**

Examine the interaction between business and market strategy to create innovative and sustained competitive advantage. Explore the foundation, processes, outcomes, and state of market strategy within the general framework of the firm. Utilize skills to complete a business plan as the program's capstone. (Prerequisites: Minimum grade of C- in MKM 450, MKM 452, MKM 454, and MKM 456)

**MKM 498 Internship 1-12 credits**

The Marketing Internship provides the opportunity to gain knowledge through the experiential activities of organizational life. Joint cooperation with business, government, and non-profit institutions in structuring and monitoring work experience aimed at supplementing the marketing learning process. Opportunities are developed in consultation with the faculty advisor and department chair and require approval of both.

## Mathematics (MAT)

**MAT 095 Mathematics Workshop 2 credits**

This course is not a general education course and should only be taken by students planning to take a course with MAT095 listed as a prerequisite. The goal of this course is to strengthen basic math skills in preparation for future math courses. The course begins by reviewing operations with whole numbers, fractions, and signed numbers. The course builds to simplifying algebraic expressions, solving linear equations, and solving problems with percents. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Credit for this course does not apply to degree requirements.)

**MAT 101 Contemporary Mathematics 3 credits**

This course was designed to give the liberal arts student an experience in contemporary mathematics with emphasis on its connection to society. The concepts include financial mathematics, statistics, apportionment, voting, graphs and networks. (Prerequisite: Minimum grade of C- in MAT 095 or level 2 or higher placement on the Math Placement Exam.)

**MAT 103 Beginning Algebra 2 credits**

This course is not a general education course and should only be taken by students planning to take a course with MAT103 listed as a prerequisite. Topics include calculator skills, combinatorics, linear equations and systems of linear equations, story problems, function notation, exponentials and logarithms. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam.)

**MAT 105 Intermediate Algebra 2 credits**

This course is not a general education course and should only be taken by students planning to take a course with MAT 105 listed as a prerequisite. Topics include properties of exponents, polynomials, factoring, radicals, rational equations, and graphing functions. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: A minimum grade of C- in MAT 103 or level 3 placement on the Math Placement Exam)

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

This course will explore fundamental topics from probability and descriptive and inferential statistics and apply these to a range of areas of study including business, social science, and biology. Topics include probability and counting rules, probability distributions, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance. (Prerequisite: Minimum grade of C- in MAT 100 or MAT 103 or level 3 or higher placement on the Math Placement Exam.)

**MAT 125 Precalculus 4 credits**

This course emphasizes functions and their applications. It starts with investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. The course continues by exploring transcendental functions including exponential, logarithmic, and trigonometric functions. The course concludes with a study of conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT 100 or MAT 105 or level 4 or higher placement on the Math Placement Exam )

**MAT 135 Calculus I 4 credits**

This course explores the concepts of limit and continuity, investigates techniques of differentiation and its applications, introduces integration, and provides the framework for the Fundamental Theorem. (Prerequisite: Minimum grade of C- in MAT 125 or level 5 placement on the Math Placement Exam.)

**MAT 145 Calculus II 5 credits**

This course is a continuation of MAT 135. Topics covered include techniques of integration, an introduction to differential equations, sequences and series and applications of these concepts. Other topics include parametric equations, polar equations, and conic sections. Students will be introduced to a computer algebra system. (Prerequisite: Minimum grade of C- in MAT 135 or equivalent)

**MAT 165 Quantitative Reasoning for Nursing 3 credits**

This course is designed to meet the needs of current and potential nursing students. The course will include a review of essential math concepts needed for dosage calculation including: fractions, percentages, measurements, conversions, and ratios. This course will help nursing students in applying basic mathematical concepts to real world situations. Dosage accuracy is highlighted in scenarios that employ critical thinking skills. The course will also include a basic introduction to the statistical concepts of mean, median, mode, standard deviation, and z-scores, with an emphasis on medical examples. (Prerequisites: Minimum grade of C- in MAT 095 or level 2 placement on the Math Placement Exam.)

**MAT 200 Foundations of Elementary Mathematics 3 credits**

This course gives students the mathematical foundation necessary to teach K-6 mathematics and to prepare for the Minnesota Teaching Licensure Basic Skills Exam. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques. (Prerequisite: Minimum grade of C- in MAT 100 or MAT 105 or level 4 placement on the Math Placement Exam.)

**MAT 220 Discrete Mathematics 3 credits**

This course serves as an introduction to formal proofs and is prerequisite for several upper level math courses. Additional topics covered include logic, set theory, function and relations. (Prerequisite: C- or better in MAT 135 or CSC 175)

**MAT 255 Calculus III 4 credits**

This course is a continuation of MAT 145. Topics covered include analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and related applications. (Prerequisite: Minimum grade of C- in MAT 145)

**MAT 305 Foundations of Geometry 3 credits**

This course provides a systematic survey of Euclidean, hyperbolic, transformation, and fractal geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove conjectures. (Prerequisite: Minimum grade of C- in MAT 220)

**MAT 330 Advanced Probability and Statistics 4 credits**

This course is a Calculus-based look at Probability and Statistics. Assuming students have been exposed to the basics through an introductory course, this course will build upon that experience. Topics include an in depth investigations of probability, discrete and continuous random variables, parameter estimation, hypothesis testing, inference using the normal and binomial distributions, goodness of fit, regression and correlation, and ANOVA. The course will include a statistical software component. (Prerequisites: Minimum grade of C- in MAT 145 and MAT 110)

**MAT 375 Differential Equations and Linear Algebra 4 credits**

This course is an overview of the concepts of differential equations and linear algebra necessary to solve applied problems. Topics include: Differential equations: separable, first-order linear, higher-order linear, linear systems with constant coefficients. Linear algebra: basis, dimension, matrices, eigenvalues/eigenvectors, and vector spaces. (Prerequisite: Minimum of C- in MAT 145)

**MAT 450 Abstract Algebra 4 credits**

This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: Minimum grade of C- in MAT 220)

**MAT 460 Foundations of Analysis 4 credits**

This course is a formal treatment of functions of a real variable. It covers the topology of the real line, sequences and series, and classic results in continuity, differentiation, and integration. (Prerequisite: Minimum of C- in MAT 145 and MAT 220)

**MAT 478 Mathematics Seminar 3 credits**

Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring but the topic will vary depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. The opened-ended course number allows for more than one such experience. (Prerequisite: Minimum grade of C- in MAT 220 or consent of instructor)

**MAT 488 Independent Study in Mathematics 1-4 credits**

There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.

**MAT 498 Mathematics Internship 1-16 credits**

An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student's field of interest.

**MAT 499 Senior Outcomes 0 credits**

## Music (MUS)

**MUS 101 Basic Musicianship 2 credits**

Basic Musicianship is designed for the student with little background in music. This course will present concepts needed for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and the keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite for MUS 201 and ED 446. Studio course.)

**MUS 111 Class Piano I 2 credits**

This is the first of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS 201 and ED 446. Studio course.)

**MUS 112 Class Piano II 2 credits**

This is the second of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS 201 and ED 446. Studio course.)

**MUS 113 Piano Proficiency Lab for Music Majors 1 credit**

This studio course supports students in achieving the piano proficiency requirements that are not covered through other music major courses. These include scales, arpeggios, open score reading, and sight-reading a 4-part texture. Remedial course: placement or exemption by keyboard faculty assessment. This course is a prerequisite for MUS 369 Art of Accompanying, MUS 439 Parish Music Internship and ED 472 Music Student Teaching. Passing of this course or the proficiency exam is a graduation requirement for the Music Performance, Music Theory/Composition, Music History/Literature, Church Music and Music Education majors.

**MUS 115 Beginning Guitar I 1 credit**

This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords-two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)

**MUS 116 Beginning Guitar II 1 credit**

This course is a continuation of Beginning Guitar I with additional chords in several more keys. This course is recommended for students desiring to study private guitar. (Offered every spring. Prerequisite: MUS 115 Beginning Guitar I or consent of instructor. Studio course.)

**MUS 120 Listening to Life: Western Classical Music 2 credits**

Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. The course also touches briefly on ethnic folk music, global art music, and popular music (American jazz, musical theatre, and pop music.) (This course earns 2 credits towards the 4 credit Fine Arts component of the general education curriculum. Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)

**MUS 121 Listening to Life: Global & Popular Music 2 credits**

Using global folk and art music and contemporary popular idiom music, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. This course contributes to the Fine Arts/Aesthetic component of the General Education curriculum. MUS 121 is required for Music Education students.

**MUS 161 Class Voice 1 credit**

Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one's classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)

**MUS 201 Musicianship I 4 credits**

This course begins with a brief review of music fundamentals (scales, keys, intervals and triads) and continues with four-part harmonic writing, and basic analysis. Exercises in keyboard harmony, sight singing, and dictation are included in the course. (Offered every fall. Prerequisite: MUS 101 or equivalent as determined by music placement test.)

**MUS 202 Musicianship II 4 credits**

Students continue to learn four-part harmonic writing, including the use of inversions and seventh chords. Exercises in analysis incorporate the study of melody, harmony, rhythm, texture, and form. Dictation, sight singing, and keyboard harmony are continued. (Offered every spring. Prerequisite: MUS 201 or equivalent.)

**MUS 261 Beginning Conducting 2 credits**

The goal of this introductory course is to begin to develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues, cutoffs, deadbeats, fermatas, asymmetrical patterns, and subdivided gestures. Students will learn to make thoughtful decisions in varying their conducting pattern to show changes in dynamics, tempo, and articulation. Activities to strengthen the inner ear while conducting will also be included. Requirement: for Church Music and Music Education majors. (Offered every odd fall. Prerequisites: music reading ability, MUS201 and/or consent of instructor. Studio course.)

**MUS 267 Diction for Singers 1 credit**

This course is designed for the student who is interested in enhancing his or her vocal training by expanding one's knowledge of Italian and German diction and song repertoire. Emphasis is placed on the understanding and production of pronunciation. Voice students and music majors, particularly those in the choral and church music tracks, will want to register for this course. (Offered odd falls. Prerequisite: 2 semesters of MUS 860 - Private Voice or consent of instructor. Studio course.)

**MUS 301 Musicianship III 4 credits**

Students learn to write in the contrapuntal style of the 18th century. Chromatic harmonies and a study of classical period forms are also included in the course. Dictation, sight-singing, and keyboard harmony are continued. (Offered every fall. Prerequisite: MUS 202 or equivalent.)

**MUS 302 Musicianship IV 4 credits**

Students explore the new directions composers have taken in the 20th century and compose their own pieces in various contemporary styles. Keyboard harmony, dictation, and sight-singing are continued. (Offered every spring. Prerequisite: MUS 301.)

**MUS 321 Music History I 3 credits**

This course explores the Ancient, medieval, Renaissance and early Baroque periods of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS 120 or MUS 121, MUS 201.)

**MUS 322 Music History II 3 credits**

This course explores the 18th and 19th centuries of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS 120 or MUS 121, MUS 201. MUS 321 is preferred, but not required.)

**MUS 323 Music History III 3 credits**

This course explores Western Music from the late 19th century to the present. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites MUS 120 or MUS 121 and MUS 201. MUS 321 and MUS 322 preferred but not required.

**MUS 356 K-6 General Music Teaching Methods 2 credits**

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the elementary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisite: MUS 120 or MUS 121.

**MUS 357 7-12 General Music Teaching Methods 2 credits**

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the secondary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisites: MUS120 or MUS 121, MUS 202.

**MUS 360 String Techniques & Pedagogy 1 credit**

This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

**MUS 361 Woodwind Techniques & Pedagogy 1 credit**

This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered odd springs. Prerequisite: music reading ability. Studio course.)

**MUS 362 Brass Techniques & Pedagogy 1 credit**

This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

**MUS 363 Piano Pedagogy 1 credit**

As an introduction to the various techniques related to the teaching of piano, students are exposed to and explore piano instructional materials and methodology. Practical experience is gained through observation, teacher interviews, and evaluation of pedagogical materials. (Offered even springs. Prerequisite: MUS 840 or other previous private piano study.)

**MUS 364 Handbell Techniques & Pedagogy 1 credit**

Through lecture and hands-on ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

**MUS 365 Electronic Instruments Techniques & Pedagogy 2 credits**

This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every spring. Prerequisites: music reading ability, computer literacy. Studio course.)

**MUS 366 Vocal Techniques & Pedagogy 1 credit**

This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)

**MUS 367 Percussion Techniques & Pedagogy 1 credit**

This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered even springs.) Prerequisite: music reading ability. Studio course.)

**MUS 368 Jazz Improvisation 1 credit**

Students will explore concepts used in jazz improvisation. (Offered odd springs. Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)

**MUS 369 Art of Accompanying 1 credit**

This course is designed as a practice and provides students with the skills necessary to become artistic and capable accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Offered odd falls. Prerequisite: MUS 840 or other previous private piano study. Studio course.)

**MUS 424 Keyboard Literature 2 credits**

A survey of keyboard instruments, literature and styles from 1600 to the present, excluding that which relates directly to the organ. (Offered odd springs. Prerequisites: MUS 120 or MUS 121, MUS 840 or other previous private piano study.)

**MUS 425 Choral Literature 2 credits**

A study of the choral literature from the Renaissance through the present (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS 120 or MUS 121, MUS 202 or consent of instructor.)

**MUS 426 Instrumental Literature 2 credits**

Instrumental literature will emphasize literature for school-aged groups. Instrumental composers and compositions are studied through lecture, listening, reading, and student presentations. Students also develop a level II and III, four-year curriculum for band and orchestra. Teaching strategies based on the National Standards for Arts Education will also be discussed. (Offered even falls. Prerequisites: MUS 120 or MUS 121, MUS 202 or consent of instructor.)

**MUS 427 Organ Literature 2 credits**

This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.) Prerequisite: MUS 120 or MUS 121.

**MUS 430 History of Sacred Music 4 credits**

An examination of the practice and theology involved in the music of the church enables students to evaluate music in relationship to worship. (Offered on demand. Prerequisite: MUS 321 or MUS 322.)

**MUS 431 Congregational Song 4 credits**

Students examine the theology and history of congregational song, including psalms, liturgical chants, canticles, Latin and Greek hymnody, the Lutheran chorale, the English hymn, and contemporary sacred songs. (Offered odd springs. Prerequisite: MUS120 or 121.)

**MUS 439 Parish Music Field Experience 2 credits**

This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)

**MUS 440 Church Organist 2 credits**

This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered on demand). Prerequisite: 4 semesters of MUS 850 - Private Organ Study or consent of instructor. Studio course.)

**MUS 441 Organ Improvisation 2 credits**

In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising chorale preludes and intonations. (Offered on demand). Prerequisites: 2 semesters of MUS 850 - Private Organ Study, MUS 202. Studio course.)

**MUS 444 Instrumental Arranging 1 credit**

Instrumental arranging focuses on the practical aspects of scoring and is approached in terms of understanding how composers have traditionally written for instrument(s) and ensembles. (Offered even springs. Prerequisites: MUS 201, current or previous enrollment in MUS 202.)

**MUS 445 Choral Arranging 1 credit**

This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS 301, current or previous enrollment in MUS 302.)

**MUS 456 Choral Conducting & Methods 2 credits**

This advanced conducting course will apply and develop the skills gained in MUS 261, focusing on leading choirs. Topics will include literature selection/programming for various school and church choirs, choral score study, audition procedures, seating formations, rehearsal planning and execution, working to develop vocal quality and musicianship in rehearsals and administration of church and school choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. Requirement for Vocal Music Education majors and Church Music majors-choral track. (Offered even springs. Prerequisite: MUS 261. Studio course.)

**MUS 457 Instrumental Conducting & Methods 2 credits**

Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be presented. The organization and management of an instrumental program will be covered. A major component of the course will be the preparation and conducting of a public instrumental ensemble performance. Requirement for Instrumental Music Education majors. (Offered odd springs. Prerequisite: MUS 261. Studio course.)

**MUS 488 Independent Study in Music 1-4 credits**

Topic and course of study determined in consultation with instructor. (Offered on demand. Prerequisite: consent of instructor.)

**MUS 492 Senior Project: Composition Recital 2 credits**

The student is challenged to compose a major piece or group of pieces. Students are challenged to begin to develop a personal language, one that gives evidence of skill, imagination and originality and that communicates effectively to an audience. This project is the capstone experience for the Music Major in the Music Theory/Composition track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisite: MUS 990) Honors lesson fee applies.

**MUS 493 Senior Project: Thesis 2 credits**

The student will research a musicological topic, write a documented thesis and present their research in a public lecture/demonstration. This project is the capstone experience for the Music Major in the Music History/Literature track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 321, MUS 322, MUS 323 and consent of instructor.) Honors Lesson fee applies.

**MUS 494 Senior Project: Conducting Recital 2 credits**

The student will conduct a public recital of an instrumental and/or vocal ensemble for which they have selected literature, prepared scores, rehearsed the ensemble, and prepared a program. The conducting experience may involve regularly scheduled university ensembles and student organized ensembles. This project is done with the supervision of the appropriate faculty conducting teacher. This is an option for the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 456 or MUS 457 and consent of instructor.) Honors Lesson fee applies.

**MUS 495 Senior Project: Solo Recital 2 credits**

The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student's primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 9xx and consent of instructor.) Honors Lesson fee applies.

**MUS 498 Music Business Internship 2 credits**

This off-campus internship with a music business (usually in the Twin Cities metro area) serves as the capstone for the music business major. Students may take other classes on campus during this part-time internship.

**MUS 712 Shades of Harmony Multicultural Gospel Choir 0-1 credits**

The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of the music, and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register for the choir. (No auditions are required.)

**MUS 713 Jubilate 0-2 credits**

This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

**MUS 714 Christus Chorus 0-2 credits**

This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retreats and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

**MUS 716 Opera Workshop 0-2 credits**

Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS 860 or MUS 960. First time enrollment must be for 2 credits.

**MUS 717 Vox 9 (Vocal Jazz Ensemble) 0-2 credits**

This is a small vocal ensemble of 4-16 singers focusing on learning and performing vocal jazz literature. The group meets for one rehearsal 90 minutes/week and performs occasionally on campus. May be taken for 0-2 credits. Repeatable.

**MUS 720 Concert Band 0-2 credits**

Concert Band performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

**MUS 730 Chamber Ensemble 0-1 credits**

Chamber Ensemble performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

**MUS 739 CSP Ringers (Beginning Handbell Ensemble) 0-1 credits**

This course is open to any student with limited or no handbell experience. It teaches basic handbell techniques. Members of this class will perform 1-2 times/semester in chapel. May be taken for 0-1 credit. Repeatable.

**MUS 740 Handbell Ensemble 0-2 credits**

This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble may also belong to other music organizations on campus. (Offered every fall and spring. Prerequisites: music reading ability, audition for placement by instructor.)

**MUS 750 Blue Rondo (Jazz Band) 0-2 credits**

Jazz Ensemble and Jazz combos from the group perform works from various jazz styles. Performances include fall and spring concerts, chapel service playing, and occasional off campus performances. (Offered every fall and spring.) Prerequisite: previous instrumental experience. May be taken for 0-2 credits. Repeatable.

**MUS 760 Percussion Ensemble 0-1 credits**

The Percussion Ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsal and performance of standard percussion ensemble repertoire.

**MUS 782 Chapel Band 0-1 credits**

Open to singers and instrumentalists by audition. The ensemble performs a variety of praise, prayer and ethnic worship music for chapel in contemporary music idioms. Planning and leading a full chapel service is a feature of the group's activities. (Prerequisite: audition by instructor.)

**MUS 800 Violin 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 801 Viola 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 802 Cello 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 803 String Bass 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)





**MUS 830 Percussion 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 831 Handbell Lesson 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 840 Piano 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 841 Harpsichord 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 850 Organ 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 860 Voice 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 861 Private Popular/Jazz Voice Lessons 0.5-1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: 4 semesters of MUS860; approval and placement by instructor. Private lesson fee.)

**MUS 870 Guitar 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 872 Private Electronic Music Lessons 0.5,1 credits**

Private weekly 1/2 hour lesson in using electronic music technology.

**MUS 880 Conducting Lessons 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

**MUS 890 Composition 0.5,1 credits**

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. This course is open to students who have had MUS 201. (Offered every semester. Prerequisites: MUS 201; approval and placement by instructor. Private lesson fee.)

**MUS 900 Honors Violin 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 901 Honors Viola 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)



**MUS 924 Honors Euphonium 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 930 Honors Percussion 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 931 Honors Handbell Lesson 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 940 Honors Piano 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 941 Honors Harpsichord 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 950 Honors Organ 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 960 Honors Voice 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 961 Honors Private Popular/Jazz Voice Lesson 2 credits**

This is a private, one hour weekly lesson for advanced students in singing in jazz, pop, and musical theatre styles. Honors lesson fee applies. (Prerequisite: Four semesters of MUS 860 and instructor approval. At least one semester of MUS 861 recommended.)

**MUS 970 Honors Guitar 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 980 Honors Conducting Lesson 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

**MUS 990 Honors Composition Lessons 2 credits**

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

## Nursing (NUR)

**NUR 230 Foundations of Professional Nursing 6 credits**

Students are introduced to the role of the professional nurse with emphasis on the Christian ethic of social justice. Students examine the historical and theoretical foundations of professional nursing practice. Fundamental nursing concepts and the nursing process are introduced, building knowledge essential to the provision of holistic and culturally sensitive nursing care of individuals and families across the lifespan with a concentration on geriatric care. The use of information technology to support safe patient care is explored. A course focus is development of accountable and ethical decision-making. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in BIO 315 and BIO 316)

**NUR 231 Foundations of Professional Nursing Lab 3 credits**

This lab course focuses on creating a solid foundation for nursing care of the adult with an emphasis on the geriatric patient. Students apply the skills learned in the theory component of this course. Emphasis is placed on holistic basic health assessment, documentation of assessment, evidence based assessment tools, and the introduction of skills necessary to maintain wellness and promote the health of diverse adult and geriatric populations. Basic principles of medication administration are covered. Medication administration content focuses on client rights, safety, and methods of oral and non-parenteral medication administration of adults. Basic nursing concepts of safe patient handling and client assistance with activities of daily living are reviewed and reinforced. (Prerequisites: Minimum grade of C in BIO 315 and BIO 316)

**NUR 232 Nursing Approach to Nutritional Foundations 2 credits**

This course is an introduction to the nurse's role in promoting optimal health through nutrition and supplementation. Focus is placed on wellness from a personal and public health perspective, increasing health literacy, and alternative nutritive methods. Using an interprofessional perspective, the learners analyze the role of nutrition in different cultural contexts, ensuring optimal nutrition across the lifespan. Students will analyze the use of technology to support wellness and health goals. This course includes classroom instruction. (Prerequisites: Minimum grade of C in BIO 300, CHE 115, MAT 165)

**NUR 240 Applied Pathophysiology and Health Assessment 4 credits**

This course addresses the pathophysiology of illness and disease in adult and geriatric patients and identifies the role of the professional nurse in assessment and collaborative symptom management. Using case studies, students will explore maximizing patient quality of life and maintaining optimal function of patient outcomes. The use of simulation and skills lab enable the student to synthesize the knowledge of pathophysiology and symptom management in the care of patients with acute and chronic medical conditions. This course includes classroom instruction and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 232)

**NUR 241 Pharmacology in Nursing 3 credits**

This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including the use of integrative therapies. Content focuses on client rights, safety, and methods of medication administration across the lifespan. Information technology including the electronic health record are utilized to support safe medication administration. This course includes classroom instruction, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 232)

**NUR 242 Nursing Care of the Adult I 5 credits**

Utilizing evidence-based practice, students apply theoretical knowledge, scientific principles, and the teaching/learning processes to patient care while working with the interprofessional team to promote health for the adult and geriatric patient. The role of the nurse as provider and coordinator of care in planning, implementing, and evaluating evidence-based care is emphasized. The focus is on principles essential for acquiring and developing technical nursing skills in addition to effective use of resources such as databases, incorporating them into professional practice. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 232)

**NUR 330 Ethics & Decision Making in Nursing Practice 4 credits**

This course examines the fundamental ethical theories, principles, Christian virtues, and models of decision-making designed, to support the complex issues nurses face today. At the completion of this course students will have a greater understanding of the ethical principles applied to nursing practice and health care delivery settings. Basic ethical principles relating to research with human subjects will be explored. The Christian ethic of social justice is explored with the emphasis upon reducing health disparities. Students will begin to develop a personal model of decision making that is consistent with core personal values, legal and regulatory requirements, standards of care and the ANA Code of Ethics for Nurses.

**NUR 331 Evidence Based Practice 3 credits**

This course provides tools for understanding how research in nursing improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, beginning research writing and the role of the nurse as a collaborator in research. The student acquires the skills needed to utilize databases to search for and identify scientific resources, synthesizing data to determine best practice in the care of individuals, families, and populations. This course includes classroom instruction. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

**NUR 341 Palliative and End of Life Care 2 credits**

This course examines complex issues unique to end of life, such as life support and patient self-determination. Emphasis is placed on holistic patient care, focusing on the role of the nurse in advocating and caring for the physical, emotional, cultural and spiritual needs of the patient and their family at the end of life. Additionally the role of the palliative interventions for patients with chronic illness and alterations in comfort is explored. The role of the hospice nurse and care of the dying patient is examined. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

**NUR 342 Nursing Care of the Adult II 6 credits**

This course expands upon Nursing Care in Adult I with a focus on disease etiology, clinical manifestations of illness, and management of holistic nursing care for chronic abnormalities of the adult population. Students synthesize data and prioritize care for multiple complex adult and geriatric patients, making adaptations to plans of care based on the nursing process. Students expand their nursing role as effective communicators and collaborators in interprofessional healthcare teams, emphasizing continuity and quality of care with concepts of case management and health informatics. The course expands upon the role of the nurse as teacher and advocate for patient well-being as well as the legal and ethical professional values of the nurse. Students use self-reflection and self-evaluation processes to enhance their growth in professional roles. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

**NUR 345 Professional Practice and Role Development in Nursing 4 credits**

This course explores the historical, current, and future outlook of nursing practice. Students will critically examine the current and emerging trends for the nurse's role in health care delivery. Professional accountability is emphasized through reinforcement of the profession's Code of Ethics for Nurses and the Nursing Scope and Standards of Practice, and Nursing's Social Policy Statement. Emphasis will be placed on how social policy may influence nursing practice and healthcare delivery. Nursing theory is introduced. Students will draft a personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health, and environment) and their interface to the interprofessional team, and the evolving context of healthcare.

**NUR 350 Nursing Care of the Childbearing Family 4 credits**

Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childbearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childbearing family. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in COM 309, PSY 230, NUR 331, NUR 341, NUR 342)

**NUR 351 Nursing Care of the Childrearing Family 4 credits**

Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

**NUR 352 Behavioral Health in Nursing 4 credits**

Students apply evidence-based practice in the care and management of individuals experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior, thought, or mood. The impact of these alterations on the family and community are also discussed. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-patient relationships. The course emphasizes analysis of coping mechanisms and other treatment modalities along with the nurse's role in interprofessional collaboration. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

**NUR 360 Transcultural Nursing & Advanced Health Assessment 4 credits**

The content of this course is designed to advance skills in health assessment, including physical, behavioral, psychological, spiritual, family history, socioeconomic, and environmental, and will further broaden and advance the student's knowledge of human diversity and global awareness. Frameworks that support culturally competent care will be analyzed. The student will gain understanding of specific cultural phenomena and apply knowledge of the phenomena to assessment and intervention techniques to cultural groups. The student will further explore ethnocentrism and reflect on his/her own cultural biases, prejudices, and stereotypes and the impact they may have on providing culturally competent care that supports Christian acts of service and justice.

**NUR 375 Evidence-Based Practice 4 credits**

This course provides a basis for analysis and application of current nursing qualitative and quantitative research to the practice of nursing. The research process is examined and utilized to provide a foundation for students to critically examine published research articles and guidelines. Barriers to integrating evidence to practice will be analyzed with potential solutions explored within the course.

**NUR 400 Leadership and Management in Nursing 4 credits**

This course is focused on development of leadership and management skills necessary for effective nursing practice. Theories of leadership and management are introduced, and management roles and functions reviewed. An overview of finance and healthcare reimbursement will be provided along with nursing's contribution to organizational finance explored. Collaboration and communication with interdisciplinary teams will be analyzed, and students will practice strategies for negotiation and conflict resolution. The role of the nurse within micro and macro systems of healthcare organizations will be explored. The purpose of the mission, vision, philosophy, and values in relation to organizational structure and nursing's role will be examined. The contributions of nursing and the nurse leader in creating and supporting a culture of safety and caring will be analyzed. Quality improvement models and structure, process, and outcome measures are explored with a focus on patient safety principles and care standards.

**NUR 430 Nursing Informatics 4 credits**

This course introduces students to healthcare information systems and basic informatics concepts. The impact of technology to safeguard nursing practice and patient outcomes will be examined. Emphasis is placed on the management of information, knowledge, and technology to support efficiency, encourage effective communication, enhance the quality and safety of patient care, and ensure accurate documentation and revenue capture. Efficiency and accuracy of data collection for regulatory purposes will be explored via extracted or abstracted methods. The use of data to influence changes in clinical practice aimed at the improvement of patient outcomes will be examined. Students will explore informatics concepts and continuous improvement models to support improved workflow and efficiency, encourage effective communication, drive decision support, and ensure accurate documentation. Resource stewardship and patient safety considerations will guide students throughout the course.

**NUR 445 Introduction to Care Coordination & Case Management 4 credits**

This course will compare health reform goals and the role of care coordination and case management in supporting improved quality and safety of care for individuals and populations, and controlling cost through the efficient and effective use of resources that mitigates fragmentation of communication of health information and delivery of services. The nurse's role in patient-centered care coordination is explored with emphasis on care transitions and care coordination models for the different levels of care. Risk stratification tools will be examined with contrast to the public health prevention levels. Formulation of a collaborative, personalized, and proactive care plan to address the patient's needs and health risks based on their prevention level of risk will be explored. Ongoing evaluation methods with measurable outcomes will be identified with discussion of care plan revision based on the outcomes.

**NUR 460 Community Health Nursing 4 credits**

This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention. The history of community health will be reviewed and contrasted with the current roles in community health nursing. Concepts of health promotion, disease prevention, epidemiology, environmental health and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States and as to its impact on health disparities, health, the healthcare experience, and cultural competence of those delivering the care. The Christian ethic of social justice will be further examined as it relates to populations and reducing health disparities. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment. In addition, a proposed public health program with population focused nursing interventions will be identified through collaboration with community agencies. Lastly, measureable health-related outcomes for the community/population assessed will be identified.

**NUR 461 Leadership and Management in Nursing 5 credits**

This synthesis course focuses on nursing leadership and professional role development. Students consider principles of management, leadership, conflict resolution, negotiation, and group process skills as they evaluate the role of the nurse as a designer, manager, and coordinator of interprofessional care. The course addresses methods to evaluate and improve the quality of nursing care and analyze cost-effective healthcare delivery systems. Students are required to complete and present a quality improvement project as part of their clinical experience. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 342)

**NUR 463 Care of the Complex Patient 3 credits**

Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

**NUR 470 Community and Public Health 4 credits**

Concepts of health promotion, disease prevention, epidemiology, environmental health, urban and rural healthcare, health disparities, and community needs assessment, social determinants of health, health theories, and emergency/disaster preparedness are explored and related to the Christian ethic of social justice. Students explore the role of the nurse as a change agent in influencing public health policy, and the nurse's role in the prevention of disease. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

**NUR 471 Transition to Professional Nursing 7 credits**

This capstone course prepares students for entry into professional nursing practice as a lifelong learner. Utilizing self-reflection, students will identify goals that demonstrate responsibility for continued personal and professional development. Students complete an internship experience focused on transition to practice. As part of processing the accumulation of baccalaureate nursing knowledge, NCLEX-RN exam preparedness is also a course focus. This course includes classroom instruction and clinical experiences. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

**NUR 475 Nursing Capstone 4 credits**

This capstone course emphasizes reflective practice and integration of learning obtained during student's liberal arts and fundamental nursing course journey. Students will refine their personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health and environment) and their interface to the interprofessional team, and the evolving context of healthcare. Short- and long-term professional goals will be identified to include their plan for life-long learning and contributions for advancement of the profession. An e-professional portfolio will be created and compiled by each student.

**NUR 498 Nursing Practicum 1-12 credits**

The goal of the Nursing Practicum is to advance student nursing skills and knowledge. This practicum places students in a setting where the student learns to apply entry-level and more advanced competencies, focusing on enhanced preparation for the NCLEX-RN exam.

## Organizational Mgmt and Ldrshp (OML)

**OML 300 Group Dynamics and Organizational Culture 4 credits**

In this course, students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision making techniques, determine various roles within organizational groups, and identify decision making skills and effective collaborative styles for efficient group management within the complexities of varying organizational cultures.

**OML 310 Systems Theory and Organizational Behavior 4 credits**

This course trains leaders to observe and manage patterns and relationships within the organizational system as a whole, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Organizational Systems concepts are used to analyze organizational behavior, facilitate and manage change, and find creative ways for leaders to address unique organizational behavior issues in positive ways.

**OML 320 Organizational Research and Decision Making 4 credits**

This course explores basic research methodologies in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project which is developed throughout the OML program, ending with OML 450.

**OML 330 Strategic Planning and Project Management 4 credits**

This course addresses the practical aspects of working with teams in a project environment. Students will learn the basics of strategic planning theories, effective project management, and applications that contribute toward organizational success, along with a functional application of project management software that helps manage the research project and other organizational challenges

**OML 340 Interpersonal and Intercultural Communications 4 credits**

This course explores interpersonal and organizational communication strategies and interpersonal relationship skills essential for creating a productive work environment in the diverse intercultural and global setting of the United States. Students explore language, non-verbal communication, context, constructive dialog, and global and multi-cultural implications of effective communication on an organizational setting as they explore the values, beliefs, customs and perceptions represented in various kinds of multi-cultural themes and create effective communication models.

**OML 410 Financial and Strategic Leadership 4 credits**

This course explores major concepts of corporate finance within an organizational context, including basic accounting terms, budgeting, the time-value of money, and global considerations. Students learn to use standard financial tools that allow accurate business assessments leading to effective financial decisions important for leaders and managers in any organization. Financial analysis and strategic planning integrate in a culminating case study.

**OML 420 Personal and Organizational Management and Leadership 4 credits**

Students examine key elements of management and leadership theory, including planning, organizing, motivation, feedback, and accountability. Students will analyze management and supervision styles and techniques to develop creative solutions to personal and organizational issues.

**OML 430 Innovative Marketing 4 credits**

Students use market research skills and the Five P's of Marketing (place, price, product, promotion and people) as the context for understanding and researching customer needs and wants, advertising, branding, and market niches, all leading up to the development of a Marketing Plan.

**OML 440 Applied Synthesis Project 4 credits**

This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project's content to the instructor and the cohort.

**OML 450 Personal and Organizational Values and Ethical Leadership 4 credits**

In this final capstone course, students explore and assess their personal value systems, organizational mission and values, and diverse global characteristics, and explore their moral and ethical base to develop strategies for leading and managing from that ethical foundation in a Christian and secular context.

**OML 452 Managing Talent and Organizations 4 credits**

Learn the fundamentals of how people contribute talent and capabilities to work as an interconnected organizational unit. Examines key elements of organizational management theory, including planning, organizing, motivation, feedback, and accountability. Explores a range of management and supervision styles and techniques that contribute to creative solutions to personal and organizational issues. (Prerequisites: Minimum grade of C- in BUS 380)

**OML 454 Change Management and Decision Making 4 credits**

Explore basic research methodologies for use in organizational change management. Learn to identify and analyze root causes and symptoms, focusing in on the characteristics of each. Develop skills in reading, analyzing, and understanding the application of research as it relates to making successful organizational change and aiding in the decision making process. Apply creative problem solving based on solid organizational research to the major's capstone project and for future organizational applications. (Prerequisites: Minimum grade of C- in BUS 380)

**OML 456 Systems Theory and Strategic Planning 4 credits**

Gain insight into the foundational components of an organization as a complex system of interacting people and dynamics. Learn to observe and manage patterns and relationships within an organizational system, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Explore how systems concepts can be used to analyze organizational behavior, facilitate change, and find creative ways for leaders to address unique organizational behavior issues. Learn the basics of strategic planning. (Prerequisites: Minimum grade of C- in BUS 380)

**OML 458 Communicating Across Organizations and Cultures 4 credits**

Explore interpersonal and organizational communication strategies essential for creating a productive work environment in diverse intercultural and global settings. Examine the importance of dynamics of language, non-verbal communication, context, constructive dialog, and the global and multi-cultural implications of effective communication on an organizational setting. Gain skills to analyze the values, beliefs, customs, and perceptions represented in various kinds of multi-cultural themes to create effective communication models. (Prerequisites: Minimum grade of C- in BUS 380)

**OML 460 Ethical Leadership Solutions 4 credits**

Examine the relationship of personal values, beliefs, and an ethical core as a critical component of professionalism. Explore the role of values and ethics in organizational change, mission development and implementation, and decision making. Develop a basic use of primary and secondary data sources as relevant components of organizational decisions. Learn the role of critical reflection on research, ethics, leadership, and the decision-making process. Students submit a final capstone paper. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisites: Minimum grade of C- in OML 452, OML 454, OML 456, and OML 458)

**OML 488 Independent Study 1-4 credits**

## Orthotics and Prosthetics (OP)

**OP 500 Ethics and Compliance in Orthotics and Prosthetics 3 credits**

This course explores ethical considerations for orthotics and prosthetics in a healthcare setting. Students will critically analyze ethical concepts, which influence the development of healthcare policies and regulations in the orthotics and prosthetics fields. The course will further examine the relevance of ethical considerations in healthcare compliance.

**OP 505 Clinical Considerations of Lower Extremity Orthotic Management 3 credits**

This course integrates current principles in human movement, pathology, functional assessment and measurement. Principles are then applied through the formulation and implementation of an orthotic treatment plan. The students will research, design, fabricate, and fit functional and accommodative orthotic devices for the lower limb.



**OP 510 Clinical Considerations of Spinal Orthotic Management 3 credits**

This course incorporates principles of orthopedic assessment, biomechanics, and growth and development. Principles are then applied through the formulation and implementation of orthotic treatment protocol. Students will design, fabricate, and fit corrective and supportive spinal orthoses for conditions of the spine based on evidence-based standards.

**OP 515 Clinical Considerations of Upper Extremity Orthotic Management 3 credits**

This course integrates the knowledge gained through rehabilitation, orthopedic and functional assessment and incorporates the information into a treatment plan. Techniques are then applied through the implementation of orthotic treatment protocol. Students will research, design, fabricate, and fit upper extremity orthoses.

**OP 520 Clinical Considerations of Trans-Tibial Prosthetic Management 3 credits**

This course focuses on the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It includes trans-tibial shape capturing methods with variations in socket designs and suspension techniques as used in contemporary prosthetic practice. This course utilizes evidence to base clinical decisions and to resolve clinical complications that can affect patients with lower limb amputations.

**OP 525 Epidemiological Statistical Analysis 3 credits**

Students will examine the concepts, methods, and usage of statistical data within the context of epidemiological research. This course will include statistical analysis including descriptive and inferential statistics in research topics including disease mortality, risk factors, chronic diseases, and cancer and immunity. Statistical computations will form the foundation of this course, with an emphasis placed upon the use of statistics within the epidemiological research context.

**OP 530 Research Methods 3 credits**

This course examines the various research methodologies used in orthotics and prosthetics. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

**OP 535 Clinical Considerations of Trans-Femoral Prosthetic Management 3 credits**

This course emphasizes the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It integrates anatomy, biomechanics, prosthetic design principles and material science to analyze clinical challenges that can affect patients with high-level lower limb amputations.

**OP 540 Clinical Considerations of Upper Extremity Prosthetic Management 3 credits**

This course integrates anatomy, patient assessment, biomechanics, and prosthetic design principles to diagnose clinical problems that can affect patients with upper extremity deficiency. Students will design and implement a prosthetic treatment plan, fabricate and fit the trans-radial and trans-humeral prostheses. This course will also cover innovative technologies in upper limb socket design and identify advanced components to enhance upper-limb function.

**OP 545 Orthotic and Prosthetic Practice Management 3 credits**

This course will examine the general business practices used in the orthotic and prosthetic industry. Topics include record keeping, time management, regulatory compliance, financial statements, human resources, marketing and legal issues. Professional issues including the certification process, personal goal setting and leadership skills assessment are also discussed. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

**OP 590 Master's Capstone 3 credits**

The capstone course provides the orthotic and prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the orthotic and prosthetic industries. The capstone will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

**OP 595 Master's Thesis 3 credits**

The thesis provides the orthotic and prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program, and to apply research principles to current orthotic and prosthetic topics. The thesis will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

## Physical Therapy (DPT)

**DPT 7100 Service Learning I 1 credit**

This is the first course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. Service-learning I incorporates cultural competence, meaningful service, and critical reflective thinking to enhance student learning. The students will participate in lectures and discussion, interact with community leaders from different cultures, reflect on cultural and community topics and serve within the community. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

**DPT 7101 Anatomy 6 credits**

This course is a comprehensive study of human anatomy, which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

**DPT 7102 Systems Physiology and Pathophysiology I 3 credits**

This first course of a two-course sequence begins with a cell structure and function overview. The physiology and pathophysiology of the endocrine, musculoskeletal, cardiovascular, and nervous systems are presented. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

**DPT 7103 Applied Neuroscience 3 credits**

This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuroplasticity of the central and peripheral nervous systems. In addition, clinical aspects of neurological conditions most applicable to the physical therapist are presented. Class activities include lecture, laboratory and working through case scenarios.

**DPT 7104 Functional Anatomy/Biomechanics 3 credits**

Regional functional and articular anatomy is explored and applied in a rehabilitation context. Principles of and instrumentation for motion analysis are utilized to develop a thorough understanding of human movement. Class activities include lecture, observation, and laboratory activities. Two movement analysis projects provide the student experience in analysis and interpretation of functional movement patterns.

**DPT 7105 Systems Physiology and Pathophysiology II 3 credits**

This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, rheumatic, pulmonary, hematologic, genitourinary, hepatic, pancreatic and biliary and gastrointestinal systems are presented. An overview of infectious diseases and oncology is provided. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

**DPT 7106 Medical Screening 2 credits**

This course is an introduction of medical screening of patients for conditions that may require examination by a physician or a physician-extender across the lifespan. The lecture and laboratory experiences will enhance professional communication between physical therapists, patients, and physicians facilitating patient referral outside physical therapy.

**DPT 7111 Clinical Seminar I 2 credits**

This is the first course of a three course sequence. The roles of the profession of physical therapy within the healthcare system, the healthcare team, and the Christian tradition are explored. Students begin to develop the professional behaviors and communication skills required to thrive in those roles. Emphasis is on the application of this material to real-world situations through multiple clinic visits that occur throughout the semester. Class activities include lecture, group activities, and clinic visits.

**DPT 7112 Clinical Seminar II 2 credits**

This is the second course of a three course sequence. Issues related to morals and values, cultural and socioeconomic diversity, and psychosocial aspects of disability are explored within the context of multiple clinical visits. Legal and ethical issues in physical therapy practice are introduced. Class activities include lecture, group activities, and clinic visits.

**DPT 7121 Clinical Skills I/Foundations 4 credits**

This is the first course of a three course sequence. The fundamental processes involved in physical therapy patient/client examination, evaluation, and intervention are introduced. Bed mobility, transfers, and wheelchair/assistive device management are included. A basic examination framework that can be utilized across diagnoses and throughout the lifespan is developed. Students begin to use medical terminology to document findings, using a variety of structured formats. Class activities include lecture, lab, interaction with community volunteer patients, and case studies.

**DPT 7122 Clinical Skills II/Manual Therapy and Exercise 4 credits**

This is the second course of a three course sequence. Beginning skills in physical therapy interventions for a variety of impairments and functional limitations across diagnoses and the lifespan are developed. Principles of exercise prescription and progression are presented for a variety of impairments and functional limitations. Beginning manual therapy skills are introduced.

**DPT 7123 Clinical Skills III/Modalities 4 credits**

This is the third course of a three course sequence. Physical therapy interventions specific to therapeutic modalities and electrotherapy are developed, with emphasis on integrating these interventions into a comprehensive plan of care for patients across diagnoses and across the lifespan.

**DPT 7131 Clinical Skills Assessment I 1 credit**

This is the first course of a two course sequence. Throughout the semester, students will work with CSP DPT faculty members on developing and implementing evaluation and intervention techniques for commonly seen physical therapy patient presentations. The course culminates with a comprehensive assessment of clinical skills and professional behaviors developed in the first year of the curriculum. This takes place within the context of a benchmark examination and Objective Structured Clinical Examination.

**DPT 7141 Health Promotion I 1 credit**

This is the first of a two course sequence related to the promotion of health to physical therapy clients and the community. Each course is two credits; one each in consecutive semesters. The first semester will introduce DPT students to the determinants of health, a variety of theories related to the components of health and the APTA's vision for health promotion within the Physical Therapy profession. Students will also explore the role of the physical therapist in promoting health in themselves, their clients and the community, the reduction of health disparities, and the improvement of quality of life across the lifespan. Within the context of this course students will design a Personal Needs Assessment for themselves and develop an analysis of an existing community health promotion program in which they will ultimately participate in under the guidance of a community liaison. In the second semester, DPT students will focus on the development of resources and programs to improve the health of the community. Student groups will work with community liaisons from local community health program to conduct a community-based needs assessment, participate in program activities (>6 hrs) and design a collaborative, ethical, and culturally responsive plan for a Community Health Promotion Project based on the community's identified need. Throughout the course, an emphasis will be placed upon evidence-based practice, learning styles, health theories, cultural competence, and tailored health education in order to provide effective patient education. Class activities include readings, lecture, group discussion, projects and presentations.

**DPT 7151 Lifespan I 2 credits**

This is the first course in a two course sequence. Theories of motor development across the lifespan are presented within the context of physical therapy practice. Normal age related change across childhood, adolescence, adulthood, and later adulthood are explored. Health and motor planning across the lifespan, pediatric development, and normal physiological factors specific to the geriatric population will be reviewed. This will include changes in the cognitive, musculoskeletal and sensory systems. Changes in physical function are presented, compared, and contrasted between pediatric and geriatric patients through lecture, small group projects, and large group discussion. Students will develop pediatric and geriatric patient screening examinations.

**DPT 7161 Research Methods/EBP 3 credits**

Introduction to evidence based practice and clinical research. The skills learned will enable students to develop an initial, general research question, locate the evidence, review the scientific literature, and conduct critical appraisals of scientific articles. Course assignments require student application of the information. Class activities include lecture, discussion, and small group activities.

**DPT 7200 Service Learning II 1 credit**

This is the second course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. The students will participate in discussion, plan and participate in service activities. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

**DPT 7207 Integumentary/Medical 3 credits**

Physical therapy examination and interventions for integumentary and medical conditions across the lifespan and continuum of care are addressed. Issues associated with the lymphatic system are included. Class activities include lecture, lab and case studies.

**DPT 7208 Biopsychosocial Aspects 2 credits**

The tools and strategies for dealing with the biopsychosocial aspects of patient care are introduced. Biomedical and biopsychosocial models will be investigated and contrasted. Stress management including religious practices for patients and health care providers will be addressed. Class activities include lecture, laboratory sessions, implementation of basic psychological screens, and role-playing scenarios.

**DPT 7209 Cardiopulmonary/Acute Care/Trauma 3 credits**

Physical therapy examination and interventions for cardiovascular and pulmonary conditions across the lifespan and continuum of care including acute care and trauma are addressed. Class activities include lecture, lab, and case studies.

**DPT 7210 Women's Health 2 credits**

Basic and clinical science elements of evaluation and intervention of women's health conditions are introduced. Students will be introduced to treatment of pregnancy related musculoskeletal conditions, continence assessment and pelvic floor muscle training, and assessment of risk factors for osteoporosis. Topics covered include anatomy, endocrinology, and physiology, breast health, disease processes with gender differences, incontinence, obstetrics, and osteoporosis.

**DPT 7213 Clinical Seminar III 2 credits**

Opportunities for students to discuss issues in the context of their previous and future clinical experiences. Topics include legal and ethical issues, delegation and supervision, the healthcare environment and reimbursement, the effects of religious practices, and other practice concerns.

**DPT 7232 Clinical Skills Assessment II 1 credit**

A comprehensive assessment of clinical skills and professional behaviors developed in the first two years of the curriculum. This assessment takes place within the context of a clinical environment.

**DPT 7242 Health Promotion II 1 credit**

This is the second of a two course sequence related to the promotion of health to physical therapy clients and the community. Each course is two credits; one each in consecutive semesters. Within the context of this course, DPT students will complete and present their finalized Community Health Promotion Project from Health Promotion I. DPT students will also explore how to design, promote and implement a successful health promotion event in the community based on the lifestyle and needs of their audience. Class activities include readings, lecture, group discussion, projects and presentations. In the second semester, DPT students will explore how to screen, educate and intervene to improve the overall health of individual clients physically, mentally and nutritionally within the Physical Therapy scope of practice and when to refer patients to other specialties. Throughout the course, an emphasis will be placed upon evidence-based practice, learning styles, health theories, cultural competence, and tailored health education in order to provide effective patient education. Class activities include readings, lecture, group discussion, projects and presentations.

**DPT 7252 Lifespan II 2 credits**

This is the second course of a two course sequence. Students build on their experiences with pediatric and geriatric patients through exploration of models of delivery, reimbursement, motivation, education, intervention strategies, and caregiver issues across the lifespan. Class activities include lecture, lab, literature review, caregiver panels, and patient interaction.

**DPT 7262 Capstone I 2 credits**

Introduction to the capstone project. Each student will complete one of three tracks: case report, inquiry or professional development. Both require six credits of student work. Case Report - Students will work with a faculty member and clinical instructor to write up a case report on a patient the student worked with on their internship. Inquiry Track - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together, they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development Track - Students enroll in an interdisciplinary course, complete an independent study, or a course offered by another department to explore a specific area of practice and to enhance understanding of the interdisciplinary team approach. Professional Development projects must be approved by the faculty. Independent studies require the agreement of a faculty member to act as the student's mentor.

**DPT 7263 Capstone II 1 credit**

Continuation of the case study, inquiry or professional development project.

**DPT 7264 Capstone III 1 credit**

Continuation of the case study, inquiry or professional development project.

**DPT 7271 Musculoskeletal I 3 credits**

The role of the physical therapist in examining musculoskeletal conditions across the lifespan and continuum of care is introduced. Examination processes are regionally applied and students gain initial exposure to differential diagnosis and interventions. Class activities include lecture, lab, and case studies.

**DPT 7272 Musculoskeletal II 3 credits**

Students further develop concepts of differential diagnosis, prognosis, and interventions for patients with musculoskeletal conditions across the lifespan and continuum of care. Class activities include lecture, lab, and case studies.

**DPT 7281 Neuromuscular I 3 credits**

The framework for examination and intervention is applied and expanded to patients with neuromuscular diagnoses across the lifespan and continuum of care. The course focuses on functional areas of importance including mobility, transfers, wheelchair skills, balance, gait and upper extremity function. Class activities include lecture, lab and case studies.

**DPT 7282 Neuromuscular II 3 credits**

Students build on their examination and intervention framework and neuroscience foundation to approach patients within the neuromuscular practice patterns across the lifespan and continuum of care. Specific examination and intervention techniques, special topics and prognosticating related to the practice patterns are covered. Class activities include lecture, lab and case studies.

**DPT 7291 Administration Roles 3 credits**

The roles of the physical therapist in administration and management are explored. Health care economics, budgeting, supervision, planning, marketing, and public relations are specifically addressed.

**DPT 7301 Complex Medical 2 credits**

Physical therapy examination and intervention for critically ill patients, those with multi-organ involvement, and those with complicating psychosocial and environmental issues are addressed. Class activities include case studies and discussion.

**DPT 7365 Capstone IV 2 credits**

Students complete their doctoral projects. Activities include an oral defense presented to faculty, peers, the next PT Program cohorts, and the community. The capstone project culminates with faculty approval of the final written project.

**DPT 7373 Musculoskeletal III 2 credits**

Students are exposed to musculoskeletal topics in greater depth to facilitate a global understanding of the role of the musculoskeletal physical therapist across the lifespan and continuum of care. Class activities include lecture, lab, and complex case studies.

**DPT 7374 Specialty Seminar 2 credits**

Groups of students work with individual faculty members to investigate specialized aspects of physical therapy practice.

**DPT 7383 Neuromuscular III 2 credits**

Advanced topics related to the examination and intervention of patients with neuromuscular dysfunction across the lifespan and continuum of care are presented. Emphasis is placed on intervention techniques, communication/coordination of care and management of complex patients. Class activities include lecture, lab and case studies.

**DPT 7392 Ethics and Professional Issues 1 credit**

Ethics and professional issues for physical therapy professionals are explored. Students will critically analyze ethical concepts and major issues facing the profession of physical therapy. These will be presented in discussion and debate format. Students develop a plan for professional development and lifelong learning.

**DPT 7501 Clinical Internship I 4 credits**

Students participate in an eight-week clinical rotation that focuses on continued development of basic patient management skills from examination through intervention.

**DPT 7502 Clinical Internship II 4 credits**

Students participate in an eight-week clinical rotation that focuses on development of patient management skills from examination through intervention.

**DPT 7503 Clinical Internship III 4 credits**

Students participate in an eight-week clinical rotation that focuses on development of patient management skills from examination through intervention.

**DPT 7504 Clinical Internship IV 6 credits**

Students participate in a 12 week internship that focuses on development of entry-level patient management skills from examination through intervention, as well as development of other skills related to practice such as consultation and administration. This is the culminating full-time clinical rotation after which students are expected to possess the skills and behaviors required to enter practice as a physical therapist.

## Physics (PHS)

**PHS 112 General Physics I (Trig Based) 4 credits**

This algebraic-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for two lecture periods each week and for 2 - 2 period lab sessions each week.

**PHS 113 General Physics II (Trig Based) 4 credits**

This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course meets for 2 periods each week and for 2 - 2 period lab sessions each week.

**PHS 221 General Physics I (Calc Based) 4 credits**

This calculus-based course deals with the areas of mechanics, thermodynamics, and wave motion. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisites: One year of high school physics and Calculus I)

**PHS 222 General Physics II (Calc Based) 4 credits**

This calculus-based course deals with the areas of electricity and magnetism, light and optics and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: PHS 221)

**PHS 488 Physics Independent Study 1-4 credits**

## Political Science (POL)

**POL 131 Government and Politics 4 credits**

This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

**POL 241 Contemporary World Problems: An Introduction to Global Politics 4 credits**

Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty.

**POL 242 State and Local Government 4 credits**

State and local government is the primary contact a citizen has with government. In a creative learning experience students use Minnesota Legislature as their laboratory for learning and participating in the governmental process.

**POL 243 Contemporary Global Problems 4 credits**

Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty. This course fulfills the Global Studies General Education requirement.

**POL 250 Conventional Politics 2008 1 credit**

This course will help participants to understand what is happening during a political convention. Each day of the convention week the class will explore "Conventional Politics" and what it all means. The daily informal sessions will include speakers, presentations, and discussions.

**POL 325 U. S. Business History 4 credits**

The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

**POL 337 Parties, Campaigns, and Elections 4 credits**

Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

**POL 341 The Civil Rights Movement in the U.S. 4 credits**

This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

**POL 351 Themes in U.S. Politics 4 credits**

This class will explore a specific topic or theme selected by the instructor. The course will expand students' understanding and appreciation of Political Science, relevant American political issues, and the U.S. governmental system.

**POL 401 Research and Writing in Political Science 4 credits**

This serves as research and writing capstone course for all students in the Political Science program. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (government documents, policy reports, newspapers, election data, personal correspondence, etc.), rather than scholarly articles or books. Student can select their own topic, but must work with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

**POL 487 Readings Seminar: Topics in Political Science 2 credits**

Readings/Research Seminar in Political Science covering selected topics. This course will emphasize the use of scholarly and primary source materials, individual research, and student participation.

**POL 488 Political Science Ind. Study 1-4 credits**

Independent Study provides a more flexible educational experience for the student as well as college credit for work done outside the classroom. These courses are designed and supervised by a faculty member.

**POL 498 Internship or Service Learning 2-12 credits**

Students participate in an internship or perform a Service Learning project. These sites might include: legislature, government agencies, or other related fields of interest.

# Psychology (PSY)

## **PSY 101 Introduction to Psychology 4 credits**

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.

## **PSY 210 Child Psychology and Development 4 credits**

A broad sketch of human growth and development is provided from the prenatal stages to the adolescent years. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies of children at the students projected levels of teacher certification are required. (Prerequisite: PSY 101)

## **PSY 215 Child and Adolescent Developmental Psychology for K-12 Educators 4 credits**

This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required. (Prerequisite: PSY 101)

## **PSY 220 Adolescent Psychology 4 credits**

This course examines developmental phenomena of adolescence, its physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions, with opportunity for personal exposure to youth's needs and interacting societal institutions. (Prerequisite: PSY 101)

## **PSY 230 Lifespan Developmental Psychology 4 credits**

This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. Students observe children in the campus Early Childhood Center or in a similar setting off campus. (Prerequisites: PSY 101)

## **PSY 260 Adverse Childhood Experiences 4 credits**

Adverse Childhood Experiences (ACE's) can have a negative impact on children. Research related to adverse childhood experiences is analyzed and a variety of resources and evidence-based interventions are explored.

## **PSY 300 Cognition, Learning and Memory 4 credits**

This course introduces students to important insights and theoretical principles of modern cognitive science. Students study human cognition, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, creativity, learning, and individual differences in cognition. (Prerequisite: PSY 101)

## **PSY 310 Physiological Psychology 4 credits**

This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiology and what this tells us about maladaptive behaviors will also be discussed. (Prerequisite: PSY 101)

## **PSY 320 Sensation and Perception 4 credits**

Sensing and perceiving the world involves an interaction between our bodies and minds. This course explores the neuroscience and psychological principles underlying human perceptual abilities. Students will encounter different theoretical approaches to the study of this question, as well as a variety of methodological techniques. Topics to be covered include the biological basis of vision, the perception of pattern, color, depth, and spatial layout. The senses of hearing, touch, smell, and taste will be similarly addressed. The course will conclude with an exploration of the relationship between perception to knowledge. (Prerequisite: PSY 101)

## **PSY 330 Introduction to Counseling 4 credits**

Basic theory, principles, and techniques of counseling and its application to counseling settings are explored. In addition, students develop counseling skills in the following three theoretical areas: person-centered therapy, behavioral contracting, and reality therapy. The student becomes both teacher and subject in experiential laboratory sessions. (Prerequisite: PSY 101)

## **PSY 331 Group Counseling & Therapy 4 credits**

This course is designed to provide students preparing to enter a helping profession with an understanding of group theory, and understanding of the types of groups used in group counseling or group therapy, and the experience of being a member and co-leader in a counseling group. Emphasis is placed on methods, problems, and leadership skills in working with a group. In addition to group processes this course also focuses on professional and ethical responsibilities, assessment, treatment planning, crisis intervention, and referral.

## **PSY 333 Cultural Competency in Chemical Dependency 4 credits**

This course offers in-depth analysis of cultural issues within the field of chemical dependency. It will explore themes of specific subgroups which Minnesota guidelines have identified as critical for chemical dependency treatment professionals: Native American Issues, Asian American Issues, Deaf and Hard-of-Hearing Issues, Chicano/Latino Issues, Disability Issues, African-American Issues. There will be an overview of alcohol and drug counseling focusing on the transdisciplinary foundations of alcohol and drug counseling and providing an understanding of theories of chemical dependency, the continuum of care, and the process of change. The course will address the pharmacology of substance abuse disorders and the dynamics of addiction. This will include issues among the subgroups as it relates to chemical dependency, including attitudes toward medication, response to medication, and other themes.

## **PSY 340 Introduction to Industrial/Organizational Psychology 4 credits**

Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY 101)

## **PSY 350 Forensic Psychology 4 credits**

This course will cover a broad range of topics in the field of Forensic Psychology. Psychology of police selection, procedures, and their investigations are examined. The psychology of deception, eyewitness testimony, child victims and witnesses will be covered. Also included in the course is the psychology of jury selection and behavior. Finally, the role of mental illness and psychopathy in deviant behavior is studied. (Prerequisite: PSY 101)

**PSY 360 Abnormal Psychology 4 credits**

An introduction to the study of abnormal psychology. The course covers a wide range of behaviors that are distressing to a person or society or which are otherwise identified as abnormal. A comprehensive review of the etiologies of psychological disorders, discussion of available treatments and a focus on the effects that mental illness has on the individual, the family system, and society are included. Current controversies in the field are identified. (Prerequisite: PSY 101)

**PSY 370 Introduction to Personality Theories 4 credits**

This course introduces the student to a variety of personality theories including psychoanalytic, behavioral, cognitive, humanistic and trait and type theories. Issues in personality measurement and assessment techniques are also presented and discussed. (Prerequisite: PSY 101)

**PSY 380 Research Methods with Statistical Applications 4 credits**

This course covers a variety of research strategies for studying psychological phenomena. Students will conduct studies using different research methodologies and will gain experience in analyzing data and writing research reports. Descriptive Statistics, measures of central tendency, correlation, multiple regression, inferential statistics, chi-square, t-tests, analysis of variance, hypothesis testing with application to research methodologies will be taught. (Prerequisites: PSY 101, MAT 110)

**PSY 381 Psychology Research Seminar 2 credits**

This course is designed for advanced psychology students who have designed and implemented research projects as part of PSY 380, Research Methods with Statistical Applications. Through individual faculty mentoring, students will complete projects and prepare them for presentation and/or publication. (Prerequisite: PSY 380)

**PSY 488 Independent Study 1-4 credits**

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: PSY 101)

**PSY 490 Seminar on Psychological Topics 4 credits**

This course offers in-depth analysis of a selected topic in psychology such as intelligence, creativity, brain chemistry, cross-cultural psychology, group counseling and processes, advanced counseling, history and systems of psychology, psychology of religion, psychology of gender, forensic psychology, psychological testing, behavior modification, cognitive psychology and biofeedback in a seminar setting. Content determined by the needs of students and interest of psychology faculty. (Prerequisite: 25 credits of psychology or consent of instructor)

**PSY 498 Psychology Internship 1-12 credits**

This internship provides the student with an in-depth field experience in a work setting that provides services that are psychological in nature. The student learns to apply psychological theories and principles. The student in conjunction with the academic advisor selects an appropriate internship site which meets the needs and vocational interests of the student.

## Pulmonary Science (PUL)

**PUL 220 Epidemiological Foundations 4 credits**

This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work.

**PUL 301 Principles of Healthcare Systems 4 credits**

The objective of this course is to provide the students with a basic understanding of the healthcare system. As the participants progress through the course they will build their healthcare vocabulary, strengthen their understanding of healthcare concepts and have the opportunity to experience healthcare decision making through the evaluation of case scenarios.

**PUL 322 Compliance and Regulatory Requirements 4 credits**

The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

**PUL 329 Advances in Pharmacology in Critical Care Medicine 4 credits**

This course is designed to help broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice in today's health care environment.

**PUL 330 Multi-Specialties in Respiratory Therapy 4 credits**

This course outlines the diverse disciplines in the Respiratory Therapy profession ranging from acute care to chronic management. It gives Respiratory Therapists the opportunity to develop more understanding of professional diversification of other specialties in their field, including Sleep Medicine, neo-Peds, Specialization, Flight Medicine, Home Care, and others. This seven week extensive course will identify the needs, demand and unique requirements for each specific specialization. Respiratory Studies will be implemented based on current guidelines, practices and procedures of accredited professional standards in Respiratory Care.

**PUL 331 Advancement in Critical Care Monitoring 4 credits**

This course focuses on the advanced medical and respiratory care needed for the critically ill adult patients. Among the topics covered are cardiopulmonary assessment of trauma, postsurgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.

**PUL 332 Advanced Cardiopulmonary Sciences 4 credits**

This course provides students with techniques and methods used to analyze and evaluate the health status of critically ill patients. This course has an emphasis on the respiratory, cardiovascular and renal systems and is beneficial for students who work within a critical care facility.

**PUL 342 Healthcare Information Systems 4 credits**

This course examines the intricate interlocking healthcare technology systems from patient self-service to data entry by the practitioner. Additionally, students will explore security, legal and ethical implications associated with electronic healthcare systems. Finally, students will learn about enterprise healthcare information and management systems that contribute to ensuring quality patient care.

**PUL 400 Health Psychology 4 credits**

This class is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

**PUL 435 Ethics and Decision Making in Health Care Environments 4 credits**

This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

**PUL 490 Senior Research Capstone 4 credits**

This course provides the foundation for the research project. The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design.

## Radiologic Sci Leadership (RAD)

**RAD 222 Pathological Foundations 4 credits**

This course is designed to provide students with a historical background in pathological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of pathological investigations. By applying knowledge from a range of disciplines, pathologists are able to more adequately study disease, wellness, and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in pathological course work. Also includes the study of cell response to radiation and chemotherapy.

**RAD 250 Leadership Communication 4 credits**

This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.

**RAD 300 Strategic Leadership of Resources, People, and Teams 4 credits**

The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

**RAD 310 Writing for Healthcare Professionals 4 credits**

Healthcare professionals at all levels must demonstrate professionalism as strong communicators not only verbally, but as writers as well. This course will lay the ground work of writing expectations in the program and serve to remediate as needed.

**RAD 322 Compliance and Regulatory Requirements 4 credits**

The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

**RAD 330 Communication Strategies for Conflict Management 4 credits**

This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

**RAD 350 Healthcare Diversity and Global Issues 4 credits**

Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

**RAD 400 Organization Development for HR Professionals 4 credits**

This course will help HR leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex organizational environment is driving the need for continuous change. Moreover, students will develop skills in planning for change, communicating change, and holding individuals accountable for results. Students will also demonstrate an understanding of how change impacts individual performance.

**RAD 435 Ethics and Decision Making in Health Care Environments 4 credits**

This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.



**RAD 440 Legal Environment for Healthcare Managers 4 credits**

This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

**RAD 490 Senior Seminar 4 credits**

The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Students learn professional presentation skills and combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation.

## Religion (RLG)

**RLG 415 Biblical Christianity for Thoughtful People 4 credits**

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

## Religion and Theology (THL)

**THL 100 The Biblical Heritage of Christianity 4 credits**

An investigation of the sacred literature and basic theological expressions of the Christian tradition. The course emphasizes the covenant dealings of God with His people and the completion of the old covenant in God's new covenant in Jesus Christ. Students will read selected portions from each major division of the Old and New Testaments and will explore themes taken up by the ecumenical creeds. This course fulfills the introductory general education requirement for Theology and counts toward the minor in Religion. (THL100 is not open to students enrolled in or having taken THL 203, THL 206 or THL 303)

**THL 201 Old Testament 3 credits**

An introduction to the historical context and literature of the Old Testament. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the narratives of the Pentateuch and the Former Prophets. The course also examines the nature of prophecy and the psalm and wisdom resources in the Prophets and Writings.

**THL 205 History and Literature of the Old Testament 4 credits**

An introduction to the historical context and literature of the Old Testament. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the narratives of the Pentateuch and the Former Prophets. The course also examines the nature of prophecy and the psalm and wisdom resources in the Prophets and Writings. Students begin to use the tools of Biblical interpretation and practice reading texts in their historical and literary contexts.

**THL 206 New Testament 3 credits**

An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, and grow in their ability to read texts of the Bible in their historical and literary contexts.

**THL 215 History and Literature of the New Testament 4 credits**

An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, practice the use of the tools of biblical interpretation, and grow in their ability to read texts of the Bible in their historical and literary contexts.

**THL 219 Principles of Biblical Interpretation 3 credits**

As an introduction to principles and methods of Biblical interpretation as employed by Lutherans with a high view of the Scriptures, students will focus on learning and practicing methodological models for studying and interpreting Biblical literature. Special attention will be given to the study of the historical/cultural context and literary nature of the inspired text.

Prerequisites: THL 201 and THL 206.

**THL 241 Church History 3 credits**

A panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church's institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural backdrop. This course is required for the minor in Confessional Lutheranism. It is not a general education course.

**THL 270 Our Living Faith 4 credits**

A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification; with an exploration of the biblical basis, the conceptual framework and the contemporary significance of the historic doctrines of the church. This course is required for the minor in Confessional Lutheranism. (Required Prerequisite: Minimum C- in THL205; Recommended Prerequisite: THL215)

**THL 310 Archaeology and the Bible 4 credits**

Archaeology has become an indispensable source for the reconstruction of past cultures and therefore is of direct importance for Biblical studies. The course aims at giving students insight into the material culture of societies in the ancient Levant from the Bronze and Iron ages down to the material context of Early Christianity in the Roman and Byzantine periods. Students will be introduced to basic methods of archaeological work and to important archaeological regions, periods and types of material culture relevant to the world of the Bible and Christianity. Students will use archaeological data to reconstruct contexts for biblical texts. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: TH L100 or THL 206 or THL 215)

**THL 320 Global Christianity 4 credits**

The question "What is Christianity?" will be explored from a global perspective. After surveying the state of Christianity, its teachings, and practices, students will wrestle with basic questions of life and Christian vocation in the third millennium. A major component of the course will be study of worship practices of area churches representing diverse cultural and immigrant groups. This course fulfills the intermediate general education requirement for Theology. (Prerequisite THL 100 or THL 206 or THL 215)

**THL 325 Goodness, Justice & Christian Faith 4 credits**

In this course, students will examine the ways in which both philosophical and theological frameworks change how we live our individual lives and shape the future of our families, friendships, sports teams, businesses, and political societies. In particular, the course invites students to relate these frameworks to their own thinking about sex and family, war and peace, work and the use of its financial fruits—and more generally, to the moral and political action to which they believe they are called in this life. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 336 The Problem of Evil 4 credits**

The problem of evil has led human beings to ask difficult questions about God. If God is both all-powerful and completely good (as many religious traditions claim), then why does God allow evil? Or, does evil demonstrate that in fact, there is no God? In this course, students will grapple with classic philosophical, Christian, and other religious approaches to these questions. They also will examine how these different approaches lead to different practical responses to evil in our personal lives and in our public life together. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 342 Athens and Jerusalem: Philosophy and Christianity 4 credits**

A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 344 Martin Luther: Saint & Sinner 4 credits**

This course examines the life and theology of the Martin Luther, instigator of the Protestant Reformation in the 16th century. A prolific writer and bold thinker, Luther appears today on many top ten lists of most influential people in the last millennium. By studying Luther in his medieval context and by reviewing the influence of his thought since the 16th century, the course will explore the relevance of his theology for the 21st century. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 351 Jesus and Muhammad 4 credits**

This course explores the lives, contributions, teachings, and significance of Jesus and Muhammad through selected reading of the Christian Scriptures, pagan and Jewish sources, the Quran, Ibn Hishan, Al-Waqidi, and some later writers. Students will gain skill and confidence in reading ancient texts and understanding the historical, social, and religious trends that shaped the ancient world. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 353 Christianity and World Religions 4 credits**

From a Christian perspective, this course explores the varieties of human religious beliefs. Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. The course will cover Animism, Buddhism, Hinduism, Judaism, Islam, and Christianity, with special attention in the latter case devoted to the Christian denominations of North America. Prerequisites: THL 100 or THL 206 or THL 215

**THL 356 One Nation under God? Christianity and Politics in America 4 credits**

The claim that the United States is a Christian nation will be examined from the Puritan settlers through the rise of the religious right in the late twentieth century, with particular emphasis on the notion of covenant and the influence of Christian leaders in various reform movements (abolitionist, temperance, women's suffrage, civil rights). The question of "one nation under God" will be tested against the Lutheran doctrine of the two kingdoms. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 357 Christianity and the Media in Contemporary Culture 4 credits**

Christianity has an unmistakable interplay with various forms of the media. This course explores subtle and overt Christian themes in movies, music, magazines/newspapers, theater, the World Wide Web, and television. Students locate, watch, and critically analyze numerous media resources and discuss them in correlation to Christian themes in the Bible. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 THL 215)

**THL 359 Theology and Art 4 credits**

A study of representative samples of written texts, art, architecture, and worship life in order to understand the relationship among intellectual pursuits, artistic developments, political/societal changes, and the spiritual life of Christians. (Prerequisite: THL 100 or THL 206)

**THL 365 Christianity thr Symbol/Ritual 4 credits****THL 371 Mission of God 4 credits**

This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discloses that intent in biblical narratives and texts and in Lutheran theology and Lutheran confessions. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215)

**THL 377 Faith and Justice in the City 4 credits**

Students will apply the Christian scriptures and Lutheran theology to today's multicultural, global, urban context with close attention to the Christian concepts of vocation, justice, and service toward one's neighbor. Through thoughtful evaluation of theology, philosophy, and the humanities, students will evaluate Christian ethics and habits for living in today's global society as thoughtful men and women of faith and conviction.

**THL 409 Studies in Biblical Theology 2 credits**

An exploration of sections, books, or major topics of the Old and New Testaments, as determined by the instructor and announced by the division. This course is recommended for the major in theology. It does not fulfill the general education requirement for Theology. (Prerequisite: THL203, Old Testament Narrative; THL206, New Testament)

**THL 431 Lutheran Doctrine I 3 credits**

A study of the content and effective application of the Christian understanding of doctrine itself, God, creation, theological anthropology, and the person and work of Christ, with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of Law and Gospel. Prerequisites: THL 201 and (THL 206 or THL 215)

**THL 432 Lutheran Doctrine II 3 credits**

A study of the content and effective application of the Christian understanding of the person and work of the Holy Spirit, sanctification, the means of grace, the Christian church, public ministry, and eschatology with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of church and ministry. Prerequisite: THL 431

**THL 441 Lutheran Confessional Writings 3 credits**

A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance.

**THL 459 Studies in Religion & Society 2 credits**

A study of the interaction between the essential tenets of Lutheran Christianity and the structures of democratic society. Among the topics considered are Christian vocation, the nature of culture and the ways Christianity has historically related to culture (with a special emphasis on the interplay of religion, church and race in North American cultural experience), the functions of Law and Gospel, the Lutheran understanding of the "two governments," and the role of Christians in society at large. This course is an elective for the major in theology. It does not fulfill the general education requirement for Theology.

**THL 460 Worship for Lutherans 3 credits**

Exploring early church experience and Reformation teaching, the student uncovers the meaning of worship. Critical evaluation of contemporary practice and recent developments in worship make the student better able to provide leadership in congregational worship life.

**THL 482 Christian Ministry & Practice 3 credits**

The concepts of call, vocation, ministry and team ministry are studied in relation to the worship, witness, teaching, service and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servant hood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church.

**THL 488 Independent Study 1-4 credits**

Independent study offers students an opportunity to do research and complete a major project in an area of religion of their own choosing. This course is an elective for the major in theology. It does not fulfill the general education requirement for Theology.

**THL 496 Senior Thesis 2 credits**

The Senior Thesis is the culminating work of a student majoring in Theology. The purpose of the thesis is to utilize the perspective, understanding, research skills, and writing abilities students have developed in their studies to investigate a substantial topic. The goal is for students to produce a paper of high quality and distinction. The work is normally done in one semester in the senior year under the guidance of a faculty mentor. The paper will be read by a second faculty member and proposed to the annual undergraduate Research Symposium. This course is required for the major in theology. It does not fulfill the general education requirement for Theology.

## Sales (SLS)

**SLS 300 Introduction to Professional Selling 4 credits**

This course will introduce students to the skills, concepts, tools and techniques in professional selling: business to business, business to employee and personal selling. (offered every 2 years)

**SLS 400 Sales Management and Business Development 4 credits**

This course will explore how to develop and manage an effective sales organization, focusing on business to business sales. Students will conduct in-depth competitive analysis, develop sales proposals, negotiate contracts, evaluate buyer needs, learn consultative selling, and develop strategies for gaining new business. (offered every 2 years) (Prerequisite: SLS 300)

**SLS 498 Sales Internship 1-6 credits**

## Science (SCI)

**SCI 120 Live Science: How Scientific Issues Impact Your Daily Life 4 credits**

Not excited about taking a science general education course? This course will show you how much science affects your day-to-day life. You will learn about current issues and controversies in the areas of biology, chemistry, and environmental science, including global warming, alternative energy, fracking, recycling, vaccination, GMOs, cloning and gene therapy, and stem cells. This course will equip you to think critically, find reliable sources of information, and to make educated decisions when it comes to your health, your environment, and political issues. This course includes a lab, which will help you to learn the theory behind the scientific method and give you exposure to how scientific research is carried out.

**SCI 435 Research and Techniques 4 credits**

This course provides the students with an opportunity to master a number of research techniques through participation in a collaborative research project. Significant time will be spent reading and analyzing scientific literature related to the research project. Emphasis may be given to molecular biology, cell and bacterial culture, or HP-LC mass spectrometry. This course is intended for students with little to no research experience. Students will meet during regularly scheduled class time to learn techniques and design experiments. Time will be required outside of class to carry out and maintain experiments. (Prerequisites: BIO 130 and CHE 115)

**SCI 436 Advanced Research & Techniques 4 credits**

This course provides the students with an opportunity to master a number of research techniques through participation in a collaborative research project. Significant time will be spent reading and analyzing scientific literature related to the research project. This course is intended for students that have taken SCI 435 and are interested in further pursuing advanced research opportunities. Time will be required outside of class to carry out and maintain experiments. (Pre-requisite: SCI 435)

**SCI 450 Literature Review of Special Topics 2 credits**

The topic for this course will vary each semester from a wide range of current scientific research. Students will read background material, participate in discussions and complete writing assignments. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115)

**SCI 455 Research in Science 4 credits**

This course offers students the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. (Prerequisite: Minimum grade of C- in BIO 120 and instructor approval)

**SCI 456 Advanced Research in Science 1-4 credits**

This course offers students the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. This advanced course is intended for students with prior research experience. (Prerequisite: Minimum grade of C- in SCI 455 and instructor approval)

## Sociology (SOC)

**SOC 152 Introduction to Sociology 4 credits**

This course provides an introduction to the systematic study of society and social behavior. Investigation will focus on the values and norms shared by society's members, the groups and institutions that compose social structure, and the forces that are transforming social reality.

**SOC 203 Correctional Ministry 2 credits**

This course is designed to change the fundamental perceptions which most people commonly hold toward those who are incarcerated and to understand them without fear, prejudice, or personal judgment, to view both crime and correction from a spiritual perspective, and to offer strategies which will aid prisoners with the process of reentry.

**SOC 252 Social Problems 4 credits**

Students identify and analyze social problems that are social-structure in origin and discuss potential responses. Using the concept of sociological imagination, the problems of individual members of society are seen within the broader context of society as a whole. Specific social problems studied include drug abuse, poverty, crime, and aging.

**SOC 253 Marriage and Family 4 credits**

This course considers the family as one of the primary social institutions within the larger social system. It explores the family's internal structure and functioning, how it serves the needs of both individuals and society, how it is changing in contemporary American society, and the societal challenges of families in crisis. (Prerequisite: SOC 152)

**SOC 256 Introduction to Criminal Justice 4 credits**

The course uses a sociological perspective to analyze the meaning of crime for a society, theories of criminal behavior and crime prevention. Emphasis is placed on understanding the law enforcement, judicial and corrections systems. Current issues such as police discretion, gun control, capital punishment and corporate crime are examined. (Prerequisite: SOC 152)

**SOC 325 Minnesota Criminal Codes and Statutes 2 credits**

The course covers the elements and effects of the Minnesota Criminal Code. Students study basic procedural law; crimes against persons, crimes against property, juvenile law, traffic law, and laws relating to domestic violence. Pertinent court cases are discussed in relation to each topic. (The course is required for students who intend to take the POST exam for Minnesota law enforcement officers.) Prerequisite: SOC 152

**SOC 351 Juvenile Justice 4 credits**

The course examines the nature and extent of juvenile crime in American society. It includes an analysis of the historical and intellectual foundations of the juvenile justice system and the interpretation of Constitutional law as applied to children. Emphasis is placed on the role of the family and community in the prevention and treatment of delinquency. (Prerequisites: SOC 152, SOC 256)

**SOC 352 Police and Community 4 credits**

Though this course addresses the primary purposes and functions of policing, instructional priorities include scientific police management; the dynamics of community policing; theories underlying crime prevention and control; the ability of law enforcement to effectively address cultural diversity, police ethics; emerging technologies; and the application of Constitutional and Minnesota State law and procedures to current practice. (Prerequisites: SOC 152, SOC 256)

**SOC 353 Themes in Adult Development and Aging with a Lifespan Perspective 4 credits**

This course explores a variety of themes in development throughout the lifespan beginning with youth and ending in the last stages of adulthood including aging, death and dying. Lifespan, sociological, psychological, and family science perspectives will be used to examine a variety of themes. (Prerequisite: SOC 152)

**SOC 354 Sociology of Law 4 credits**

This course examines the formal, public responses to crime. It includes a discussion of the nature of criminal law and its purposes and the classification and grading of various criminal wrongs. Case law examples are used to enable students to understand, critique and apply criminal laws to situations in contemporary society. (Prerequisites: SOC 152, SOC 256 or consent of instructor)

**SOC 357 Class and Community 4 credits**

This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social inequality and resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual-community relationship. (Prerequisite: SOC 152)

**SOC 358 Minority Groups 4 credits**

Students study various racial, ethnic, and other social groups in the broad context of American society. Attention is given to the concept of minority status as it relates to prejudices, discrimination and segregation in contemporary life. (Prerequisite: SOC 152)

**SOC 359 Social Welfare as an Institution 4 credits**

This course examines basic social welfare theory and methods in order to understand the structure and function of public and private welfare in American society. Social welfare is examined as part of the larger American social structure, reflecting cultural values as well as political and economic processes. Attention is given to several areas of social welfare in which specialization has occurred, including work with the elderly, the chemically dependent and battered children and adults. (Prerequisite: SOC 152)

**SOC 451 Social Psychology 4 credits**

Students examine how the individual's personality, behavior and attitudes are shaped through interaction with others. The course deals with such issues as conformity, persuasion, aggression, altruism, and attraction. Individual behavior is understood in light of symbolic communication and the social construction of the self. (Prerequisite: SOC 152 or PSY 101)

**SOC 452 Social Organization 4 credits**

This course addresses the fundamental question of how and why social organization is possible. Attention is given to major concepts and theories of social structure, forms of social organization (groups, communities, networks, formal organizations), basic social processes (integration, differentiation, regulation, change), the emergence of social organization from individual decision-making, and the sociology of work and occupations. (Prerequisite: SOC 152)

**SOC 453 Social Theory 4 credits**

This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Webber, Georg Simmel, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. \*\*This course serves as the capstone experience for the sociology major. (Prerequisite: SOC 152)

**SOC 488 Independent Study 1-4 credits**

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: SOC 152)

**SOC 498 Internship 1-15 credits**

Students participate in internships in social service agencies, local government, urban studies and related fields of interest under supervision of field professionals and staff members of the sociology department. (Prerequisites: SOC 152; sociology majors only)

## Spanish (SPA)

**SPA 101 Beginning College Spanish I 4 credits**

This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.

**SPA 102 Beginning College Spanish II 4 credits**

This course continues vocabulary building through short readings and dialogues in simulated real-life situations. Grammar concentrates on past-tense review, present subjunctive, perfect tenses, the future, commands, and object pronouns. Cultural readings and film are included. (Prerequisite: SPA 101 Beginning Spanish I or equivalent; usually 2 years of high school Spanish)

**SPA 201 Intermediate College Spanish I 4 credits**

In this course basic grammar is reviewed with increased emphasis on composition and conversation. An accompanying reader is included to expand vocabulary and recognition of familiar structures as well as provide literary and cultural material for discussion. Verb tenses include an introduction to the subjunctive. (Prerequisite: SPA 102 Beginning Spanish I: Second Semester or equivalent; usually 2 years or more of high school Spanish)

**SPA 202 Intermediate College Spanish II: Second Semester 4 credits**

This course is a continuation of SPA 201 with the same texts. Continued refinement of writing and conversational skills with emphasis on cultural issues is featured. Verb study is expanded to include all tenses. (Prerequisite: SPA 201 Intermediate Spanish II: First Semester or equivalent; usually 2 years or more of high school Spanish)

**SPA 301 Advanced College Spanish I 4 credits**

An advanced Spanish language course focusing primarily on grammar review and writing with regular conversation sessions. The course includes intensive and detailed work in expository and creative writing, syntax, stylistic and idiomatic usage. There is also some introduction to advanced translation in Spanish. (Prerequisite: SPA 202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)

**SPA 302 Advanced College Spanish II 4 credits**

An advanced Spanish language course focusing primarily on vocabulary expansion and conversation with some writing exercises and structure review. Conversational practice with special emphasis on aural-oral skills. A variety of reading material is assigned as preparation for class discussion. Videos, movies, and audiotapes may also be assigned. (Prerequisite: SPA 202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)

**SPA 401 Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture 4 credits**

This course is designed to provide the student with advanced Spanish language proficiency. The specific topic may vary depending on the year and the instructors. Examples might include Spanish in the Workplace, Spanish Linguistics, or other related topics. (Prerequisite: SPA 302 or equivalent)

**SPA 402 Advanced Spanish IV: Readings in Contemporary Spanish Literature 4 credits**

A course designed to expose the student to representative writers of current trends in the literature of Spain and Latin America. Some literary movements explored are magic realism, post modernism, feminism, and the testimonial novel. The student will read novels, short stories, theater, poetry, and view occasional films. Authors may vary from year to year. (Prerequisite: SPA 302 or consent of instructor: based on interview and proficiency test)

**SPA 403 Advanced Spanish IV: Voices of Latinos in the U.S. 4 credits**

A course designed to examine the stories of Latinos in the U.S. as told by them. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations, and spiritual needs are covered. Language issues are highlighted and film is used to complement the readings.

**SPA 488 Spanish Independent Study 1-4 credits****SPA 498 Spanish Internship 1-12 credits**

## Special Education (SPED)

**SPED 562 Literacy Strategies for Grades K-6: SPED 6 credits**

This course meets the MN Elementary Education Reading Rule requirements and focuses the instruction on teachers of special education.

**SPED 573 Fundamentals: Autism Spectrum Disorders 3 credits**

An introduction to the dynamics of autism spectrum disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

**SPED 574 Communication and Social Skills Training 3 credits**

A study of strategies and interventions for promoting the development of communication skills and social skills.

**SPED 575 Interventions: Autism Spectrum Disorders 3 credits**

Development of functional skills instruction including applied behavior analysis, sensory integration, and functional and ecological assessment procedures for the instruction of learners with autism spectrum disorder.

**SPED 580 Ethical Issues for Professional Educators of Exceptional Learners 3 credits**

A study of ethics and moral philosophy with application to the field of special education. Current educational issues will be examined in the context of the lives and careers of the PK-12 special educator.

**SPED 581 Instructional Strategies: Mild/Moderate Disabilities 3 credits**

An examination of the knowledge and skills needed to learn about and apply instructional strategies in preK-12 classroom settings.

**SPED 582 Teaching Students with Linguistic Differences or Difficulties 3 credits**

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

**SPED 583 Collaborative Teaching in Inclusive Settings 3 credits**

A Study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.

**SPED 584 Interventions for Students with Emotional and Behavioral Disorders 3 credits**

Application of evidenced-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings.

**SPED 586 Learners with Disabilities: Educational Assessment 3 credits**

Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development.

**SPED 589 Collaborative Consultation in Special Education 3 credits**

An examination of techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs.

**SPED 590 Teaching Students with Math or Language Difficulties 3 credits**

An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs.

**SPED 591 Applied Experience in Learning Disabilities 6 credits**

Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)

**SPED 593 Applied Experience in Autism Spectrum Disorders 3 credits**

Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.

**SPED 595 Applied Experience in Emotional Behavioral Disorders 3 credits**

Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. Prerequisites: All course work within specified licensure program.

**SPED 596 Behavior Management 3 credits**

An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions.

**SPED 598 Fundamentals: Emotional and Behavioral Disorders 3 credits**

An introduction to the dynamics of emotional and behavioral disorders, their effects on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

**SPED 599 Adolescents with Emotional and Behavioral Disorders 3 credits**

An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.

## Student Support Services (SSS)

**SSS 101 CSP Seminar 2 credits**

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

**SSS 110 College Reading 2 credits**

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

**SSS 120 College Turning Points 2 credits**

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

**SSS 125 Student Success Strategies 3 credits**

This course will enable students to develop the necessary skills to lead themselves academically, personally and professionally. This course will teach students about the resources and technology available to assist in their academic success. Specific topics of time management and goal setting will lead students to develop and utilize appropriate study techniques. Topics in life skills will lead students to a better understanding of self and others, and encourage the development and utilization of strategies to promote positive relationships, self-management, and professionalism. This course is recommended for students new to CSP or online learning.

**SSS 200 Leadership Development 3 credits**

As you summit Macchu Piccu, learn about your own leadership potential and build skills in goal-setting, conflict management, boundary-setting, team-building, group facilitation, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a study abroad and service-learning component.) Additional trip fees will apply.

**SSS 201 Transfer Transitions 1 credit**

The Transfer Transitions course guides and supports transfer students entering the Concordia University community by familiarizing them with campus resources, campus culture, and opportunities for success. The course fosters a smooth, effective, and efficient college to college transition. Designed for transfer students who have completed 20 - 90 college-level credits.

**SSS 225 Career Strategies 2 credits**

This course will allow students to evaluate how their individual strengths and skills are relevant and related to the need of a potential employer. Students will develop best practices for professional networking, resume writing and interviewing. Using knowledge gained in this course, students will be able to tailor their professional brand to specific employers and job positions.

**SSS 497 College Transitions Tchg Asst 1 credit**

Assist new students' successful transition from high school to college through College Transitions course.

## Theatre (THR)

**THR 101 Introduction to The Theatre 2 credits**

This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.

**THR 111 Theatre in Practice I 1 credit**

Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews.

**THR 112 Theatre in Practice II 2 credits**

Credit is given for major involvement in theatre productions, workshops, and other approved situations. Major involvement is defined as activities such as stage managing, assistant directing, designing, and directing projects. (Prerequisite: consent of instructor)

**THR 131 Improvisation 2 credits**

This course will provide basic instruction in performance improvisational techniques for the theatre.

**THR 160 Introduction to Dance 3 credits**

This course will examine the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. The basics of modern, ballet, and jazz dance movement will be incorporated to provide a wide overview of dance history and practical technique through readings and studio movement participation. Students will be introduced to each dance style with a focus on body awareness and alignment. Warm ups and across the floor movement are incorporated to develop strength, flexibility, musicality, and coordination.

**THR 201 Dance for Musical Theatre 3 credits**

Through the study and practice of the various styles of dance used on the musical theatre stage, such as ballet, modern, jazz, and tap, this course will focus on dance technique, character development through movement, and performance skills. Execution and exploration of choreographed pieces from musical theatre repertoire will be taught and performed in a final Student Showcase. Students will be introduced to a wide dance vocabulary as well as to the major contributors/choreographers of Musical Theatre. Prerequisite: May be repeated once as an elective which may count as a general elective or be credited to a theatre major.

**THR 221 Acting I 4 credits**

Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.

**THR 241 Script Analysis 4 credits**

Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

**THR 251 Stagecraft 4 credits**

The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the material presented.

**THR 253 Makeup for the Stage 2 credits**

Fundamentals of two and three-dimensional stage make-up through character analysis, design and application. Extensive practical experience through laboratory and possible crew work on departmental productions. Each student will be required to purchase his or her own makeup materials.

**THR 262 Modern Dance Technique 3 credits**

Students will be introduced to the basic movements, concepts, and technique of modern dance with a focus on breath, strength, alignment, and flexibility. Students will learn about the pioneers of modern dance (Loie Fuller, Isadora Duncan, Ruth St. Denis, Doris Humphrey, Martha Graham) as well as the current contributors to the dance form, regarding their stylistic contributions and differences. Reading assignments and quizzes will be given in addition to the technique class. Students will learn and perform a modern dance piece during the semester and perform in a final student showcase.

**THR 263 Jazz Dance Technique 3 credits**

This course will introduce and practice the basic movement, dance terminology, and style of jazz dance technique, focusing on stretch, strength, body awareness, rhythmic ability, and coordination. An appreciation and study of the origins and evolution of jazz dance, along with its major contributors, will be emphasized. The technique class will focus on jazz dance vocabulary and steps, isolations, center combinations, and across the floor patterns. Students will learn a choreographed jazz dance and perform in a final student showcase.

**THR 291 Topics in Theatre 1-4 credits**

This course offers in-depth analysis of a selected topic in theatre such as film, children's theatre, drama in worship, stage management, or theatre management in a seminar setting. The needs of students and interest of theatre faculty determine content.

**THR 301 New York Theatre Tour 2 credits**

Faculty will lead a one-week exploration of contemporary theatre in New York City. Participants will attend several productions and will participate in discussions following each performance. Tour is scheduled during the second week of January even numbered years. Additional fee for housing and transportation. A reaction paper is required at the conclusion of the tour.

**THR 302 London Theatre Tour 2 credits**

An immersion into London's vibrant theatre scene, this course explores numerous aspects of the English stage, including both the classical and modern theatre traditions. Participants will attend several productions and visit historic literary sites. Students may also participate in a workshops offered by various theatre organizations. In preparation for this work, participants may be asked to prepare a Shakespeare monologue. The tour will include a day trip to Stratford Upon Avon and the Royal Shakespeare Company. Assessment will be based on two play reviews as well as a final paper on a selected topic. Additional Fees Required.

**THR 321 Acting II 4 credits**

Further principles in developing a character are learned through more monologue and scene work. Advanced techniques of breathing, rhythm, focus and facial mask are taught to help the student explore the field of potential and lead the actor out of the known and into the unknown. (Offered every other year. Prerequisite: THR 221 or consent of instructor)

**THR 326 Voice, Diction & Dialects 2 credits**

Students learn production and placement of sound through various exercises, leading to character development. Students also are introduced to techniques for learning a foreign dialect.

**THR 355 Scenic Design 4 credits**

This course is an introduction to the theory and techniques of scenery design. Three subject areas are combined to formulate the scope of the course: literature analysis, aesthetic design techniques and materials, pragmatic design production, and organization. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR 251 or consent of instructor)

**THR 356 Costume Design 4 credits**

This course will be an introduction to the art and practice of costume design. Emphasis will be on analysis of the costume design process and organization from script to design concept to the workable costume for the actor. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR 251 or consent of instructor)

**THR 357 Lighting and Sound 4 credits**

This course is an introduction to the theory and the techniques of lighting and sound design for the stage. Three subject areas in both aspects of theatre will be discussed in this course: basic understanding and connection of the equipment, basic design, and a basic understanding of the aesthetics of sound and lighting design. Laboratory hours required. (Prerequisite: THR 251 or consent of instructor)

**THR 364 Tap Dance Technique 3 credits**

This course is an introduction to the fundamental vocabulary and technique of tap dance, its history as an art form, and its major contributors to the style. Students learn a basic technical foundation, with an emphasis on the building block steps (spank, shuffle, flap, cramp roll, Shim Sham, Maxie Ford) while also concentrating on proper articulation and execution of movement. Students work on a choreographed routine and perform in a final student showcase.

**THR 365 Dance History 3 credits**

A survey of dance history from origins in ancient civilizations up to the twentieth century, this course will examine the function of dance in a social, political, religious, and cultural context. Through text reading, research projects, and viewing, students will analyze the development of dance, its significance and role in history.

**THR 366 Choreography/Composition 3 credits**

This course will explore the process of dance making, by studying the principles of composition and the thematic development and organization of movement material. Students will work on and study basic choreographic elements and principles (rhythm, space, time, dynamics) using movement exploration, improvisation, and other creative skills to develop compositions, with a concentration on solo or small group dances, which will be performed in a final student showcase.

**THR 367 Ballet Technique 3 credits**

This course will introduce the basics of classical ballet. Students will learn the basic positions of the feet and arms, fundamental ballet steps, and French terminology, through barre exercises, center floor work, and across the floor patterns. This class will also emphasize ballet vocabulary and style, proper body alignment, strength, flexibility, and musicality. Students will learn a choreographed ballet piece and perform in the final Student Showcase.

**THR 445 Theatre History, Theory, and Literature I 4 credits**

A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

**THR 446 Theatre History, Theory, and Literature II 4 credits**

A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of performance in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

**THR 478 Directing 4 credits**

Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR 241)

**THR 488 Independent Study in Theatre 1-4 credits**

Independent study offers students an opportunity to investigate and study an area of theatre of their own choosing.

**THR 498 Theatre Internship 4-16 credits**

Students participate in a first-hand theatre experience at a local professional or semi-professional theatre. The student, through observation and/or direct involvement, learns practical application of drama theories and theatrical principles. The student and internship advisor select an appropriate internship site that meets the needs and interests of the student. (Prerequisite: Consent of advisor and department chair)

## Urban Studies (URB)

**URB 201 Mission Shift Institute I 3 credits**

This course introduces students to south Minneapolis, exposing them to the issues and topics they will study in greater detail in other U4C courses.



**URB 202 Mission Shift Institute II 3 credits**

This course continues the introduction of students to south Minneapolis, exposing them to the issues and topics they will study in greater detail in other U4C courses.

**URB 310 Principles of Urban Ministry 3 credits**

This course is intended to provide the learner with an introduction to theory and methodology of urban ministry from a Biblical perspective. An overview of the history, theological trends, leadership and future of urban service, with attention to Biblical principles for evaluating the strengths and weaknesses of urban service and designs will be covered to give the students a greater understanding of urban service.

**URB 320 History and Contemporary Issues 3 credits**

This class is designed to give students a thorough understanding of the history and development of Minneapolis as well as its current trends and challenges. It gives the student an in-depth understanding of the milieu in which he or she will be studying the rest of the urban classes. The course will be taught using various learning methods including reading, lectures, discussions, research, writing, field trips, media presentations and guest speakers. As in an integrative approach, the students will engage in a combination of classroom preparations, field experience and post-experience analysis, creating a critical reference point for the student to deepen his or her Christian worldview, cross-cultural engagement, and understanding of diverse social and cultural contexts.

**URB 330 Demographics and Research Methods 3 credits**

This class instructs students in the methods and procedures on how to conduct and read urban demographics. The class will focus on the consumption of demographic material to make competent, strategic decisions. The class will also require students to conduct mini-research projects to further their understanding of compiling demographic decisions.

**URB 340 Significant Urban Service Issues 3 credits**

This class is designed to give students a good understanding of several interrelated areas of urban service. The students will learn from practitioners and specialists in each of the following areas: chemical dependency (including detox, intervention strategies, treatment methods, community resources, 12-step programs, etc.), teen pregnancy, prostitution and the sex industry, HIV/AIDS, Homeland Security/INS, domestic violence, narcotics distribution and gangs.

**URB 410 Urban Social Psychology 3 credits**

This course will cover various phenomena related to social influence - the power of people to affect, persuade, or control the beliefs or behaviors of others. The student will become familiar with fundamental topics in social psychology, such as perception, motivation, attitudes, and attitude change.

**URB 420 Intercultural Communication in an Urban Setting 3 credits**

This course emphasizes parallels in learning a language and learning a culture in the urban, cross-cultural context. Course assignments and discussions are designed for application in everyday encounters with individuals from other cultures within the city.

**URB 430 Urban Economics, Entrepreneurship and Community Development 3 credits**

This course is a study of the process of forming and managing a non-profit organization, with a focus on the unique contributions and characteristics of faith-based organizations. Students will spend eight hours on-site at a local ministry non-profit, attending board meeting, interviewing the chief executive and observing programs. Through this field study, students will witness the application of the concepts taught in class and will be asked to assess the various aspects of the non-profit they are studying. In addition, students will develop an overall concept/vision for a non-profit organization they would like to start and will develop a strategic plan and case statement for it.

**URB 440 Race and Ethnicity in America 3 credits**

In this course students will examine the issues surrounding race relations in the United States. This examination will include some of the history of race relations leading up to the most current racial climate. The class will develop a Biblical grid through which to understand the issues. Students will not only study the issues but also learn to think critically about Christian and secular models currently offered to solve racial problems in our nation. The class will also attempt to recast valuable secular models into Biblical categories. The class will suggest alternative modes of thinking about race relations to those concerned individuals and institutions in our culture.

**URB 498 Urban Ministry Fall Internship 3 credits**

Supervised experience in a non-profit/ministry in the urban, cross-cultural context. This course requires ministry involvement totaling 50 hours per credit in the area of the student's emphasis. A weekly internship seminar will guide the student through the entire internship experience.

**URB 499 Urban Ministry Spring Internship 3 credits**

Supervised experience in a non-profit/ministry in the urban, cross-cultural context. This course requires ministry involvement totaling 50 hours per credit in the area of the student's emphasis. A weekly internship seminar will guide the student through the entire internship experience.

# UNIVERSITY ORGANIZATION AND FACULTY

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- College and Departmental Organization and Faculty (p. 193)
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Dr. Paul Hillmer, Dean – College of Humanities and Social Sciences

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Ms. Toni Squires, Registrar

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Ms. Heidi Goettl, Associate Dean of Students

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## College and Departmental Organization and Faculty

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Craig Lien, Associate Dean

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- Christine Kudelka
- Steven Manderscheid
- Renata Mayrhofer, Chair
- Jason Rahn
- Jean Rock
- Joel Schuessler

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- Thomas Hanson
- Christine Kudelka
- Craig Lien, Chair

## Graduate Business Management

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- Steven Manderscheid
- Jean Rock, Chair

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- Rachel Krueger
- Robert Krueger, Chair
- Cheng Thao
- Derek K. Wise

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- Phillip Hampton
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- Heather Wegwerth

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- Jerry Robicheau
- Laura Wangsness Willemsen

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- Diane Harr
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- Steve Ross

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- Shani Johnson
- Jeanne Lojovich
- Peter Rundquist, Director
- Sanjay Sarkar
- Erin Simunds
- Lyndsey Vandenberg

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- Mary Ann Yang

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- Cate Vermeland
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- Marilyn Reineck

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- Nancy Hackett
- Matthew Ryan

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- Miriam Luebke
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- Shari Speer

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- Mark A. Koschmann
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