CONCORDIA
UNIVERSITY, ST. PAUL

CSP · CSP GLOBAL

2024-25 ACADEMIC CATALOG

Undergraduate & Graduate

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ACADEMIC CATALOG

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, Doctor of Physical Therapy, and Doctor of Philosophy.

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UNIVERSITY INFORMATION

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

All information in this Academic Catalog was current at the time of publication. However, the information in this catalog does not constitute a contract between Concordia University and the student. The material contained in this catalog is for information only. The university reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice. All questions may be referred to the Office of Academic Affairs. Concordia University, Saint Paul, is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. This school is a business unit of a corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 255 Capitol St. NE, Salem, Oregon, 97310.

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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 form which the student learns. The Moccasin Flower symbolizes the State of Minnesota and the beauty of God's creation. The inscription places learning in the context of the Christian Gospel. Dr. Buenger used the Latin language in keeping with the classical ideals characteristic of our school: In litteris proficere vole, malo diligere Jesum. This may be translated, "I wish to be proficient in academics, but even more I wish to know Jesus." It is based on Ephesians 3:19: "And to know the love of Christ that surpasses knowledge."

Mission Statement

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

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

Therefore, the university pursues the following purposes:

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

Vision Statement

The vision of Concordia University, St. Paul is to be a Christ-centered, nationally prominent Lutheran university known for excellence and innovation that fosters success for all students.

The Concordia Promise

Concordia University, St. Paul empowers students to discover and engage their purpose for life, career, and service through a dynamic and multicultural environment where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.

What does the Promise Statement Mean?

Concordia University, St. Paul empowers you to:

iscover and engage your purpose for life, career, and service

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

in a dynamic and multicultural environment

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

where Christ is honored, all are welcome,

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

and Lutheran convictions inform intellectual inquiry and academic pursuits.

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

Motto

In litteris proficere volo malo diligere Jesum
"I wish to be proficient in academics, but even more I wish to know Jesus."

College Profile

Type	Private not-for-profit
	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)	5,502 (Fall 2022)
Student Population (full-time equivalent)	4,883 (Fall 2022)
Size and Setting	Small four-year, primarily residential; urban
Basic	Master's Colleges and Universities (larger programs)

History of the University

Concordia University was founded in 1893 to provide a Christian learning environment for high school students preparing to enter the professional ministries of The Lutheran Church – Missouri Synod. In the ensuing decade, Concordia continued to grow, adding a fourth year of high school and by 1921 had added the freshman and sophomore college years. The change made it possible for Concordia High School students to remain at their high school alma mater to complete their first two years of college work before transferring to a Concordia Senior College where they would finish their studies in the church professions or teaching.

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

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

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

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

As Concordia moved into the new millennium, the institution implemented a number of important changes that would reflect the changing needs of the students, the church and the community. Foremost among these was restructuring that enabled Concordia to become a university. In 1997, Concordia College became Concordia University, Saint Paul, and adopted the semester system. CSP became the first private university in Minnesota to compete at the NCAA Division II level, bidding farewell to the Concordia Comets nickname and introduced a new athletics identity, the Golden Bears.

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

University Contact Information

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

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	2011-2019
Brian Friedrich	2020 -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 2024-2025

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 2024

August 29, Thursday - September 2, Monday	Orientation
September 2, Monday	Labor Day
	Last day to add a cohort or SCS first half semester course
September 3, Tuesday	Classes begin for all students
September 9, Monday	Last day to add a full semester
	Last day to drop a first half semester course without record
September 16, Monday	Last day to drop a full semester course without record
October 7, Monday	Last day to withdraw from a first half semester course
October 23, Wednesday	Midterm/end of first half semester courses
	Deadline for requesting a P-N in a full semester course
October 24, Thursday- October 27, Sunday	Fall break
October 27, Sunday	*Last day to add a second half course*
October 28, Monday	*Cohort ,SCS, and traditional second half semester courses begin*
October 29, Tuesday	Grades due for first half semester courses and Midterm grades for full term courses
November 1, Friday	*Last day to drop a cohort, SCS, and traditional second half semester course without record*
November 13, Wednesday	Last day to withdraw from a full semester course
November 27, Wednesday- December 1, Sunday	Thanksgiving break
December 4, Wednesday	*Last day to withdraw from a second half semester cohort, SCS and traditional course*
December 18, Wednesday	Last day of classes
	Residence hall move out day
December 23, Monday	*Grades due for trad, SCS and second half cohort courses*
December 19, 2024, Thursday – January 5, 2025, Sunday	Semester break

Spring Semester 2025

January 5, Sunday	*Last day to add a cohort, SCS or traditional first half course*
January 6, Monday	Classes begin for all students
January 10, Friday	Last day to drop a first half course without record
	Last day to add a full semester course
January 20, Monday	Martin Luther King day, no classes
January 20, Monday	Last day to drop a full semester course without record
February 10, Monday	Last day to withdraw from a first half semester course
February 26, Wednesday	Midterm/end of first half semester courses
	Deadline for requesting a P-N for a full semester course
February 27, Thursday- March 9, Sunday	Spring break (no classes for all students)
March 4, Tuesday	Grades due for first half semester courses
March 9, Sunday	*Last day to add a cohort or SCS second half semester course*
March 10, Monday	Second half semester courses begin
March 14, Friday	Last day to drop a second half semester course without record
March 26, Wednesday	Last day to withdraw from a full semester course
April 11, Friday	Last day to withdraw from a second half semester course
April 17, Thursday - April 21, Monday	Easter break
April 30, Wednesday	Classes end
	Residence hall move out day
May 2, Friday - May 3, Saturday	Commencement ceremonies to be announced
May 6, Tuesday	*Grades due for trad, cohort and SCS courses*

Summer Semester 2025

May 4, Sunday	Last day to add a first half semester course
May 5, Monday	First half semester courses begin
May 9, Friday	Last day to drop a first half semester course without record
May 11, Sunday	Last day to add a full semester course
May 16, Friday	Last day to drop a full semester course without record
May 26, Monday — Memorial Day	Offices closed, no classes
June 9, Monday	Last day to withdraw from a first half semester course
June 19, Thursday	Juneteenth, offices closed, no classes
June 25, Wednesday	First half semester courses end
June 26, Thursday — June 29, Sunday	Holiday break, no classes
June 29, Sunday	Last day to add a second half semester course
June 30, Monday	Second half courses start
July 1, Tuesday	Grades due for first half semester courses
July 4, Friday	Offices closed, no classes
July 7, Monday	Last day to drop a second half semester course
July 18, Friday	Last day to withdraw from a full semester course
August 4, Monday	Last day to withdraw from a second half semester course
August 20, Wednesday	Second half semester courses end
August 26, Tuesday	Grades due for second half semester courses

Academic Calendar 2025-2026

Fall Semester 2025

August 28, Thursday - September 1, Monday	Welcome Weekend
September 2, Tuesday	Classes begin for all students
October 22, Wednesday	Midterm/end of first half semester courses
October 23, Thursday - October 26, Sunday	Fall break
October 27, Monday	*Second half semester cohort & SCS courses begin*
	Second half semester traditional courses begin
November 26, Wednesday - November 30, Sunday	Thanksgiving break
December 17, Wednesday	Classes end
	Residence hall move out day

Spring Semester 2026

January 12, Monday	Classes begin for all students
January 19, Monday	Martin Luther King day, no classes
March 4, Wednesday	Midterm/end of first half semester courses
March 5, Thursday - March 15, Sunday	Spring break no classes
March 16, Monday	Second half semester courses begin
April 2, Thursday - April 6, Monday	Easter break no classes
May 6, Wednesday	Classes end
	Residence hall move out day
May 8, Friday — May 9, Saturday	Commencement ceremonies

Summer Semester 2026

May 11, Monday — July 1, Wednesday	Summer Session #1
May 25, Monday — Memorial Day	Offices closed
June 19, 2026 - Juneteenth	Offices closed, no classes
July 2 , Thursday - Sunday, July 5	Summer Break Week
July 6, Monday — August 26, Wednesday	Summer Session #2
July 4, Friday - Fourth of July	Offices closed, no classes

Academic Calendar 2025

Winter 2025 Quarter

January 6, 2025	Classes begin
January 12, 2025	Last day to add/drop a course
January 20, 2025	Martin Luther King day, no classes
March 16, 2025	Last day to withdraw from a course
March 17, 2025 - March 19, 2025	Final Exams
March 21, 2025	End of Quarter
	Graduation
	Grades Due
March 24, 2025 - March 28, 2025	Student and Faculty Break

Spring Quarter 2025

March 31, 2025	Classes Begin
April 6, 2025	Last day to add/drop a course
May 26, 2025	Memorial Day, offices closed, no classes
June 8, 2025	Last day to withdraw from a course
June 6, 2025	Graduation
June 9, 2025 - June 13, 2025	Final Exams
June 13, 2025	End of Quarter
	Grades Due
June 16, 2025 - June 20, 2025	Student and Faculty Break

Summer Quarter 2025

June 23, 2025	Classes Begin
June 29, 2025	Last day to add/drop a course
July 4, 2025	Fourth of July, offices closed, no classes
August 31, 2025	Last day to withdraw from a course
September 1, 2025	Labor Day- offices closed, no classes

September 2, 2025 - September 5, 2025	Final Exams
September 5, 2025	End of Quarter
	Grades Due
September 8, 2025 - September 12, 2025	Student and Faculty Break

Accreditation and Enrollment

Accreditation

University

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

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

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

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

The following programs hold specialized accreditations and approvals:

Family Science Programs

The National Council on Family Relations (NCFR (https://www.ncfr.org/)) has approved Concordia's undergraduate and graduate programs in Family Science as meeting the Standards and Criteria required for the Provisional Certified Family Life Educator (CFLE) designation. The NCFR provides certification for the profession of family life education. Thus, students who complete the undergraduate or graduate FLE programs are eligible for certification as a Family Life Educator (CFLE).

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

Human Resource Management Programs

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

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

Nursing Programs

The baccalaureate degree in nursing at Concordia University, St. Paul is accredited by the Commission on Collegiate Nursing Education (CCNE (http://www.aacnnursing.org/CCNE/)). http://www.aacnnursing.org/CCNE (http://www.aacnnursing.org/CCNE/)

Concordia University is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for the accelerated BSN program.

Orthotics and Prosthetics Program

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

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

Physical Therapy Program

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

CAPTE
1111 North Fairfax Street
Alexandria, VA 22314
703-706-3245
accreditation@apta.org
http://www.capteonline.org

Teacher Education Programs

The initial teacher education licensure programs at Concordia University, St. Paul have been awarded national accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP). (https://aaqep.org/accreditation (https://aaqep.org/accreditation/))

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

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

Diagnostic Medical Sonography

The associate of applied science in Diagnostic Medical Sonography - Abdominal-Extended is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (http://www.caahep.org)) upon the recommendation of the National Commission on Orthotic and Prosthetic Education (NCOPE).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350

www.caahep.org (http://www.caahep.org)

Enrollment (Fall 2023 Census)

University Headcount	5819
University Fulltime Equivalent	5145
Traditional Undergraduate Headcount	1725
Traditional Undergraduate Fulltime Equivalent	1502
Global Undergraduate Headcount	1381
Global Undergraduate Fulltime Equivalent	1081
Graduate Headcount	2713
Graduate Fulltime Equivalent	2562

Admission Information

- Adult Undergraduate Programs (p. 12)
- Undergraduate Traditional Programs (p. 13)
- Graduate Programs (p. 15)

Global Undergraduate Programs

Learning Concept

The goal of the Global 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 General Education Diploma (GED). Applicants must be persons of good moral character. Early application is encouraged.

Academic Requirement and Procedures

Applicants being admitted with 20 college credits or less will be asked to complete our First-Year student requirements. Applicants with more than 20 college credits will be asked to complete our Transfer student requirements.

First-Year Students

1. Complete the Adult Undergraduate Application for Admission via the admission website www.csp.edu/apply. Application due dates will be communicated by admissions counselors.
2. Request an official high school transcript 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. If the applicant has attended any other regionally accredited institutions, submission of official transcripts from these institutions is also required.
4. Verification of a High School cumulative grade point average (CGPA) of 2.0 or better.
5. Under the Test-Optional policy, students have a choice of whether to submit their ACT or SAT scores for admissions application review.

Transfer Students

1. Complete the Global Undergraduate Application for Admission via the admission website www.csp.edu/apply. Application due dates will be communicated by admissions counselors.
2. Submit official transcripts from all colleges or post-secondary schools attended. If currently enrolled, submit a final transcript after completion of studies. All official transcripts must be submitted by the end of the first term of study.
3. Verification of a cumulative grade point average (CGPA) of 2.0 or better. If you have attended a Minnesota State college or university we also ask that you provide an official accompanying DARS or MnTC goal area worksheet. Concordia accepts completed goal areas toward our general education requirements, in addition to course-by-course review.

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 for more information.

Students enrolling in an adult undergraduate program must have access to a computer that meets Concordia University's technology requirements (https://concordia.csp.edu/helpdesk/help-desk/technology_requirements/).

Demonstration of English Proficiency

Applicants whose primary language is not English must demonstrate that they are English proficient by completing one of CSP's testing or course/institutional options. Additionally, all applicants must meet any program-specific requirements prior to applying to these programs. A full list of testing and course/institution options can be found on the CSP English Language Proficiency webpage (https://www.csp.edu/admissions/english-language-proficiency/).

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

Acceptance to Concordia University

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

Re-Admission of Former Students of Concordia University

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

Advanced Placement Program

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

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 6114. 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). 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 or spring terms. Transfer students may apply for admission for the fall, spring, or summer terms. Early application is encouraged. The priority deadline for fall admission is December 1 and the final deadline is August 1. The final deadline for spring 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 https://www.csp.edu/apply/. 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. Under the Test-Optional policy, students have a choice of whether to submit their ACT of SAT scores for admission application review.

Transfer Students

1. Complete the application for admission. Applications are encouraged to be submitted via the undergraduate admission website, https://www.csp.edu/apply/. 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 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 6 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, St. Paul
1282 Concordia Avenue
St. Paul, Minnesota 55104-5494
admissions@csp.edu
651-641-8230

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

Acceptance to Concordia University

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

Admissions Committee. Appeals may be made to the Vice President for Enrollment Management.

Immunization Requirements for Traditional Students

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

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

Required immunizations:

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

Recommended immunizations:

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

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

Exemptions

Minnesota Law provides these exemptions from immunizations:

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

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

Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

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

Post-Baccalaureate Students

Persons possessing an undergraduate degree from an accredited institution may seek initial/additional licensure or certification. Students have the option of attending as full-time students or as part-time students. Contact the Office of Undergraduate Admission (651) 641-8230 or admissions@csp.edu for more information.

Southest 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, Lonn Maly at (651) 641-8203 or maly@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 to prove English Language Proficiency (https://www.csp.edu/admissions/english-language-proficiency/) (one or more)
3. Demonstrated ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.
4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.

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

Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University's Post-Secondary Enrollment Options (PSEO) program during the spring before

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

Application procedures include submitting the following:

1. PSEO Application
2. Official High School Transcript
3. 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 6114. Information about the CLEP examinations can be found at www.collegeboard.com/student/testing/clep/about.html (http://www.collegeboard.com/student/testing/clep/about.html). Concordia University's CLEP credit policy is posted on www.csp.edu (http://www.csp.edu).

New Student Orientation

Both first-year students and transfer students are required to attend one Student Admitted Day session offered in April or June. 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 CSP Orientation. Students are assigned to their CSP Seminar class by the Office of Academic Advising. During CSP Orientation, they spend time with other new students, along with a Peer Advisor and Faculty Advisor. Transfer students and returning students are invited to attend CSP Orientation activities prior to the beginning of classes. CSP Orientation activities build a foundation for enhancing community and promoting academic growth in a Christian environment.

Spring Semester. Transfer students are required to attend Student Admitted Day 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 via the admissions website, www.csp.edu/apply (https://www.csp.edu/apply/).
2. Submission of a baccalaureate degree or higher for master's degree programs and Doctorate of Physical Therapy and a graduate degree or higher for a doctoral degree program, with an accreditor that is recognized by the U.S. Department of Education or a comparable degree from outside the U.S.
3. Verification of an overall GPA
   a. 3.0 on a 4.0 scale for all masters
   b. 3.0 on a 4.0 scale for Ed.D. and Ph.D. in Kinesiology
   c. 3.0 on a 4.0 scale for Doctorate in Physical Therapy (DPT)
   d. 3.25 on a 4.0 scale for Ed.S. and Ed.D. in Education
4. Demonstration of English Proficiency

Additional requirements for doctoral applicants and specific master's programs may be required; please consult appropriate degree information.

Students enrolling in a graduate program must have access to a computer that meets Concordia University's technology requirements (https://concordia.csp.edu/helpdesk/help-desk/technology_requirements/).

International Students

International students applying to a graduate program should refer to CSP's International Admissions website (https://www.csp.edu/admissions/international-admissions-graduate/) for eligible programs to study at Concordia University, St. Paul.

1. Submission of Graduate Application for Admission via the admissions website, www.csp.edu/apply (https://www.csp.edu/apply/).
2. Submission of official documentation demonstrating an earned baccalaureate degree or higher for a master's and Doctorate in Physical Therapy degree programs, with an accreditor that is recognized by the U.S. Department of Education or a comparable degree from outside the U.S. Submission of a baccalaureate degree or higher for master's degree programs with an accreditor that is recognized by the U.S. Department of Education for International Students transferring from another U.S. University.
3. Submission of official credential evaluation of degree(s) earned at any non-United States institution

   a. Evaluations must be from approved members of the National Association of Credential Evaluations Services (https://www.naces.org/)
4. Verification of an overall GPA of 3.0 on a 4.0 scale for graduate programs and Doctorate of Physical Therapy and a GPA of 3.25 on a 4.0 scale for doctoral programs
5. Demonstration of English Proficiency
6. Certification of Finances (http://concordia.csp.edu/marketing/?gf-download=2018%2F07%2FCertification-of-Finances.pdf&form-id=7&field-id=33&hash=49e948eba61f953cce62d1c2d5ee728c7a03cc7c3ab4e6d7ff44d4601d82f47a) and Bank Statement indicating the financial source for the expense of attending Concordia University.
7. Copy of Passport

Additional requirements for doctoral applicants and specific master's programs may be required; please consult appropriate degree information.

Students enrolling in a graduate program must have access to a computer that meets Concordia University's technology requirements (https://concordia.csp.edu/helpdesk/help-desk/technology_requirements/).

Demonstration of English Proficiency

Applicants whose primary language is not English must demonstrate that they are English proficient by completing one of CSP's testing or course/institutional options. A full list of testing and course/institution options can be found on the CSP English Language Proficiency webpage (https://www.csp.edu/admissions/english-language-proficiency/).

Application Contacts

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

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

Students can submit an online application at www.csp.edu (http://www.csp.edu). Correspondence includes all matters and inquiries connected with admissions, such as application forms, letters of recommendation, transcripts, and fees. Remittances should be made payable to Concordia University, Saint Paul, and sent to the Office of Graduate Admission.

Acceptance to Concordia University

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

Appeal of Policy and Procedure

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

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

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-Diptheria-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 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.

Re-Admission of Former Students of Concordia University

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

Degrees and Programs

Colleges and Schools

- College of Business & Technology
- College of Education and Humanities
- College of Health & Sciences
- College of Human Services and Behavioral Sciences
- College of Kinesiology
- College of Nursing
- School of Continuing Studies
- School of Graduate Studies

Academic Degrees

- Associate of Arts (AA)
- Associate of Applied Science (AAS)
- Bachelor of Arts (BA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Business Administration (BBA)
- Master of Arts (MA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Fine Arts (MFA)
- Master of Science (MS)
- Master of Science Nursing (MSN)
- Master of Public Health (MPH)
- Educational Specialist (EdS)
- Educational Doctorate (EdD)
- Doctor of Physical Therapy (DPT)
- Doctor of Philosophy (PhD)

Graduate Programs

- Artificial Intelligence (MS)
- Business Administration (MBA)
- Business Administration with Accounting emphasis (MBA)
- Business Administration with Artificial Intelligence emphasis (MBA)
- Business Administration with Business Analytics (MBA)
- Business Administration with Cybersecurity emphasis (MBA)
- Business Administration with Digitial Marketing emphasis (MBA)
- Business Administration with Finance emphasis (MBA)
- Business Administration with Health Care Management emphasis (MBA)
- Business Administration with Human Resource emphasis (MBA)
- Business Administration with Organizational Leadership emphasis (MBA)
- Business Administration with Project Management emphasis (MBA)
- Business Analytics (Certificate)
- Business Analytics (MS)
- Coaching and Athletic Administration (MS)
- Computer Science (MS)
- Creative Writing (MFA)
- Criminal Justice Leadership (MA)
- Classroom Instruction with Reading Endorsement (K-12) (MA)
- K-12 Reading Endorsement (no MA)
- Data Analytics (MS)
- Data Analytics and Engineering (MS)
- Data Science (MS)
- Differentiated Instruction (MA)
- Doctor of Education (EdD)
- Doctor of Kinesiology (EdD) with a Concentration in Exercise Science
- Doctor of Kinesiology (EdD) with a Concentration in Strength and Conditioning
- Doctor of Kinesiology (EdD) with a Concentration in Exercise Physiology
- Doctor of Kinesiology (EdD) with a Concentration in Exercise and Sport Nutrition
- Doctor of Kinesiology (PhD) with a Concentration in Exercise Science
- Doctor of Kinesiology (PhD) with a Concentration in Strength and Conditioning
- Doctor of Kinesiology (PhD) with a Concentration in Exercise Physiology
- Doctor of Kinesiology (PhD) with a Concentration in Exercise and Sport Nutrition
- Doctor of Physical Therapy (DPT)
- Early Childhood (MA)
- Educational Leadership (MA)
- Educational Specialist (EdS) in Educational Leadership
- Educational Technology (MA)
- Exercise Science (MS)
- Human Services with emphasis in Forensic Behavioral Health (MA); certificate also available
- Human Services with emphasis in Trauma Resilience for the Self-Care Professional (MA)
- Human Resource Management (MA)
- Information Technology (MS)
- Information Technology Management (MS)
- Nursing (MSN)
- Orthotics and Prosthetics (MS)
- Public Health (MPH)

- Sport Management (MS)
- Strategic Communication Management (MA)
- Strength and Conditioning (MS)
- 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)
- Actuarial Science (BS)
- Art Studio
- Biblicial Studies
- Biology (BA and BS)
- Biochemistry
- Business Management
- Chemistry
- Child Learning and Development
- Christian Ministry (with either DCE or DCO certification)
- Church Music
- Communication Studies
- Computer Science (BS)
- Criminal Justice
- Education – Teaching Licensure and Endorsement Programs
- Art Education/Teaching – see Visual Art Education Teaching Major (K – 12)
- Communication Arts and Literature Education/Teaching Major (Grades 5 – 12)
- Communication Arts and Literature Education/Teaching (Grades 5 – 8, add on to an existing license)
- Early Childhood Education/Teaching (Birth – Grade 3)
- Elementary Education/Teaching (Grades K – 6)
- Health Education/Teaching (Grades 5 – 12)
- Kindergarten Endorsement (add on to an existing license)
- Mathematics Education/Teaching (Grades 5 – 8 add on to an existing license)
- Music Education/Teaching – Instrumental and/or Vocal (Grades K – 12)
- Physical Education/Teaching (Grades K – 12)
- Pre-Primary Education/Teaching Endorsement (Age 3 – Pre-Kindergarten)
- Secondary Education (Math Grades 5 - 12 or Chemistry Grades 9-12 or Life Science Grades 9-12)
- Social Studies Education/Teaching (Grades 5 – 12)
- Social Studies Education/Teaching (Grades 5 – 8 add on to an existing license)
- English (emphasis areas: Creative Writing, Literature, Journalism and Professional Writing)
- Exercise Science (BA and BS)
- Exercise Science with Athletic Training Emphasis (BS)
- Family Science
- Finance (BS)
- Graphic Design (BA and BFA)
- History
- International Business (BS)
- Marketing with Digital Marketing Emphasis (BS)
- Mathematics (BA and BS)
- Music (Tracks: Performance, Theory/Composition, History/Literature)
- Music Business
- Nursing (BSN)
- Orthotics and Prosthetics (BS)
- Psychology (BA and BS)
- Public Health
- Public Relations
- Sociology
- Sport Communication
- Sport Management
- Sport Psychology
- Theatre
- Theology

Majors - Degree Completion Undergraduate

(Bachelor of Arts unless noted)

- Accounting (BA, BS)
- Business Administration
- Business Administration (BS)
- Child Development
- Computer Science (BS)
- Criminal Justice
- Diagnostic Medical Sonography (AAS)
- Digital Marketing (BS)
- Exercise Science
- Family Science
- General Studies
- Health Care Administration
- Human Resource Management (BS)
- Information Systems (BS)
- Marketing
- Nursing (BSN)
- Psychology
- Public Health (BS)
- Sport Management
- Strategic Management (BS)
- Supply Chain Management (BS)

Minors

- Accounting
- Art History
- Art Studio
- Biblical Languages
- Biology
- Business Management
- Chemistry
- Communication Studies

- Computer Science
- Criminal Justice
- Design
- Education
- English
- Exercise Science
- Family Science
- Finance
- Gerontology
- Health Care Administration
- History
- Hmong Studies
- Information Systems
- Intercultural Communication
- International Business
- International Studies
- Interscholastic Coaching
- Journalism
- Lutheran Theology
- Lutheran Classroom Teacher
- Marketing
- Marketing Management
- Mathematics
- Music
- Non-Profit Management
- Photography
- Political Science
- Psychology
- Public Health
- Public Relations
- Quality Science
- Religion
- Sales and Business Development
- Sociology
- Spanish
- Sport Communication
- Sport Management
- Sport Psychology
- Theatre
- Writing
- Writing/Communication

Pre-Professional Programs/Certifications

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

Certificates

- Early Childhood Education
- Family and Parent Coaching
- Criminal Justice POST Certificate

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 https://studentaid.gov/h/apply-for-aid/fafsa (https://studentaid.gov/h/apply-for-aid/fafsa/). The posted university deadline for priority of funding including (but not limited to) SEOG Grant is May 1st.

Financial Aid for Church Vocations

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

Eligibility for Financial Aid

For consideration of Financial Aid from sources derived from the Free Application for Student Aid (FAFSA) students in Undergraduate Program(s) must be enrolled in at least six credits per semester, be in good standing related to other Stafford Loans borrowed prior (i.e., not in default), and be within lifetime usage limits as defined by the US Department of Higher Education (DOE). Students enrolled in 1+ 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 the school and/or student may be required to return some or all of the federal, state, institutional and/or private financial aid initially awarded. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, all or some of an expected Refund Check may be returned to the grant, scholarship, and/or loan source from which the assistance was received. All students needing to Withdraw from the University must initiate an official Change of Status with the Registrar's office.

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

8-week Course Withdraw submitted
Before or during week 1 100% return
During week 2 75% return
During weeks 3 50% return
During week 4 40% return (60% of course is completed)
During weeks 5-8 0% return

16-week Course Withdraw submitted
Before or during weeks 1-2 100% return
During weeks 3-4 90% return
During weeks 5-6 75% return
During weeks 7-8 50% return
During weeks 9 40% return (60% of course is completed)
During weeks 10-16 0% return

Study Abroad

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

Financial Aid Programs Available

Federal

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

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

[1] Undergraduate students only

State of Minnesota

- Minnesota State Grant[1]
- Student Educational Loan Fund (SELF)[1]
- Minnesota Childcare Grant[1]
- Minnesota GI Grant
- Minnesota Work Study[1]
- Minnesota Indian Scholarship
- Minnesota Dream Act
- Minnesota Foster Independence Grant
- Minnesota Student Teacher Grants

[1] Undergraduate students only

Work Study

All full-time international students in F1 status are eligible to work on campus. View Handshake for open positions and application process.

Student Loan Advocate

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

Satisfactory Academic Progress for Financial Aid Policy (SAFAP)

Federal and state regulations require monitoring of credits for all students and will apply the following minimum cumulative standards of progress at the end of each semester after completion of six (6) attempted credits (see below). Students will be evaluated for SAFAP 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 2.00 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 2.00 Graduate standard and the 67% earned percentage standard during the probationary term and has met all other terms set forth by the university for continuation of academic success as defined by the SAP Appeal Committee, may be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as:

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

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

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

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

1. **Probationary Appeal (for use for one term only)**
   Students who fall in this category are below the required 2.0 GPA (Undergraduate Students)/3.0 GPA (Graduate Students) and 67% completion rate. At the end of the appealed term these students must have at least a 2.0 GPA (Undergraduate Students)/3.0 GPA (Graduate Students), have completed 67% of their attempted classes, and not have exceeded their maximum allowable hours (MTF). If the learner fails to meet these requirements, they will be suspended and future appeals may not be approved. Financial Aid Probation contracts do not apply to students who have exceeded their maximum allowable hours (MTF). However, MTF suspensions and other appeals requiring more than one term to meet SAP or complete a program may be approved on an Academic Plan (see below).
2. **Probation Appeal Plan with APP (for use for multiple terms)**
   An Academic Performance Plan (APP) is given to a student whose appeal has been approved for resolved extenuating circumstances but who will need more than one term to meet cumulative SAP standards. The APP Contract is similar to the Financial Aid Probation contract; however, it requires completing a required number of credits with a particular grade point average over more than one term. Should a student on an APP contract not meet the requirements in any given term, the student would automatically be suspended and future appeals may not be approved. Students on an APP contract who skip a term may also be suspended unless it is part of the APP Contract.

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

- Death of an immediate family member. Immediate shall be defined as: spouse, children, parents, brother, sister, father-in-law or mother-in-law, brother-in-law or sister-in-law, son-in-law or daughter-in-law, grandchildren and grandparents.
- Serious Illness. Serious illness shall be defined as lasting longer than 20% of the term in duration or one that required hospitalization
- Other extenuating circumstance of relevant nature.

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

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

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

Scholarships

Athletic Scholarships

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

University Merit Scholarships

Renewable merit scholarships for new freshman are awarded based on high school academic achievement and college academic achievement for new transfer students. The scholarships are awarded at the time of acceptance to Concordia University. The amounts of the merit scholarships range from $1000 to $11,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, Concordia Scholarship and Recognition Award. 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.

Church Work Tuition Guarantee

Concordia University, St. Paul's church work tuition guarantee ensures eligible LCMS students enrolled in church work programs will pay no more than $6,000 in tuition each academic year. This church work tuition model is available for all incoming and current full-time church work students enrolled in the following programs:

Director of Christian Education
Director of Christian Outreach
Director of Parish Music
Lutheran Classroom Teacher

Church Work Pre-Seminary Tuition Guarantee

The Church Work Pre-Seminary Tuition Guarantee will allow all pre-seminary students (those church work students who are required to seek graduate education to pursue their vocation) to attend CSP tuition-free.

This church work tuition model is available for all incoming and current full-time church work students enrolled in the following programs:

Pre-Deaconess
Pre-Pastoral

Concordia Legacy Scholarship

Awarded to newly accepted students enrolling in the traditional undergraduate programs at $1,000 per academic year (fall and spring entry terms only) that have had a family member attend Concordia University, St. Paul. No scholarship application is necessary and is awarded in addition to academic scholarships. Students must be degree seeking and attending full time. The scholarship is renewed if students are maintaining satisfactory progress.

Military Dependents Scholarship

Awarded to newly accepted students enrolling in the traditional undergraduate programs at $1,000 per academic year (fall and spring entry terms only) who are dependents, spouses or survivors to veterans and military service members. No scholarship application is necessary and is awarded in addition to academic scholarships. Students must be degree-seeking and attending full time. The scholarship is renewed if students are maintaining satisfactory progress.

CSP Pell Commitment Scholarship

Newly accepted students enrolling in the traditional undergraduate program will qualify for an additional grant which will cover their tuition amount remaining to pay to ensure full tuition by meeting the following criteria:

First-year students and Transfer students with less than 20 college credits:

- 2.75 unweighted cumulative GPA at previous high school(s)
- Submitted a FAFSA to CSP
- Pell Grant Recipient
- Minnesota State Grant Recipient

Transfer students with more than 20 college credits:

- 2.75 cumulative college GPA earned at previous college/university institution(s)
- Submitted a FAFSA to CSP
- Pell Grant Recipient
- Minnesota State Grant Recipient

This scholarship is renewable with satisfactory academic progress.

CSP PSEO Scholarship

Awarded to newly accepted students enrolling in the traditional undergraduate programs at $1,000 per academic year (fall and spring entry terms only). Eligible students must be (or have been previously) enrolled as a PSEO student at CSP. No scholarship application is necessary and is awarded in addition to academic scholarships. Students must be degree-seeking and attending full time. The scholarship is renewed if students are maintaining satisfactory progress.

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.

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.

Endowed Funds

An endowed scholarship is established by a donor to Concordia University, St. Paul. Endowment gifts are invested to provide scholarships to students in perpetuity. The earnings of the endowed fund will provide scholarship(s) for the signed intended purpose. These funds will provide scholarships for many years to come. The following endowed funds are currently available:

- David Aasved Scholarship – church work students
- Altenburg Endowment - church work students
- Susan Arndt Memorial Scholarship - senior, financial need, 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
- Fred and Ruth Bartling Scholarship - history majors or secondary social studies teacher education licensure
- 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
- Gary and Gloria Behm Endowed Scholarship - financial need; preference from rural or small towns
- 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
- Darwin and Mary (Grimm) Bettmann Endowed Scholarship - church work; teacher education
- Dr. W. Leroy and Marie L. Biesenthal Scholarship – pre-ministerial or Director of Christian Outreach students
- Board of Regents Endowed Scholarship Fund - high academic standing
- Earl D. and Helen Bohlen Family Scholarship – church work students
- Randall and Diane Borchardt Scholarship Endowment Fund - 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
- Hilbert and Norma Brandt Endowed 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
- Herb Brokering Scholarship - financial need; theatre majors
- 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
- Burkart Family Scholarship – general; financially needy students
- L.H.B. Scholarship – general
- The Dr. Cheryl Troutman Chatman Scholarship - under represented, low-income and first generation students with a preference given to students of color.
- Coach John Chiapuzio Scholarship – teacher education students; emphasis in Physical Education

- Nate and Lee Clonkey Scholarship - church work students
- Concordia General Endowment – general; board designated/directed
- Concordia Guild Scholarship – church work students; female
- Concordia Scholarship - general
- 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
- Darsow Family Scholarship - church work students
- Kathy A. Davis Endowed Scholarship Fund - undergraduate students who do not reside on campus
- Director of Christian Education Scholarship – Director of Christian Education students
- Rev. Professor William A. Dobberfuhl Scholarship – pre-ministerial students
- Michael L. Drake Scholarship - church work students; preference give to Director of Christian Outreach
- Betty and John Duda Scholarship - financial need
- Rupert Dunklau Scholarship - Director of Christian Outreach
- 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
- Rev. and Mrs. Edwin Eifert Scholarship - Church Elementary Teacher Education program
- Elmer and Darlene Epke Endowed Scholarship - Masters of Teaching program with financial need
- 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
- Gerald and Joan Fiechtner Endowed scholarship - Hoffmann Institute students
- Michael Gangelhoff Scholarship – church work students
- Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students
- Dennis Getzlaff Memorial Scholarship - student athlete; maintain 3.2 GPA; sophomore or junior student; one year completed at CSP
- Lester A. Gottschalk Scholarship – teacher education church work students
- Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students
- Grohn Churchwork Endowment Fund - church work students, preference given to a student from Western Wisconsin
- 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
- Ted Haberer NCAA II Scholarship - student athletes
- Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students
- Halvorson/Sohre Memorial Scholarship – general; financial need and/or high academic students
- Raymond R. Hampel Support and Scholarship - financial need
- William Randolph Hearst Scholarship – high academic standards, math or science students, minority students
- Carmen P. Henschen Scholarship - financial need
- The John Otto "Rip" Herzog Endowed Nursing Scholarship- Portland, OR nursing students
- Anne F. Hilchen Scholarship Endowment Fund - financial need
- Hilken Family Endowment - Portland, OR nursing students
- Elmer & Adele Hinze Scholarship - Portland, OR nursing students
- Holst Scholarship: Access to Opportunity for Excellence - financial need; first generation
- Otto and Sophia Holtz Scholarship – church work; outdoor/environmental biology teacher education students
- Robert "Biology Bob" Holtz Environmental Science/Biology Scholarship – environmental science students; high cumulative GPA
- Holtz Outdoor Elementary Education Endowment - financial needs, elementary education major with interest in teaching in the outdoors and/or an interest in the environment
- Marvin and Judith Hoops Scholarship - general
- Gwen and Beck Horton Scholarship - African American student; sophomore, junior or senior student; financial need
- Dr. Gerhardt W. Hyatt Memorial Scholarship – general; deserving students
- Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ
- Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students
- Walfred and Julia Johnson Scholarship – church work students
- Kaden Family Scholarship – church work students
- Zibell-Kath Pastoral Training Endowment Fund - preministerial students
- The Anna Klombies Scholarship Endowment - financial need, preference given to working female students with children
- Warren and Marilyn Kluckman Scholarship Endowment Fund - church work students
- Dean and Susan Kopperud DCE Scholarship - financial need; Director of Christian Education
- Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students
- Martin H. and Alma H. Kretzschmar Scholarship – pre-ministerial students
- Elsie Kruse Scholarship – pre-ministerial students
- Theodore and Caroline Kuhn Scholarship – pre-ministerial students
- Dr. Paul Lassanske Scholarship Endowment - church work students
- Arlene Kivell Leslie Annual Music Scholarship Endowment - financial need, music majors, completed two years of undergraduate studies
- Dr. Loren R. Leslie Science Scholarship Endowment - financial need, science majors, completed two years of undergraduate studies
- Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students
- LCMS Church Work Endowed Scholarship Fund - 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 Church of Holy Spirit Scholarship - financial need; Lutheran Classroom Teacher
- Lutheran Brotherhood Scholarship - scholarships for Lutheran students
- Charlotte Mack Scholarship – Director of Christian Outreach students
- Peter H. and Corinne (Brockopp) Magnoni Scholarship - church work major, but not a pre-ministerial student; financial need; good academic standing
- The Arden and Charlotte Malotky Endowed Scholarship - financial need
- Dr. Paul Manz Director of Parish Music - Director of Parish Ministry students
- Dr. and Mrs. Paul Martens Scholarship Endowment - church work students
- Harold Mattfeld Family Scholarship – church work students
- Dr. R. Brownell and Ann McGrew Scholarship – Hoffmann Institute
- Rev. Dr. August Mennicke Scholarship Endowment - enrolled in at least one of the following: pre-seminary, church teacher, music and psychology.
- Dr. Gerhardt and Dr. Loma Meyer Scholarship – church work students; priority given to teacher education students
- Pastor Gerhard and Augusta Michael Scholarship – church work students
- Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students
- Milbarth Football Endowment– Athletic students participating in football; minimum 2.5 GPA
- Rev. Fred and Frieda Miller Scholarship – pre-ministerial students
- Marie Minderhout Nursing Scholarship - Portland, OR nursing students
- Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
- Mount Zion Evangelical Lutheran Church DCE Scholarship Fund - Director of Christian Education 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
- Marian Lee Mueller Memorial Endowed Nursing Scholarship - - Portland, OR nursing students
- Wilfred H. Mueller Endowed Scholarship - church work
- Theodore F. Neils, Sr. Scholarship – worthy students
- Richard E. Norris Scholarship – band program students majoring in instrumental music education
- Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
- Dr. Stanley and Eleanor Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
- Stanley and Miriam Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
- 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
- Verna J. Oster Memorial Scholarship - elementary education teachers
- E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students
- Rueben and Margaret Pankow Endowment Fund - church work students
- Frank and Elsie Papke Scholarship – pre-ministerial students
- Parents' Appreciation Scholarship – church work students
- Jan Pavel Scholarship – pre-ministerial students
- Carroll E. and Helen L. (Bierwagen) Peter Endowed Scholarship - financial need; church work students
- Karin Peterson Endowed Scholarship - financial need
- Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students
- Rachel Ann Pocrnich Scholarship – teacher education students; early childhood or elementary
- Esther Podewils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students
- W.A. Poehler Alumni Scholarship – church work students; high academic achievement; financial need
- Pre-ministerial Scholarship Endowment - full-time church work or pre-ministerial program students
- The Rose Family Nursing Scholarship - nursing students
- Reinhart and Leona Rose Scholarship - church work students
- Gary and Loni Rosenwinkel Endow - Missions & Christian Outreach - Director of Christian Outreach 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
- Rudnick, Edward & Natalie OHSCO Endowed Scholarship - church work students
- 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
- Rev. Alfred Schmalz Endowment Fund - pre-ministerial students
- Victor and Harriet Schmidt Scholarship – church work students
- Mr. and Mrs. Herman Scholl 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. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter's Evangelical Lutheran Church, Edina, MN
- Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
- Seltz Family Scholarship – church work students
- The Rev. Dr. Thomas R. Sluberski Endowed Choral Scholarship - students participating in choral groups
- Janet Buetow Smith Scholarship - music majors
- Sohn Ministerial Scholarship – pre-ministerial students
- Arthur Stanz Scholarship – pre-ministerial students
- Alfred and Ruth Steinberg Scholarship – church work students; Minnesota North District
- Peter and Janet Steinhagen Scholarship - 70% volleyball student athlete; 30% art program student
- The C. F. Stelling Endowed Scholarship - church work students; financial need
- Mary (Behrens) Stelter Scholarship Endowment - pre-ministerial students
- Robert and Mary G. Stelter Scholarship – general
- 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
- Rachel Tegtmeier Scholarship Endowment - students enrolled in any program
- 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
- Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
- Roy and Elfrieda L. Turnmire Student Scholarship - pre-seminary, teaching, director of Christian education or director of evangelism ministry
- Clem & Anne Ulbricht Scholarship - enrolled in the CSP nursing program who are pursuing a degree in a church-work program.
- Linus Ulbricht Memorial Scholarship – general
- Martin and Loretta Vanseth Scholarship – church work students
- Rev. James J. and Jane E. Vehling Scholarship- church work students
- General John and Avis Vessey Scholarship – Hoffmann Institute students
- Leroy Vogel Scholarship – pre-ministerial students
- Volkert Family Scholarship – church work students
- Mr. Hubert and Mrs. Audrey Voth 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
- Dr. Waldo Werning Scholarship - church work students
- Arnold and Bernice Westlund Scholarship – church work students; junior or senior with a music major or minor
- E. Virginia Wheelock Scholarship - church work students
- Elsie L. and Lea A. Wildung Perpetual Scholarship – church work students
- Della Wolf Scholarship – church work 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
- Zitzow Scholarship - financial need

Scholarships – Current Use Scholarships

Current Use scholarships are gifts that are received annually, specifically for scholarships, and are to be awarded the academic year after received by Concordia University, St. Paul. Theses scholarships are awarded to qualified students according to criteria set forth by the donor of the Current Use Scholarship. Current Use scholarships for academic year 2021-2022 are listed below:

- Linda (Ferber) Anderson Memorial Annual Scholarship - non-married female students with children who are in financial need
- Ronald and Lois Behm Scholarship - financial need; first generation
- Belland Health Care Annual Scholarship - pursuing a career in health care with a particular interest in nursing
- Katharine R. Berwald Art Major/Studio Art Endowed Scholarship Fund - art major with an emphasis in studio art and maintaining a "B" average
- Chicago Crew Scholarship - first generation; financial need; with preference to a student in the College of Humanities and Social Sciences or the College of Education
- Do-Han-Mi Korean Scholarship - students interested in studying in Korea
- Eagle Foundation Annual Scholarship
- LaRue and Dorothy Fischer Scholarship Fund - science major leading to a career in the medical field, and who have completed at least two years of their undergraduate studies
- The David and Sandra Frauenshuh Annual Scholarship - half to a health card student; half to a business major
- Rev. Dr. Brian L. ('79) and Dr. Laurie A. ('80) Friedrich Annual Scholarship - Masters of Teaching Program; financial need
- Julianna Marie Hillmer Annual Scholarship - who participate in one of the Concordia choirs, and who are selected for the scholarship based on vocal audition and the needs of the choral program.
- Spirit of Kos Annual Scholarship - baseball student athlete
- Kathleen and Richard Lane Annual DCE Scholarship - Director of Christian Education student
- Arlene Kivell Leslie Annual Music Scholarship - financial need; music major; who have completed at least two years of their undergraduate studies
- Dr. Loren R. Leslie Science Scholarship - junior or senior science major

- The Neville Loehlein Memorial Stillbirth Awareness Scholarship - DMS student in the General Concentration, which includes training in obstetrics
- Anna M. Marchand Annual Scholarship - students who face challenging circumstances and are enrolled in the adult undergraduate program, with preference given to female students.
- NorthWest Health Science Scholarship - Nursing students in Portland, Oregon that are entering their 3rd semester
- Sun-Shin-Mee Annual Scholarship - adult undergrad program seeking to advance in his or her career
- Delbert and Dorleen Mueller Scholarship Fund - shows great potential for outreach and mission ministry, and has a high GPA.
- Carroll E. and Helen (Bierwagen) Peter Annual Scholarship - junior or senior students/ financial need; half to music major and half to natural science major
- The Annabelle and Colton Rossow Elementary Education Annual Scholarship Fund - financial need to students of color who plan to teach in the inner city or an American city, and are involved in CSP Athletics, with first priority going to a student on the baseball team
- David M. Roth Golf Scholarship - golf student athlete enrolled in church work
- Jason and Luma Simmons Annual Scholarship - football student-athlete; financial need; 3.0 GPA
- Smith Pre-licensure Nursing Scholarship - senior student pursuing a Bachelor of Science in Nursing who is enrolled in the pre-licensure nursing program
- Undergraduate Business Scholarship - business major; junior or senior student; 3.0 GPA
- Timothy Utter Annual History Scholarship - history major
- Volm Companies Annual Business Scholarship - business student; financial need; GPA greater than 3.0
- Volm Companies Annual Church Work Scholarship - church work student; financial need
- Denise R. Womer You Can Fly Annual Scholarship Fund - first-generation students who are women nearing the completions of their Nursing or Criminal Justice degrees

Legal Notices

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

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

Student Consumer Information

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

Notice of Non-Discrimination

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

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

Dee Ann Kerr, Director of HR Operations
Concordia University
1282 Concordia Avenue
Saint Paul, MN, 55104-5494
(651) 641-8794 or kerr@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 Dee Ann Kerr, 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, the Northern Sun Intercollegiate Conference (NSIC), and the Great Lakes

Intercollegiate Conference (GLIAC). The university agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students' participation in intercollegiate athletics are available through the Office of the Athletic Director.

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

The Associate 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 Associate Athletic Director for Compliance.

Freshman NCAA Eligibility Requirements

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

Qualifier

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

A minimum grade point average of 2.20 (based on a maximum 4.00) in a successfully completed core curriculum of at least 16 academic courses.)

1. Incoming student-athletes must also certify through the NCAA Eligibility Center that they meet necessary amateurism legislation.

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.
4. Student-athlete must be in good academic standing with the university.

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. All incoming and returning student-athletes must attest in writing that they have not been found responsible for a Title IX Sexual Misconduct violation, or have allegations pending adjudication at any University or within any legal jurisdiction prior to becoming eligible.
5. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sports season shall retain eligibility in the particular sport for participation in post-season approved events.
6. A student must meet the standards of the athletic conference and associations of which the university is a member.
7. A student must meet the requirements listed under medical examination in order to be eligible.
8. All athletes must be covered by health and hospitalization insurance.
9. Final authority regarding participation rests with the Director of Athletics.
10. The Director of Athletics may refer hardship cases to the Associate Athletic Director for Compliance. Medical hardship cases deal only with seasons or competition and must receive final approval from the Northern Sun Intercollegiate Conference or Great Lakes Intercollegiate Athletic Conference staff.
11. The university does not provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.

Previous Catalogs

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

PDF Versions

- 2005-2006 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2005-06.pdf)
- 2006-2007 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2006-07.pdf)

- 2007-2008 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2007-08.pdf)
- 2008-2009 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2008-09.pdf)
- 2009-2010 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2009-10.pdf)
- 2010-2011 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2010-11.pdf)
- 2011-2012 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2011-12.pdf)
- 2012-2013 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2012-13.pdf)
- 2013-2014 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2013-14.pdf)
- 2014-2015 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2014-2015.pdf)
- 2015-2016 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic_Catalog-2015-16.pdf)
- 2016-2017 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2016-2017.pdf)
- 2017-2018 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2017-2018.pdf)
- 2018-2019 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2018-2019.pdf)
- 2019-2020 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/2019-2020.pdf)
- 2020-2021 Academic Catalog (https://catalog.csp.edu/archive/2020-2021/pdf/2020-2021.pdf)
- 2021-2022 Academic Catalog (https://catalog.csp.edu/archive/2021-2022/pdf/2021-2022.pdf)
- 2022-2023 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/2022-2023.pdf)
- 2023-2024 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/Final_2023-2024_Catalog.pdf)

HTML Versions

- 2019-2020 Academic Catalog (http://catalog.csp.edu/archive/2019-2020/)
- 2020-2021 Academic Catalog (https://catalog.csp.edu/archive/2020-2021/)
- 2021-2022 Academic Catalog (https://catalog.csp.edu/archive/2021-2022/)
- 2022-2023 Academic Catalog (https://catalog.csp.edu/previous-catalogs/2022-2023/)
- 2023-2024 Academic Catalog (https://catalog.csp.edu/previous-catalogs/2023-2024/)

Student Code of Conduct

STUDENT CODE OF CONDUCT PURPOSE

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

ARTICLE I: DEFINITION OF TERMS

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

- The term “Allegation” refers to an official written statement alleging a violation of University Code of Conduct and includes but is not limited to an Official Security Incident Report, Residence Life Incident Reports, and any/or written statement submitted by a member of the University Community.
- The term ”Administrative Appeals Board” means any person or persons authorized by the senior student life administrator and/or senior academic administrator to consider an appeal from a Judicial Body‘s determination that a student has violated the Student Code or from the sanctions imposed by the Judicial Advisor.
- 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”, “plagiarism”, and “recycling” as defined by the university’s Student Code of Conduct (SCC). [FH 6.87 & 9.66]
  - The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff (4) academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form. [FH 6.87 & 9.66]
  - 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. [FH 6.87 & 9.66]
  - 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:
  • Submitting your own work, which has been submitted and graded for an earlier course, for a second course.
  • Submitting your own published work as original work for a course. [FH 6.87 & 9.66]
- The term “faculty member” means any person hired by the University to conduct classroom activities.
- The term “Judicial Advisor” means a University official authorized on a case-by-case basis by the President to impose sanctions upon students found to have violated the Student Code. The President may authorize a Judicial Advisor to serve simultaneously as a Judicial Advisor and the sole member or one of the members of a Judicial Body. Nothing shall prevent the President from authorizing the same Judicial Advisor to impose sanctions in all cases.

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

ARTICLE II: JUDICIAL AUTHORITY

- The Judicial Advisor shall develop policies for the administration of the judicial program and procedural rules for the conduct of hearings, which are not inconsistent with provisions of the Student Code.
- Decisions made by a Judicial Body and/or Judicial Advisor shall be final, pending the normal appeal process.
- A Judicial Body may be designated as arbiter of disputes within the student community in cases, which do not involve a violation of the Student Code. All parties must agree to arbitration, and to be bound by the decision with no right of appeal.

ARTICLE III: PROSCRIBED CONDUCT

A. Jurisdiction of the University

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

B. Conduct – Rules and Regulations

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

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

6. Failure to comply with directions, failure to identify oneself, and/or failure to answer truthfully when addressed by University officials or law enforcement officers acting in performance of their duties.
7. Unauthorized possession, duplication or use of keys, access cards or access codes to any University premises or unauthorized entry to or use of University premises.
8. Violation of published University policies, rules or regulations.
9. Violation of federal, state or local law on University premises or at University sponsored or supervised activities.
10. Use, under the influence of, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.
    a. NOTE 1: This includes, but is not limited to, the possession or use of illegal drugs or drug paraphernalia (e.g. hookahs, bongs, blow tubes, blunts, look-alike drugs). See Note 1 under alcohol.
    b. NOTE 2: The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, "designer," or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. Any dilute, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.
        i. The drug policy includes, but is not limited to, the possession of a prescription drug not issued to the student, the inappropriate or unlabeled storage of prescription drugs, falsifying prescriptions, and/or furnishing one's prescription drug(s) to another.
11. Use, possession or distribution of alcoholic beverages or alcoholic beverage containers or public intoxication except as expressly permitted by law and University Policy.
    a. NOTE 1: The University will also consider ALL individuals found in a location where an alcoholic beverage or drug is present to be in possession of an alcoholic beverage/drug. This would include locations off campus (e.g. underage students drinking in a bar or at a house party).
    b. NOTE 2: Minnesota state law prohibits the consumption of alcohol by a person under the age of 21, whether consumed on or off campus. Any underage person who is encountered by Campus officials and is suspected of having consumed alcohol may be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the underage student. Any student who refuses to provide a breath sample for a PBT will be considered in violation of this policy and will be subject to discipline for their failure to submit to the PBT test.
12. Possession of firearms or other weapons including but not limited to, lasers, stun guns, pellet guns, explosives, fireworks or dangerous biological or chemical substances on University premises except in those instances when expressly authorized by University authority for activities properly requiring the use or possession of the item.
13. Participation in activities which disrupts the normal operations of the University and infringes on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; or intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
14. Conduct which is disorderly or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace on University premises or at functions sponsored by or participated in by, the University.
15. Conduct which goes against the Concordia University, St. Paul, Network Access and Acceptable Usage Policy.
16. Abuse of the Judicial System, including but not limited to:
    a. Failure to obey the summons of a Judicial Body or University official;
    b. Falsification, distortion, or misrepresentation of information before a Judicial Body;
    c. Disruption or interference with the orderly conduct of a judicial proceeding;
    d. Institution of a judicial proceeding knowingly without cause;
    e. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
    f. Attempting to influence the impartiality of a member of a Judicial Body prior to, and/or during the course of, the judicial proceeding;
    g. Harassment (verbal or physical) and/or intimidation of a member of a Judicial Body prior to, during, and/or after a judicial proceeding;
    h. Failure to comply with the sanction(s) imposed under the Student Code; or
    i. Influencing or attempting to influence another person to commit an abuse of the judicial system.
17. Gambling or wagering (except for that provided under Minnesota Statutes).
18. Sexual misconduct, including lewd behavior (see Sexual Misconduct Policy).
19. Conduct resulting in breach or potential breach of security (propping doors, using windows for entering/exiting, defeating locks, etc.)
20. Display of pornographic pictures, vulgar graphics, or drawings offensive to a Christian university community and constituency.
21. Intentional activation of a fire or smoke alarm when no emergency exists.
22. Destruction or making dysfunctional any fire alarm or other part of the emergency communication system.
23. Use, misuse, under the influence of, possession or distribution of mood altering substances except as prescribed by a licensed medical provider.
24. University Faculty and staff do not monitor online communities. The University does not forbid faculty/staff and students from joining and participating in online communities. Any behavior that violates any University policies brought to the attention of a University official will be treated as an opportunity to educate and a judicial sanction may occur.
25. Individuals are prohibited from entering community and public bathrooms designated for members of the opposite sex.
26. Tobacco and Smoking – failure to comply with listed University tobacco and smoking policy.
27. Retaliation
    a. Retaliation is defined as any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for alleging harassment or discrimination, supporting a complainant or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.
    b. Acts of alleged retaliation should be reported immediately to the Title IX/Equity/AA Coordinator or to the VPSA or Dean of Students and will be promptly investigated. Concordia University

will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.

28. The operation of an unmanned aircraft system (UAS), a drone, is regulated by the Federal Aviation Administrations (FAA). Drones are permitted only for educational and/or research purposes. To operate a done, approval must be obtained from the Director of Security at least three University business days in advance. Email requests should be sent to security@csp.edu and include date, time purpose and length of drone operations and campus location where the UAS will be used.
29. The use and storage of any and all hover board devices (also known as self-balancing scooters or smart boards) is prohibited on University property.

C. Violation of Law and University Discipline

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

ARTICLE IV: THE DISCIPLINARY REVIEW PROCESS

Administrative Hearing

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

A. Submitting an Incident Report/Allegation and Procedures

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

B. Sanctions

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

1. Sanctions: One or more of the following sanctions may be imposed upon any student found to have violated the Student Code. The University holds the right to impose sanctions not listed below at the discretion of the Judicial Officer. For life and safety related concerns, referrals may be assigned in conjunction with University Sanctions.
   a. Warnings: Warnings will be issued in cases of minor misconduct or in cases of unique circumstance. Warnings may include contractual sanctions that would only be enforced if the student repeats the misconduct.
   b. Fines: In cases of gross and/or repeated misconduct, the University reserves the right to use additional disciplinary sanctions.
   c. Restitution: Students should expect to be held financially accountable for the cleaning, repair and/or replacement of lost, damaged or stolen property. Further, compensation for physical injury may be included in the sanctioning process.
   d. Community Service: The goal of community service is twofold: to provide meaningful service to the local community and to allow the student to build a stronger sense of self through the building of relationships, integrity and a sense of achievement. The University Judicial Officer may assign community service hours to be completed on or off campus.
   e. Alcohol Education: Students violating the University alcohol policy may be required to attend an approved alcohol education class. The class should address issues of alcohol abuse, alcoholism, family systems, responsible drinking and sources of help for individuals with drinking problems.

f. Educational Sanctions: Students may be required to perform community service, write a paper, complete an online educational course, or any other activity deemed appropriate for the violation.

g. Hall Restriction: The goal is to help students respect their visitation privileges. Students on hall restriction will not be allowed to meet with members of the opposite sex in residence hall rooms.

h. Disciplinary Probation: Disciplinary probation is a strong warning that any further violation of the Student Conduct Code may result in suspension or expulsion from the residence halls and/or the University. Generally, students who are expelled from the residential halls and/or placed on University probation will not be allowed to publicly represent the University (such as in athletics, music, drama, or student government). As the University believes that extracurricular activities are a valuable component of a university education, students may be allowed to appeal to the Judicial Officer requesting that community service hours be exchanged for the opportunity to represent the University.

i. Residence Hall Suspension and Expulsion: Students persisting in misconduct within the residence halls, or in misconduct directly related to life in the residence halls, may be suspended or expelled from the residence hall. A suspension will consist of being removed from the residence hall for a specific period, after which the student may reapply for admittance to the residence hall. Expulsion from the residence halls is permanent.

j. Suspension from the University: Students suspended from the University will not be allowed to attend class or participate as a Concordia student in any capacity for a determined period of time. Conditions for readmission may be specified.

k. Expulsion from the University: Students expelled from the University will not be allowed to attend class or participate as a Concordia student in any capacity. University expulsion is permanent.

l. Disciplinary Hold: Disciplinary holds are used exclusively in cases when students have not completed previously assigned sanctions. When students do not complete sanctions on time, a disciplinary hold will be placed on their student account. This hold will prevent the student from registering for class, obtaining grade reports and receiving a student or official copy of their transcript. Disciplinary holds are set and lifted by the Judicial Officer. Holds will be lifted when students complete assigned disciplinary sanctions or develop a written contract with the Judicial Officer outlining when and how sanctions will be completed.

m. Parental Notification: See Release of Personal Information section in the Student Policies Handbook under Administrative Policies.

2. Student Records: the University maintains two separate sets of records regarding student misconduct.
   a. Academic Records: Other than expulsion or suspension longer than 30 days from the University (Disciplinary Review, Article IV B.1.j-l), disciplinary sanctions will not be part of the student's permanent academic record. Academic records are maintained by the University Registrar.
   b. Disciplinary Records: The University maintains a file in the office of Judicial Affairs for each person found to be responsible for a Code of Conduct violation. Judicial Affairs may, under FERPA exception, disclose information related to student conduct records to Concordia University officials with legitimate educational interests. The Office of Judicial Affairs may, at the student's request, reveal the contents to other University departments, employers, schools and others. The Judicial Officer is required to provide access to a student's file when subpoenaed by a court or federal agency, or as otherwise required by law.
   c. A student wishing to view his or her conduct file should contact the Office of Judicial Affairs to schedule an appointment. Federal Law requires that the requested file be reviewed and information on any other student be redacted. The requesting student will be permitted to view his or her prepared file, but will not be allowed to copy, take pictures, or otherwise record the documents. This request will be fulfilled within 45 days of the written request. Student Judicial files are normally kept for seven (7) years.
3. The following sanctions may be imposed upon student groups or organizations:
   a. Sanctions listed in Disciplinary Review, Article IV.B.1, a-m,
   b. Deactivation for a specified period of time. Deactivation includes the loss of all privileges, including University recognition.

C. Appealing Decisions

1. Right to Appeal: Students have the right to request an appeal based on the criteria discussed below (Article IV C3 a-c). All requests for appeals must be made in writing and submitted to the Judicial Advisor within 72 hours of the decision. If a student chooses not to schedule and/or attend a hearing, a determination is made about his or her involvement without his or her input, and the student's right to appeal is forfeited. Students are allowed one appeal per case, and each case can be only appealed once.
2. Appeal Process:
   a. A Request for Appeal is made in writing to the Judicial Advisor within 72 hours.
   b. Request for Appeal is evaluated on the merits of criteria listed below (Article IV C3 a-c) by the Judicial Advisor.
   c. Administrative Appeals Board evaluates the appeal and makes final decision on the appeal.
   d. Decision on the appeal is communicated with those parties involved.
   e. Decisions of the Administrative Appeals Board are final.
3. Reviewing Appeals: Appeals will be reviewed on the following basis:
   a. That the decision was made contrary to existing University policy or sanctions are outside parameter of violation,
   b. That information used to reach a decision was incomplete or inaccurate, and/or
   c. That circumstances beyond the control of the student prevented the student from responding to the allegation in a timely manner.

D. Interim Suspension

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

1. An interim suspension may be imposed only:
   a. to ensure the safety and well-being of members of the University community or preservation of University property;
   b. to ensure the student's own physical or emotional safety and well-being;
   c. if the student poses a definite threat of disruption of the normal operations of the University; d. to allow the student to attend to legal matters outside the University.
2. During the interim suspension, students will be denied access to the residence halls and/or to the campus (including classes) and/or all

other University activities or privileges for which the student might otherwise be eligible.

3. Decisions regarding an interim suspension are made by the Judicial Advisor and may be appealed only to the senior student life administrator.

INCIDENT REPORT FORM

A link to the Incident Report Form can be found online at www.csp.edu/reporting.

AMNESTY

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

MODIFICATIONS

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

Student Services/Activities

Student Services

Academic Advising

Academic Advisor -

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

Faculty Advisor -

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

Academic Advising Center -

The Academic Advising Center, located in Luther Hall, room 110, 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 Development at Concordia University is committed to preparing individuals to make thoughtful and informed choices about their vocation, integrating career planning with academic and student 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 Development, contact the Director of Career Development at (651) 603-6148.

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:

o help determine if you may have a disabling condition that impacts educational programs or services

o maintain confidential records pertaining to disability verification separate from an academic file

o determine reasonable accommodations for courses in cooperation with faculty/students

o provide referral for additional testing or supportive services (e.g., counseling, tutoring services)

o orientation for physical access needs on campus

o set up academic supports that may help in classes (e.g., test taking, note taking, alternative text)

o 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/.**
Telephone (non–texting): (651) 641–8272, or (651) 641–8207. TTY users: Minnesota Relay (711).

Health Insurance

Starting with the 2019 coverage year, there is no longer an individual mandate for not having health insurance. Concordia University, however, encourages students to still carry their own health insurance prior to coming to campus. Concordia University assumes no liability for student illness or injury and no responsibility for medical bills and/or services contracted for or by students. 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 that are concerned about health insurance should know that there are many options available to students. One option is for students to continue coverage under their parent's policy until the age of 26 or purchasing coverage through an insurance exchange.

Another would be to utilize state health plans and coverage at **https://www.healthcare.gov/** or for Minnesota residents, MNsure.org.

Learning Services

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

Student Support Services Courses (SSS)

CSP Student Support Services courses (p. 264)

Tutoring & Writing Services

Tutoring for courses and subjects is available free of charge to Concordia University students to help them achieve academic success and improve their study skills. Writing support is available to all students to help them improve the focus, content, clarity, grammar, and mechanics of their writing. Tutoring and writing services are available in-person or online in one-on-one or group settings. Additional information is available on the Tutoring & Writing Support website at **library.csp.edu/tutoring.**

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. Additional information on becoming a tutoring is available at **library.csp.edu/tutoring**.

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 Center for Student Engagement 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, and service trips over winter and spring breaks. For more information, contact the CSE Director at (651) 641-8236 or check out the website at the **CSE** website (https://www.csp.edu/student-life/student-engagement/)

University Ministry

University Ministry at Concordia University, Saint Paul, also known as CSP Ministry, seeks 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 every kind 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, and 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 & Friday at 10:30am
  - Tuesday & Thursday at 11:30am
  - Wednesday Communion 7:30am
- Evening Chapel
  - Monday, Tuesday, & Thursday at 10:00pm
  - Wednesday at 9:08pm
- Lectors
- Musicians
- Sound Technicians
- Scripture Studies
- Cornerstone Men's Ministry
- Propel Women's Ministry
- 908 (Wednesday evening student-led, contemporary chapel service)
- Evening Chapel Coordinators and Musicians

Chapel Services and Devotional Life

Concordia 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.

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 **gundermann@csp.edu** or **ministry.csp.edu** and can be kept confidential or prayed for in chapel. To request spiritual care or get connected with CSP Ministry staff, email **gundermann@csp.edu** or **cspministry@csp.edu.**

NCAA Division II Athletics

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

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

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

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

Other Activities & Organizations

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

Tuition and Fees

Tuition and Fees 2024-2025

Payment of Fees

Tuition and fee charges, including any balance due after disbursement of financial aid[1], 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[1]) is 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:

  Lockbox 446006

  P.O. Box 64065
  St. Paul, MN 55164-0065
  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

[1] *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.

Book Purchase Credit

The only students that will be considered for a Book Purchase Credit are those who are expecting a refund. The amount of the vouch will be the lesser of either the amount of the expected refund or the annual published books and supplies allotment.

Traditional Undergraduate Programs

Tuition & Fees (2024-2025)

	Fall/Spring Semesters	Academic Year
Tuition	$12,800	$25,600
Residence Hall / Food Services	$5,750	$11.500
Totals	$18,550	$37,100

Undergraduate (per credit hour, for students registered for 1-11 credits)	$420
Summer Semester (2024) per credit hour [2]	$420
Audit (per class)	$175
Course overload (per credit hour, over 19 credits)	$260
DCE or DCO Internship (in lieu of on-campus tuition)	$12,800

Optional Fees

Parking	No charge
Single Room (additional charge per semester)	$1,250
Room Charge (per day for early-arrival students)	$30
Extra institutional credit (includes credit by examination-per credit hour)	$270
Colloquy tuition rate (per credit hour)	$270
Private Music Instruction (private lessons)	$215
Private Music Instruction (honors lessons)	$430
Science Lab Fees (varies by course)	$25-$50
Fine Art Fees (varies by course)	$25-$50
Biology and Chemistry Research Fee (per credit hour)	$100
Pre-licensure Nursing On Campus Program(semester)	$1500
Pre-licensure Nursing ATI Fee (one-time first semester)	$2900
Pre-licensure Nursing Course Fees	$1000

Required Fees

Application for admission	$30
Transcripts	$7.65 each

Deposits

Undergraduate Tuition Deposit[1]	$200

[1] The tuition deposit is due prior to your orientation date, is non-refundable after May 1, and is applied toward the first semester costs.
[2] Pre-licensure Nursing will follow the traditional tuition model during Summer Semester.

Adult Undergraduate

Per Credit Tuition (2024-2025)

Associate of Arts	$420
Continuing Studies	$420
Accounting	$420
Business Administration	$420
Child Development	$420
Communication Studies	$420
Computer Science	$420
Criminal Justice	$420
Diagnostic Medical Sonography - Echocardiography Concentration	$720
Diagnostic Medical Sonography	$620
Digital Marketing	$420
Exercise Science	$420
Family Science	$420
Heath Care Administration	$420
Human Resource Management	$420
Information Technology in Management	$420
Nursing (RN to B.S.N.)	$420
Nursing (ABSN)	$1050
Nursing (Colorado Teach-out)	$415
Psychology	$420
Sport Management	$420
Strategic Management	$420
Application Fee	$30
Audit (per class)	$175
Active Military/National Guard and Reserve Component Service Members/Military Spouse	$250

Required Fees

Nursing (ABSN) ATI Fee (one-time first semester)	$2900
Nursing ABSN Course Fees	$900 -$1000
Diagnostic Medical Sonography Course Fees	$100 - $1150
Nursing (Colorado Teach-out)	$1130

Graduate

Per Credit Tuition (2024-2025)

College of Education, Humanities, and Social Sciences

MA in Criminal Justice Leadership	$475
MA in Family Science	$395
MA in Human Services with Emphasis in Forensic Behavioral Health	$475
MA in Human Services with Emphasis in Trauma and Resilience for the Self-Care Professional	$475

College of Business & Technology

MS Artificial Intelligence	$600
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 Accounting	$625
Master of Business Administration with Emphasis in Business Analytics	$625
Master of Business Administration with Emphasis in Cybersecurity	$625
Master of Business Administration with Emphasis in Digital Marketing	$625
Master of Business Administration with Emphasis in Finance	$625
Master of Business Administration with Emphasis in Health Care Management	$625
Master of Business Administration with Emphasis in Human Resource	$625
Master of Business Administration with Emphasis in Organizational Leadership	$625
Master of Business Administration with Emphasis in Project Management	$625
MS in Information Technology Management	$475
MS in Data Analytics	$625
MS in Cybersecurity	$625
MS Computer Science	$600
MS Data Analytics and Engineering	$600
MS Data Science	$600
MS Information Technology	$600

College of Education, Humanities, and Social Sciences

MA in Education: Early Childhood	$395
MA in Education: Classroom Instruction with K-12 Reading Endorsement	$395

MA in Education: Differentiated Instruction	$395
MA in Education: Educational Leadership	$395
MA in Education: Educational Technology	$395
MA in Education: English as a Second Language	$395
MA in Education: Resilience and Trauma in Education	$395
MA in Education: Special Education SLD	$395
MA in Education: Special Education EBD	$395
MA in Education: Special Education ASD	$395
MA in Teaching (with K-6 License)	$440
Ed.S in Education	$415
Doctorate in Education (Ed.D.)	$615
MFA in Creative Writing	$525
College of Kinesiology	
MS in Sport Management	$550
MS in Exercise Science	$475
MS in Orthotics and Prosthetics	$515
MS in Strength and Conditioning	$475
Doctor of Physical Therapy	$885
Doctorate in Kinesiology (Ed.D)	$690
Doctor of Philosophy (PhD) Kinesiology	$690
College of Health Sciences	
Nursing (MSN)	$499
Master of Public Health (MPH)	$550
Application Fee	$50
Active Military	$350

Refund Policy for Traditional Undergraduate Students

Business Day

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

Business Service Hours

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

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

Traditional Undergraduate Student

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

Total Drop

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

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

Total Withdrawal

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

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

Refund Schedule for Traditional Students Withdrawing from the University

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

Dates for the various refund periods for traditional students withdrawing from the university during the fall term of 2024:

- Through September 11: 100% Refund
- Sept. 12 - Sept 18: 75% refund
- Sept. 19 - Sept. 25: 50% refund
- Sept. 26 - Oct. 2: 25% refund
- After October 3: no refund

Dates for the various refund periods for traditional students withdrawing from the university during spring term 2025:

- Through January 14: 100% refund
- January 15 – January 21: 75% refund
- January 22– January 28: 50% refund
- January 29 – February 4: 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

2023-24 Adult Undergraduate, Graduate, and SCS Add/Drop Dates

Fall 2022

First EIGHT Weeks (September 5 – October 25)

- Last day to add a first half-semester course: September 4, 2023
- Last day to drop (without record or charge) a first half-semester course: September 11, 2023
- Last day to withdraw ("W" grade) from a first half-semester course: October 9, 2023

Second EIGHT Weeks (OCTOBER 30 – December 20)

- Last day to add a second half-semester course: October 29, 2023
- Last day to drop (without record or charge) a second half-semester course: November 3, 2023
- Last day to withdraw ("W" grade) from a second half-semester course: December 6, 2023

Spring 2024

First EIGHT Weeks (January 8 – February 28)

- Last day to add a first half-semester course: January 7, 2024
- Last day to drop (without record or charge) a first half-semester course: January 13, 2024
- Last to withdraw ("W" grade) a first half-semester course: February 12, 2024

Second EIGHT Weeks (March 11 – MAY 1)

- Last day to add a second half-semester course: March 10, 2024
- Last day to drop (without record or charge) a second half-semester course is March 15, 2024
- Last day to withdraw ("W" grade) from a second half-semester course: April 17, 2024

Summer 2024

First EIGHT Weeks (May 6 – June 26)

- Last day to add a first half-semester course: May 5, 2024
- Last day to drop (without record or charge) a first half-semester course May 10, 2024
- Last day to withdraw ("W" grade) from a first half-semester course is June 10, 2024

Second EIGHT Weeks (July 1 – August 21)

- Last day to add a second half-semester course: June 30, 2024
- Last day to drop (without record or charge) a second half-semester course July 8, 2024
- Last day to withdraw ("W" grade) from a second half-semester course is August 5, 2024

Refund Policy for Students Enrolled at Portland, Oregon Campus

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

Total Drop

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

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

Total Withdrawal

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

16-week courses

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

Refund Schedule for Traditional Students Withdrawing from the University

- 100% refund before the start of the third week of the term
- 90% refund in the third week of the term
- 80% refund in the fourth week of the term
- 70% refund in the fifth week of the term

- 60% refund in the sixth week of the term
- 55% refund in the seventh week of the term
- 50% refund in the eighth week of the term
- 0% refund from the 9th week of the term until the withdrawal deadline of the term

8-week courses

- 100% refund before the start of the second week of the term
- 80% refund in the second week of the term
- 65%refund in the third week of the term
- 50% refund in the fourth week of the term
- 0% refund from the 4th week of the term until the withdrawal deadline of the term

Partial Drop

A drop from at least one, but not all registered courses. Dropped courses will follow the refund timelines indicated in the Total Drop section. Dropped courses do not appear on a transcript and do not affect academic standing.

Partial Withdrawal

A withdrawal from at least one, but not all registered courses. Partial withdraw will follow the fund timelines indicated in the Total Withdraw section.

Refund Policy for Students Enrolled in Quarter Program at Denver, Colorado

Student's Right to Cancel

A student, beginning quarter one of the nursing program, has the right to cancel their program enrollment in writing to the Registrar on or before the end of the first week of classes of each quarter (defined as Sunday at 11:59 pm) to receive a refund of all money paid less the application charge of $75. Refunds are made to the student on or before 30 calendar days from the student's date of determination of cancellation with the Registrar.

Veterans Refund Policy

The University has and maintains a policy for the refund of the unused portion of tuition, fees and other charges in the event the Veteran, service member and or their qualified family members using VA benefits fails to enter the course, withdraws, is discontinued there from at any time prior to completion. Such policy provides that the amount charged to the Veteran or eligible person for tuition, fees and other charges for a portion of the course is ascertained in *Withdrawal from the University.*

Any change in enrollment that results in an overpayment of tuition and fees and or Yellow Ribbon program payments under the Post-9/11 GI Bill® (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill (https://www.benefits.va.gov/gibill/)) (including under the Edith Nourse Rogers STEM Scholarship) and to advance payments of benefits under the various GI Bill® (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill (https://www.benefits.va.gov/gibill/)) programs, will be collected from the school by the VA. In turn, the University may require the student Veteran, service member and or their qualified family members to pay any outstanding balance for tuition and fees and may contact you regarding this debt.

Return of Title IV Funds

Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds they were scheduled to receive during the period.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, CSP must still determine whether the student is eligible for a post-withdrawal disbursement (PWD). CSP must return unearned funds for which it is responsible as soon as possible but no later than 45 days from the determination of a student's withdrawal.

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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 portion of course content and music lessons and/or ensembles. 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, and 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 45 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 requires fewer but more intense class sessions, chat 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 an 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 continuing financial aid support.
- Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
- It is the student's responsibility to contact the instructor to make appropriate arrangements.

Transfer Credit

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

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

- **General Education** - The primary responsibility for evaluation rests with the registrar who shall consult the General Education Committee if the appropriateness and comparability of the credit is doubtful. Transfer credits in the general education area are entered as a "Pass" grade and do not count in GPA calculation.

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

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

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

Assessment of Student Learning and Professional Development

Concordia University conducts a series of activities to assess – among other things – student learning, program effectiveness, and student perceptions of faculty effectiveness. The assessment program at Concordia University, Saint Paul is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students' learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia University students compare in certain subject areas to students across the country. Many of the assessment activities are part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups, or interviews. As part of the general education program and at the completion of the academic major and minor, students may also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia University education has had on 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 change 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, at (651) 603-6271 or 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.

Nursing (Colorado Traditional Teach-out Program Only)

A	Superior	4.00 grade points
B	Above Average	3.00 grade points
C	Average	2.00 grade points
D	*Minimally Acceptable	1.00 grade points
F	*Failure	0.00 grade points
P	Pass	

**Letter grades of "D" or "F" in any nursing or cognate courses will constitute a course failure.*

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

Grade Point Average (GPA) of 1.0 upon conclusion of his/her first semester. Any first-year student that fails to meet a 1.0 cumulative Grade Point Average (GPA) the end of his/her first semester will be immediately Suspended/Terminated from the University. Students will be notified of Disqualification/Suspension via email from the Registrar. Students may appeal to be re-admitted by completing the Disqualification Appeal Form.

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

Disqualification Appeal Process

A Disqualification Appeal Form must be submitted to the academic appeals committee. The academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or the 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 and special departmental awards will be recognized at the annual Academic Honors Convocation held during the spring semester.

Honorary Societies for Students

Lambda Pi Eta

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

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

Sigma Tau Delta

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

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

Participation in Commencement Ceremonies

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

Financial Hold

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

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

Research with Human Subjects

Ethical and policy issues in research involving human participants are grounded in Concordia University, St. Paul's mission in the enlightened care of God's creation and the safeguarding of human participants in all research under which the University is a part. The University will comply

with all federal regulations requiring the establishment and operation of an Institutional Review Board for the protection of human participants. All research that can be defined as "a systematic investigation designed to develop or contribute to generalizable knowledge" (U.S. Department of Health & Human Services - 45 CFR 46) must be reviewed and approved by the Institutional Review Board (IRB) for the Protection of Human Participants.

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.

Travel Seminars

Another off-campus study abroad option available to students is our short–term Travel Seminar program. Faculty–led programs and courses are offered around the country and the world in many different disciplines. Travel seminars are offered while other semester classes are not in session (January break, spring break, May after graduation) and are typically included in your spring semester credit load. In order to participate, students must be in good standing. Current programs (https://www.csp.edu/student-life/study-abroad/undergraduate-study-abroad/) are updated annually. For further information, contact the Center for Student Engagement at abroad@csp.edu or (651) 641-8261.

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 16-week **semesters** offered at Concordia University. The traditional academic year consists of fall and spring semesters.

Bachelor of Arts degree consists of a major of typically 30 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, upper-level requirements, 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, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Bachelor of Science degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

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

A **credit** means a semester hour credit. One semester hour credit represents a minimum of 45 hours of engaged time.

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

An **emphasis** consists of 9 to 14 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 30 to 80 credits taken in courses in one area or related areas of study prescribed by the faculty.

An **academic minor** normally consists of 15 to 21 credits taken in courses in one area or related areas of study prescribed by the faculty.

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

Summer semester consists of two eight-week sessions May-August.

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

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

Graduation Requirements

Associate of Arts Degree (AA)

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

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

Associate of Applied Science (AAS)

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

1. Complete 60 total credits, which includes a minimum of 15 general education credits and a minimum of 30 program-related occupational or technical credits. A minimum of 30 credits must be completed in residence.
2. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
3. Complete all assessment activities and outcome examinations required for general education.
4. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.

Bachelor of Arts Degree (BA)

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

1. Complete 120 total credits.
2. Complete the course requirements for the 31-credit general education curriculum.
3. Complete the course requirements for an academic major – typically 30 to 44 credits for the BA – or two academic minors – typically 15 to 21 credits each. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s). At least 30% of the degree must be completed at the upper division.
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be awarded. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

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

Bachelor of Business Administration Degree (BBA)

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

1. Complete 120 total credits.
2. Complete the course requirements for the 37-credit general education curriculum.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s). At least 30% of the degree must be completed at the upper division.
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be awarded.
5. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
6. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
7. Be approved as a candidate for a degree by the Registrar.

Bachelor of Fine Arts Degree (BFA)

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

1. Complete 120 total credits.
2. Complete the course requirements for the 31-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. At least 30% of the degree must be completed at the upper division.
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major.
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.00 or above in the major.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

Bachelor of Science Degree (BS, BSN)

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

1. Complete 120 total credits, of which 30 must be completed at Concordia University.
2. Complete the course requirements for the 31-credit general education curriculum for the BS and 30-credit general education curriculum BSN.
3. Complete the course requirements for the academic major – typically 40 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). At least 30% of the degree must be completed at the upper division.
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.00 or better in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

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

School of Continuing Studies

Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated online formats. SCS courses are designed for students to earn credits toward their degree completion in a flexible format to meet the unique needs of online learners. 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 2024-25

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

Associate of Arts Degree: Online

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

The Associate of Arts degree program totals 60 semester credits.

Code	Title	Credits
Requirements		
SSS 125	Student Success Strategies	3
Communication		3
Writing		3
Social/Behavioral Science (2 classes from two different disciplines)		6
Humanities (2 classes from two different disciplines)		6
Mathematics		3
Science		4
THL 125	Introduction to the Bible	3
THL 345	Callings: Christianity and Vocation	3
Select 26 Elective Credits to reach 60 required credits		26
Total Credits		**60**

Associate of Arts in Early Childhood Education

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

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

Associate of Arts in Pre-Nursing

The Associate of Arts in Pre-Nursing prepares students for application to the University's Bachelor of Science in Nursing (BSN) Pre-Licensure program (p. 81). AA Pre-Nursing students will complete their general education course requirements and the necessary prerequisite coursework for the BSN Pre-Licensure program. Students should review the overall BSN Pre-Licensure admission criteria (p. 12) to ensure awareness of minimum grade requirements in specific courses, GPA requirements, and other necessary admission criteria. Students interested in nursing programs at other institutions should review each institution's admission requirements as they typically vary between institutions.

Code	Title	Credits
General Education		
Communication		3
Humanities (2 classes from two different disciplines)		6
Social Science (Non-Psychology Course)		3
ENG 121	College Writing	3
MAT 165	Quantitative Reasoning for Health Care Professionals *	3
BIO 120	General Biology I *	4
CHE 105	Chemistry for Health Sciences *	4
PSY 102	Introduction to Psychology	3
THL 125	Introduction to the Bible	3
THL 345	Callings: Christianity and Vocation	3
Electives [1]		9
Prerequisite and Co-Requisite Nursing Coursework		
BIO 300	Microbiology	4
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
PSY 230	Lifespan Developmental Psychology	4
Total Credits		**60**

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

[1] It is recommended that students complete BIO 350 Medical Terminology and Traditional Nursing Students complete SCI 100 as an elective option.

Associate of Arts in Criminal Justice

Students complete 60 credits: AA General Education classes (see above) and in the 26 credits of electives area complete the following courses for Professional Peace Officer Education:

Code	Title	Credits
CJU 472	Cultural Considerations in Criminal Justice Systems	4
CJU 478	Contemporary Issues in the Criminal Justice System	4
CJU 491	Forensic Exploration in the Criminal Justice System	4
CJU 483	Exploring the Criminal Mind and Identifying Suspect Behavior	4
CJU 487	Delinquent and Criminal Behaviors Across the Life Course	4
CJU 461	Constitutional and Criminal Law and Justice	4
CJU 405	Minnesota State Criminal Law and Traffic Codes	4
Total Credits		**28**

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:

A. discover, confront and explore unfamiliar information and ideas;
B. use available academic resources and skills to think analytically, critically, and synthetically;

C. use appropriate and current technology for research and problem solving; and
D. ideally move beyond the academic data itself to formulate and express new insights and ideas.

Communication (6 credits required)

Communication offerings are designed to develop a student's understanding and application of research and critical thinking skills necessary to evaluate information, identify and evaluate source material, integrate differing points of view, and establish a reasoned course of action for effectively solving problems and demonstrating effective verbal, nonverbal, and/or visual skills (i.e., reading, writing, speaking, listening, audience awareness, and/or conflict resolution). Students must complete courses from two different disciplines.

Code	Title	Credits
COM 110	Interpersonal Communication	3
COM 213	Public Speaking	3
ENG 121	College Writing	3

Social Science (6 credits required)

Social Science is the study of human society and/or behaviors and cause and effect. Social Science offerings are designed to develop a student's understanding of individual or social human behavior from the perspective of one or more disciplines of the social sciences, knowledge of empirical methods for studying human behavior, and to use theories and concepts of human behavior with appropriate empirical evidence to analyze contemporary social issues (historical events, cultural and societal differences), consumer behavior, and/or the inter-workings of an economy, how to analyze and interpret data from a social science context, and evaluate society as a whole. Students must complete courses from two different disciplines.

Code	Title	Credits
ECO 103	Macroeconomics	3
HIS 122	World History	3
HIS 222	Leaders in American Society	3
POL 132	Government and Politics	3
PSY 102	Introduction to Psychology	3
SOC 151	Introduction to Sociology	3
KHS 325	Exploring the Science of Sport, Health, and Wellness	3

Mathematics (3 credits required)

The mathematics general education curriculum is designed to develop students' understanding of basic mathematical concepts, develop their abilities to analyze and solve mathematical problems, and promote mathematical awareness in the analysis of problem-solving strategies and the interpretation of results to help them make decisions in their lives and careers.

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

[1] Designed for Diagnostic Medical Sonography Nursing majors only.

[2] Recommended for Teacher Education students

Science (4 credits required)

Natural Science offerings are designed to equip students with the tools to understand scientific issues in today's world by increasing their knowledge of natural science principles and scientific inquiry, and appreciation of the importance of science in their lives.

Code	Title	Credits
BIO 120	General Biology I	4
CHE 105	Chemistry for Health Sciences	4
PHS 112	Introductory Physics for Health Sciences	4
SCI 120	Live Science: How Scientific Issues Impact Your Daily Life	4

Humanities (6 credits required)

The humanities/arts general education curriculum increases students' awareness, understanding and critical appreciation of aesthetic and literary works of human imagination.Students must complete courses from two different disciplines.

Code	Title	Credits
ART 106	Introduction to Art	3
ENG 156	Introduction to Literature	3
MUS 122	Music for Life	3
THR 103	Introduction to the Theatre	3

Religion and Theology (5-6 credits required; 3 Introductory, 2-3 Intermediate)

Theology general education offerings are designed to foster understanding of the Gospel and its Biblical source from the perspective of Lutheran theology, including implications of the Gospel for human experience and for a vocation in home, workplace, public life, and congregation.

Code	Title	Credits
Introductory (3 credits)		
THL 125	Introduction to the Bible	3
THL 206	New Testament [1]	3
Intermediate (2-3 credits)		
THL 300	Christianity and Sport	3
THL 320	Global Christianity	3
THL 326	Christian Ethics	3
THL 343	Athens and Jerusalem: Philosophy and Christianity	3
THL 345	Callings: Christianity and Vocation	3
THL 346	Martin Luther: Saint & Sinner	3
THL 355	Understanding World Religions for Healthcare Professionals [2]	1
THL 358	Christianity and World Religions	3
THL 360	Christianity and the Media in Contemporary Culture	3
THL 372	Mission of God	3
THL 378	Christian Vocation and Ethics for Healthcare Professionals [2]	1

THL 379	Faith and Justice in the City	3
THL 431	Lutheran Doctrine I [1]	3

[1] Designed for professional church work students only
[2] Designated for Nursing students only

Majors

- Accounting Major (BS Adult) (p. 53)
- Accounting Major (BS Traditional) (p. 54)
- Actuarial Science (BS) (p. 55)
- Art Education/Teaching (Grades K-12) Major (BA Traditional) (p. 55)
- Art Studio Major (BA Traditional) (p. 56)
- Biblical Studies (BA) (p. 56)
- Biochemistry Major (BS Traditional) (p. 56)
- Biology Major (BA Traditional) (p. 57)
- Biology Major (BS Traditional) (p. 57)
- Business Administration Major (BA Adult; Online Only) (p. 58)
- Business Administration Major (BS) (p. 58)
- Business Management Major (BA Traditional) (p. 59)
- Chemistry Major (BA Traditional) (p. 59)
- Child Development Major (BA Adult; Online Only) (p. 59)
- Child Learning and Development Major (BA Traditional) (p. 60)
- Christian Ministry Major (BA Traditional) (p. 60)
- Church Music Major (BA Traditional) (p. 61)
- Coaching & Sport Psychology (BA Traditional) (p. 89)
- Communication Arts and Literature Education/Teaching Major (Grades 5-12) (BA Traditional) (p. 62)
- Communication Studies Major (BA Traditional) (p. 62)
- Computer Science Major (BS Online Only) (p. 63)
- Criminal Justice Major (p. 63)
- Diagnostic Medical Sonography with an Echocardiography Concentration (AAS) (p. 65)
- Diagnostic Medical Sonography(AAS) (p. 64)
- Digital Marketing (BS) (p. 66)
- Director of Christian Education (p. 66)
- Director of Christian Outreach (p. 66)
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- Early Childhood Education/Teaching Major (Birth-Grade 3) (BA Traditional) (p. 66)
- Elementary Education/Teaching Major (Grades K-6) (BA) (p. 67)
- English with an Emphasis in Creative Writing Major (BA Traditional) (p. 68)
- English with an Emphasis in Journalism and Professional Writing Major (BA Traditional) (p. 68)
- English with an Emphasis in Literature Major (BA Traditional) (p. 68)
- Exercise Science Major (BA Traditional, BA Adult Online) (p. 69)
- Exercise Science Major (BS Traditional) (p. 69)
- Exercise Science Major with an Emphasis in Athletic Training (BS Traditional) (p. 70)
- Family Science Major (BA Adult; Online Only) (p. 70)
- Family Science Major (BA Traditional) (p. 71)
- Finance Major (BS Traditional) (p. 71)
- General Studies Major (BA) (p. 72)
- Graphic Design Major (BA Traditional) (p. 72)
- Graphic Design Major (BFA Traditional) (p. 72)
- Health Care Administration Major (BA Adult; Online Only) (p. 73)
- Health Education Teaching Major (Grades 5-12) (BA Traditional) (p. 73)
- History Major (BA Traditional) (p. 74)
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- Information Systems (BS) (p. 74)
- International Business Major (BS Traditional) (p. 75)
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- Marketing Major with Emphasis in Digital Marketing (BS Traditional) (p. 76)
- Mathematics Major (BA Traditional) (p. 76)
- Mathematics Major (BS Traditional) (p. 77)
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- Music Education/Teaching Major (Grades K-12 Instrumental and Classroom Music and/or Vocal and Classroom Music (BA Traditional) (p. 78)
- Music Major (BA Traditional) (p. 78)
- Nursing Major (ABSN) (p. 80)
- Nursing Major (BSN Adult) (p. 81)
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- Nursing Major (BSN Traditional) (p. 81)
- Orthotics and Prosthetics Major (BS Traditional) (p. 83)
- Physical Education (Grades K-12) and Health (Grades 5-12) Teaching Major (BA Traditional) (p. 83)
- Psychology Major (BA Adult; Online Only) (p. 84)
- Psychology Major (BA Traditional) (p. 84)
- Psychology Major (BS Traditional) (p. 85)
- Public Health Major (BS) (p. 85)
- Public Relations Major (BA Traditional) (p. 85)
- Secondary Education Major (Done in Conjunction with Biology, Chemistry or Math Major) (p. 86)
- Social Studies Education/Teaching (Grades 5-12) Major (BA Traditional) (p. 87)
- Sociology Major (BA Traditional) (p. 87)
- Sport Communication (BA Traditional) (p. 88)
- Sport Management Major (BA Traditional; BA Adult Online) (p. 88)
- Supply Chain Management (BS) (p. 88)
- Theatre Major (BA Traditional) (p. 89)
- Theology Major (BA Traditional) (p. 90)

Accounting Major (BS Adult)

An accounting degree at Concordia University, Saint Paul prepares students for public, managerial (industrial) or governmental accounting. Students encounter engaging financial information, active problem solving, and a variety of skills necessary in today's business environment. Explore foundational theories and practices related to financial and managerial accounting, tax and audit in a structured accounting course sequence. Gain a broad business perspective while learning economics, finance, marketing, and management in courses emphasizing the

relevancy of accounting information, analysis and financial decision-making.

A BS in accounting meets both the 24 semester-hour requirement of intermediate and advanced level accounting courses, as well as the 24 semester-hour general business course requirement required to sit for the Uniform Certified Public Accountant (CPA) Exam in Minnesota. If an accounting student wishes to pursue the CPA credential, faculty and academic advisors work with the student to reach the 150 semester-hour requirement to apply for the CPA license. A BS in accounting also satisfies the requirements to sit for the Certified Management Accountant (CMA) exam.

Students are encouraged to visit these websites for more information on the accounting profession and the requirements for CPA and CMA licensure in Minnesota:

- Minnesota Board of Accountancy - http://www.boa.state.mn.us/index.html (http://www.boa.state.mn.us/)
- Minnesota Society of Certified Public Accountants - http://www.mncpa.org (http://www.mncpa.org/)
- The American Institute of Certified Public Accountants "This way to CPA" - https://www.thiswaytocpa.com (https://www.thiswaytocpa.com/)
- Institute of Management Accountants - https://www.imanet.org (https://www.imanet.org/)

Students who intend to sit for the CPA exam must complete the Accounting degree with 150 credits, which will require an additional 30 credits of degree electives, with 45 of the 150 credits taken at the upper-level credit.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Pre/Co-requisites		
ECO 103	Macroeconomics (3)	
MAT 110	Introduction to Probability and Statistics (3)	
Core (take in any order)		
CSC 210	Microsoft Excel Core	4
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
ECO 104	Microeconomics	3
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 205	Fundamentals of Analytics	3
Major		
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
FIN 301	Corporate Finance I	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 315	Accounting Information Systems	3
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 413	Cost Accounting	4
ACC 414	Federal Income Tax	4
MAL 410	Strategic Planning Capstone	4
Total Credits		**65**

Accounting Major (BS Traditional)

An accounting degree at Concordia University prepares students for public, managerial (industrial), or governmental accounting. Students encounter engaging financial information, active problem solving, and a variety of skills necessary in today's business environment. Explore foundational theories and practices related to financial and managerial accounting, tax, and audit in a structured accounting course sequence. Gain a broad business perspective while learning economics, finance, marketing, and management in courses emphasizing the relevancy of accounting information, analysis, and financial decision-making.

A BS in accounting meets both the 24-semester-hour requirement of intermediate and advanced level accounting courses, as well as the 24-semester-hour general business course requirement required to sit for the Uniform Certified Public Accountant (CPA) Exam in Minnesota. If an accounting student wishes to pursue the CPA credential, faculty and academic advisors work with the student to reach the 150-semester-hour requirement to apply for the CPA license. A BS in accounting also satisfies the requirements to sit for the Certified Management Accountant (CMA) exam.

Students who intend to sit for the CPA exam must complete the Accounting degree with 150 credits, which will require an additional 30 credits of degree electives, with 45 of the 150 credits taken at the upper-level credit.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Pre/Co-requisites

Code	Title	Credits
ECO 103	Macroeconomics	3
MAT 110	Introduction to Probability and Statistics	3

Required

Code	Title	Credits
Core (take in any order)		
CSC 210	Microsoft Excel Core	4
MAN 120	Business Fundamentals and Entrepreneurship	2
ECO 104	Microeconomics	3

MAN 204	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 205	Fundamentals of Analytics	3
Major		
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
FIN 301	Corporate Finance I	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 315	Accounting Information Systems	3
ACC 413	Cost Accounting	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 414	Federal Income Tax	4
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		**65**

Actuarial Science (BS)

Actuaries build mathematical models to account for the many risk factors organizations must consider when building strategy. Financial, logistical, and business risks all have to be carefully weighed against each other, and actuaries help paint a picture of the road ahead with numbers and statistics. As well as working for insurance companies, actuaries work for consulting firms, government agencies, accounting firms, industrial businesses, banks, and financial institutions.

The major provides a strong math foundation coupled with robust actuarial science courses.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
MAT 135	Calculus I	4
ECO 103	Macroeconomics	3
MAT 146	Calculus II	4
ECO 104	Microeconomics	3
MAT 110	Introduction to Probability and Statistics	3
ACC 201	Principles of Financial Accounting	4
MATX 333	Mathematical Theory of Interest	3
or MAT 333	Financial Mathematics	
DATX 105	Foundations of Data Analytics I	3
MAT 255	Calculus III	4
MAT 330	Advanced Probability and Statistics	4
or MATX 383	Probability for Actuaries	
DATX 115	Foundations of Data Analytics II	3
CSC 115	Introduction to Python	4
FIN 301	Corporate Finance I	4
MAT 375	Differential Equations and Linear Algebra	4
MATX 483	Actuarial Science and Risk Management with R	3
Total Credits		**53**

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 Visual Arts (Grades K through 12)

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required Content Courses		
ART 110	Foundations of Art & Design	3
ART 111	Drawing I	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 261	Ceramics I	3
ART 282	Graphic Design I	3
ART 376	World Art	4
ART 311	Figure Drawing	3
ART 336	Printmaking I	3
ART 472	Modern Art & Design	4
Required Education Courses		
ED 384	Art Education Theory & Practice: K-12	3
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15
Total Credits		**71**

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

state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/).

Art Studio Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ART 110	Foundations of Art & 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	Modern Art & Design	4
ART 491	Theories in Contemporary Art	3
ART 499	Art Senior Seminar	2
ART 221	Painting I	3
ART 241	Photography I	3
ART 336	Printmaking I	3
ART 376	World Art	4
Select 9 Credits from Studio Courses		9
Total Credits		**52**

Biblical Studies (BA)

Code	Title	Credits
THL 206	New Testament	3
THL 201	Old Testament	3
THL 219	Principles of Biblical Interpretation	3
GRK 213	Biblical Greek I	3
GRK 214	Biblical Greek II	3
HBR 313	Biblical Hebrew I	3
HBR 314	Biblical Hebrew II	3
GRK 325	Readings in Biblical Greek [1]	3
HBR 325	Readings in Biblical Hebrew [1]	3
THL 425	Advanced Biblical Studies	3

[1] Students will either take GRK 325 or HBR 325 twice to reach 33 credits to complete the major.

Biochemistry Major (BS Traditional)

Biochemistry majors focus on the chemistry of living systems. The major includes coursework in key fundamental areas of biology and chemistry including molecular biology, cellular biology, genetics, analytical chemistry, organic chemistry, physical chemistry, and a full year sequence of biochemistry. The major pushes students to develop their critical thinking, scientific reasoning, and laboratory skills in a true interdisciplinary way. Students are required to participate in an on-campus research experience as a part of this program.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
BIO 120	General Biology I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
Required		
BIO 130	General Biology II	4
CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4

CHE 222	Organic Chemistry II	4
CHE 328	Biochemistry I	4
CHE 329	Biochemistry II	4
MAT 135	Calculus I	4
MAT 146	Calculus II	4
PHS 221	General Physics I	4
PHS 222	General Physics II	4
CHE 326	Analytical Chemistry I	4
CHE 341	Thermodynamics	4
BIO 330	Cell Biology	4
BIO 210	Genetics	4
BIO 335	Molecular Biology	4
SCI 453	Science Senior Capstone	2
Please choose from one of these courses:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (4)	
Total Credits		**70**

Biology Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
BIO 120	General Biology I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
Required		
BIO 130	General Biology II	4
CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
BIO 210	Genetics	4
BIO 330	Cell Biology	4
SCI 453	Science Senior Capstone	2
Select one of the following:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
Electives		
Select a minimum 17 credits of the following. Two courses must be 300 or 400 level:		17
BIO 300	Microbiology [1] (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 335	Molecular Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	
BIO 497	Biology Teaching Assistant (1)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	
SCI 436	Advanced Research & Techniques (4)	
SCI 456	Advanced Research in Science (4)	
Total Credits		**43**

[1] Secondary education majors seeking 9-12 life science licensure must take BIO 300 as part of their elective coursework.

Biology Major (BS Traditional)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
BIO 120	General Biology I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
Required		
Biology Core:		16
BIO 130	General Biology II (4)	
BIO 210	Genetics (4)	
BIO 330	Cell Biology (4)	
SCI 435	Research and Techniques (4)	
or SCI 455	Research in Science (4)	

Chemistry Requirements:		16
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
CHE 221	Organic Chemistry I (4)	
CHE 328	Biochemistry I (4)	
Mathematics Requirement:		4
MAT 125	Precalculus (4)	
or MAT 135	Calculus I (4)	
Physics Requirement:		4
PHS 221	General Physics I (4)	
SCI 453	Science Senior Capstone	2
Electives		
Select a minimum of 17 credits of the following: (at least 2 courses must be 300/400 level)		17
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 335	Molecular Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	
BIO 497	Biology Teaching Assistant (1)	
CHE 329	Biochemistry II (4)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	
SCI 436	Advanced Research & Techniques (4)	
SCI 456	Advanced Research in Science (4)	
Total Credits		**59**

Business Administration Major (BS)

The Bachelor of Science in Business Administration program at Concordia St. Paul aims to prepare the modern-day learner for ethical decision-making in various industries. The program focuses on strategic and analytical business acumen, and embeds certificates in data analysis, digital marketing and e-commerce, and conflict management. In addition to providing opportunities for internships, the program can serve as a steppingstone to a Master's in Business Administration. Upon graduation, students are well-equipped to succeed as leaders and entrepreneurs in the workforce.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
BUS 200	Leading in Complex Organizations	3
BUS 220	Project Management	3
BUS 240	Leadership, Influence and Negotiations	3
BUS 260	High Impact Digital Communications	3
BUS 270	Modern Marketing	3
BUS 300	Principles of Human Resource Management	3
BUS 320	Fundamentals of Accounting	3
BUS 335	Finance for Managers	3
BUS 370	Data Analytics and Visualization	3
BUS 400	Social Responsibility, Legal Implications, and Business Ethics	3
Concentration		
BUS 385	Entrepreneurship	3
BUS 460	Business Intelligence	3
BUS 470	Social Intelligence and Leadership	3
BUS 390	Leading Innovation	3
BUS 480	Operations and Quality Management	3
Total Credits		**45**

Business Administration Major (BA Adult; Online Only)

The online BA in Business Administration program at CSP Global is designed to equip students with a comprehensive understanding of the principles and practices of modern-day business. The program incorporates career-ready certifications in data analysis, digital marketing and e-commerce, and conflict resolution into the curriculum to enhance students' strategic and analytical business acumen. These certifications are highly relevant to today's business landscape and provide graduates with a competitive edge in the job market.

Graduates of our BA in Business Administration program are well-prepared to excel as leaders and entrepreneurs in a variety of industries. They possess the skills and knowledge necessary to make ethical decisions and succeed in the ever-evolving world of business.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
BUS 200	Leading in Complex Organizations	3
BUS 220	Project Management	3
BUS 240	Leadership, Influence and Negotiations	3
BUS 260	High Impact Digital Communications	3
BUS 270	Modern Marketing	3
BUS 300	Principles of Human Resource Management	3
BUS 320	Fundamentals of Accounting	3
BUS 335	Finance for Managers	3
BUS 370	Data Analytics and Visualization	3

BUS 400	Social Responsibility, Legal Implications, and Business Ethics	3
Total Credits		**30**

Business Management Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Prerequisites from General Education

Code	Title	Credits
MAT 110	Introduction to Probability and Statistics	3
ECO 103	Macroeconomics	3

Required

Code	Title	Credits
ECO 104	Microeconomics	3
MAN 120	Business Fundamentals and Entrepreneurship	2
CSC 121	Basics of Technology in Business	2
ACC 201	Principles of Financial Accounting	4
MAN 205	Fundamentals of Analytics	3
MAN 204	Legal Environment of Business	2
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
Please choose two of the following courses		8
MAN 350	Global Management (4)	
MAN 370	Leading Nonprofit Organizations (4)	
MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 401	Business Strategy and Ethics	4
MAN 460	Managing Teams, Communication & Projects	4
MAN 499	Senior Outcomes	0
Total Credits		**46**

Chemistry Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites (not counted in major credit total)		
MAT 110	Introduction to Probability and Statistics (3)	
BIO 120	General Biology I (4)	
Required		
MAT 135	Calculus I	4
CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
CHE 222	Organic Chemistry II	4
CHE 326	Analytical Chemistry I	4
CHE 328	Biochemistry I	4
CHE 341	Thermodynamics	4
PHS 221	General Physics I	4
PHS 222	General Physics II	4
SCI 453	Science Senior Capstone	2
Select one of the following:		4
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
CHE 498	Internship in Chemistry (4)	
Electives		
Select 3 credits of the following:		3
CHE 329	Biochemistry II (4)	
CHE 335	Medicinal Chemistry (3)	
CHE 497	Chemistry Teaching Assistant (1)	
Total Credits		**49**

Child Development Major (BA Adult; Online Only)

Students develop a philosophy for working in the field of early education based on developmentally appropriate practices and focused on advocacy and leadership. Courses in the program address the National Association for the Education of Young Children (NAEYC) standards for

initial professional preparation. CHD 400, CHD 402, and CHD 410 are prerequisites for all other courses in the program. **This program does not lead to a teaching license**. Students seeking a Minnesota Early Childhood teaching license should review the Early Childhood Education (Birth through Grade Three) major at Concordia University.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
PSY 102	Introduction to Psychology (3)	
Required		
CHD 400	Introduction to Early Childhood Education	3
CHD 402	Writing for Educators	3
CHD 410	Growth and Development of Children	3
CHD 411	Child Social and Emotional Growth	3
CHD 422	Human Diversity and Relations	3
CHD 430	Infants and Toddlers	3
CHD 435	Developmentally Appropriate Practices in Early Childhood Education	3
CHD 440	Children's Play and Learning	3
CHD 445	Language Development and Emergent Literacy	3
CHD 450	Children's Literature	3
CHD 451	Dual Language Learners	3
CHD 461	Ethics in Early Childhood	3
CHD 482	Young Child with Special Needs	3
CHD 490	Portfolio and Synthesis	3
Total Credits		**42**

Child Learning and Development Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
PSY 102	Introduction to Psychology (3)	
Required Education Courses		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
Select one of the following:		2
ECE 425	Young Children with Special Needs (2)	
ED 439	The Inclusive Classroom (2)	
Select one of the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
Electives		
Select 29 credits of additional upper-level coursework (300 or 400) in Education or Psychology		29
Total Credits		**43**

Christian Ministry Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required (18 credits)		
CHM 140	Engaging God's Mission for the 21st Century	3
CHM 402	Foundations for Teaching and Learning	3
CHM 325	Strategic Ministry	3
CHM 422	Leadership in Ministry	3
CHM 491	Theory to Action: Capstone in Christian Ministry	3
THL 400	Law and Gospel Theology	3
Electives (18 credits)		**18**
Required for DCE certification		
CHM 350	Youth Ministry (3)	
CHM 360	Children's & Family Ministry (3)	
CHM 365	Confirmation Ministry (3)	

CHM 375	Adult Ministry (3)
Required for DCO certification	
CHM 332	Mission in Context (3)
THL 320	Global Christianity (3)
THL 358	Christianity and World Religions (3)
THL 372	Mission of God (3)
Additional Electives	
THL 225	Worship for Lutherans (3)
CHM 350	Youth Ministry (3)
CHM 360	Children's & Family Ministry (3)
CHM 365	Confirmation Ministry (3)
CHM 375	Adult Ministry (3)
CHM 332	Mission in Context (3)
THL 320	Global Christianity (3)
THL 358	Christianity and World Religions (3)
THL 372	Mission of God (3)
THL 379	Faith and Justice in the City (3)
CHM 271	Best Practices for Mission and Ministry (3)
CHM 275	Outdoor Ministry (3)
THL 300	Christianity and Sport (3)
THL 326	Christian Ethics (3)
THL 343	Athens and Jerusalem: Philosophy and Christianity (3)
THL 346	Martin Luther: Saint & Sinner (3)
THL 360	Christianity and the Media in Contemporary Culture (3)
Total Credits	**36**

Practicums and Internship required for LCMS Certification

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

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

Church Music Major (BA Traditional)

The Church Music major develops students into well-rounded church musicians, preparing them for careers as music professionals in a Christian worship setting. It enjoys all of the opportunities in Concordia's Music program, but also provides additional features. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community. The culmination of the major is a senior year public presentation of the student's work. Students are equipped to lead both traditional liturgies and contemporary worship formats.

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.

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.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, 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:

Course Requirements

Code	Title	Credits
MUS 102	Basic Musicianship *	1
MUS 205	Musicianship I	3
MUS 206	Musicianship II	3
MUS 261	Beginning Conducting	2
MUS 305	Musicianship III	3
MUS 200	Music History Survey	3
CHM 381	Practicum in Christian Ministries 1	1
CHM 382	Practicum in Christian Ministries 2	1
CHM 481	Practicum in Christian Ministries 3	1
CHM 482	Practicum in Christian Ministries 4	1
THL 225	Worship for Lutherans	3
8 credits of lessons & ensemble work		8
MUS 825	Private Lesson - Accompanying	2
MUS 828	Choral Ensemble - Conducting Apprenticeship	2
or MUS 845	Instrumental Ensemble - Conducting Apprenticeship	
Electives in MUS		**3**
MUS 499		3
Total Credits		**40**

Director of Parish Music (DPM) Certification

Code	Title	Credits
Lutheran Theology Minor		21

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 Communication Arts and Literature (Grades 5 through 12).

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
COM 110	Interpersonal Communication (3)	
Required Content Courses		
COM 213	Public Speaking	3
COM 222	Social/Mass Media Communication	4
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2
ENG 338	History and Principles of the English Language	2
ENG 360	Survey of British Literature	3
ENG 370	Survey of American Literature	3
ENG 368	Shakespeare	3
ENG 380	Classical Western Literature	3
ENG 420	Persuasive Writing on Contemporary Issues	3
or ENG 226	Journalism	
ENG 445	Literary and Critical Theory	3
ENG 495	Seminar in Global Literature	3
ENG 499	Senior Capstone Project	2
Required Education Courses		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 355	Teaching Grades 9-12 Communication Arts / Literature	2
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 487	Reading Across the Content Areas	3
ED 477	Teaching Grades 5-8 Communication Arts and Literature	1
ED 470	Health Education for Teachers	2
ED 472	Student Teaching	15
Total Credits		**75**

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

Communication Studies Major (BA Traditional)

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

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
COM 110	Interpersonal Communication (3)	
Required [1]		
COM 213	Public Speaking	3
COM 222	Social/Mass Media Communication	4
COM 309	Intercultural Communication	4
COM 325	Social Media Relations & Analytics	4
COM 327	Topics in Communication [2]	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 498	Internship	3
Total Credits		**42**

[1] Topics in Communication is a two-credit course that will be repeated two times

Computer Science Major (BS Online Only)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisite from General Education		
MAT 110	Introduction to Probability and Statistics (3)	
Required		
CSC 101	Introduction to Computer Science	4
CSC 115	Introduction to Python	4
CSC 175	Math for Computer Science	4
CSC 222	Introductory Programming with Java	4
CSC 135	Client-Side Web Development	4
MAT 220	Discrete Mathematics	3
CSC 230	Database Design	4
CSC 322	Object Oriented Programming in Java	4
CSC 235	Server-Side Development	4
CSC 310	Computer Architecture and Operating Systems	4
CSC 330	Language Design and Implementation	4
CSC 422	Software Engineering	4
CSC 420	Data Structures and Algorithms	4
CSC 450	Computer Science Capstone	4
or CSC 498	Computer Science Internship	
Total Credits		**55**

Criminal Justice Major

The Criminal Justice BA Program is designed for students who desire to enter or are newly entering a Criminal Justice System (CJS) profession and those already established seeking long-term career aspirations. The course content is an overarching view of the multi-systemic CJS highlighting foundational and evolving changes, current research trends, professionalism, ethics, creative decision-making, and leadership development as central themes throughout the program. This program offers students the opportunity to explore their criminal justice interests and develop leadership aptitude while building valuable, career-ready, and promotable skillsets upon graduation. The CJ-BA Program has been approved by the Minnesota Board of Peace Officer Standards and Training (POST) academic licensure requirements, and continuing education (CE) credits toward annual licensure requirements.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required (and in sequence):		
CJU 442	Foundations of the Criminal Justice System	4
CJU 446	Research Methods in Criminology and Criminal Justice	4
CJU 456	Building an Integrated Criminal Justice System	4
CJU 461	Constitutional and Criminal Law and Justice	4
CJU 472	Cultural Considerations in Criminal Justice Systems	4
CJU 475	Ethical Dilemmas and Fundamental Leadership in the Criminal Justice System	4
CJU 478	Contemporary Issues in the Criminal Justice System	4
CJU 483	Exploring the Criminal Mind and Identifying Suspect Behavior	4
CJU 487	Delinquent and Criminal Behaviors Across the Life Course	4
Please choose from one of these courses:		4
CJU 405	Minnesota State Criminal Law and Traffic Codes (4)	
CJU 491	Forensic Exploration in the Criminal Justice System (4)	
CJU 495	Criminal Justice Experiential Learning eFolio	4
CJU 498	Criminal Justice Internship	1
Total Credits		**45**

Diagnostic Medical Sonography(AAS)

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

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

Degree Requirements

Associate of Applied Science (p. 49) degree consists of a minimum of 60 credits, which includes a minimum of 20 general education credits and a minimum of 30 program-related occupational or technical credits.

Code	Title	Credits
Prerequisites (must be completed prior to starting the Diagnostic Medical Sonography program)		
BIO 117	Human Anatomy & Physiology for Sonography	4
DMS 100	Introduction to Ultrasound	1
MAT 165	Quantitative Reasoning for Health Care Professionals * (3)	
ENG 121	College Writing * (3)	
PHS 112	Introductory Physics for Health Sciences * (4)	
Total Credits		**5**

Code	Title	Credits
General Education Requirements		
THL 125	Introduction to the Bible	3
PSY 102	Introduction to Psychology	3
ENG 121	College Writing	3
COM 110	Interpersonal Communication	3
MAT 165	Quantitative Reasoning for Health Care Professionals	3
PHS 112	Introductory Physics for Health Sciences	4
Total Credits		**19**

Code	Title	Credits
General Diagnostic Medical Sonography Concentration		
DMS 120	Gynecology I	2
DMS 105	Ultrasound Physics	4
DMS 135	Introduction to Vascular	2
DMS 200	Medical Law and Ethics	3
BIO 350	Medical Terminology	2
DMS 110	Abdominal I	3
DMS 140	Ob/Gyn II	3
DMS 155	Vascular I	3
DMS 130	Abdominal II	4
DMS 160	Ob/Gyn III	2
DMS 175	Vascular II	3
DMS 180	Special Procedures and Patient Care	1
DMS 150	Small Parts	2
DMS 250	Comprehensive Review, Diagnostic Medical Sonography	3
DMS 280	Clinical Training	9
Total Credits		**46**

* Courses count towards general education requirement.

CSP's Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS) prepares students to take the ARDMS board examinations (SPI and a specialty board AB or OB). SPI can be completed after successful completion of our Ultrasound Physics course and the specialty boards can be taken 60 days prior to graduation. To see what is required to sit for each ARDMS board examination, please click here (https://www.ardms.org/get-certified/application-and-exam-resources/). The ARDMS board examinations (SPI and a specialty board) are required to practice in each state. In addition, currently New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers within those particular states as an additional requirement. To see the additional requirements for each of those states, please click here (https://www.sdms.org/advocacy/state-licensure/).

Course	Title	Credits
First Year		
First Semester		
DMS 105	Ultrasound Physics	4
DMS 110	Abdominal I	3
DMS 120	Gynecology I	2
DMS 135	Introduction to Vascular	2
Second Semester		
DMS 130	Abdominal II	4
DMS 140	Ob/Gyn II	3
DMS 155	Vascular I	3
DMS 200	Medical Law and Ethics	3
Third Semester		
DMS 160	Ob/Gyn III	2
DMS 175	Vascular II	3
DMS 180	Special Procedures and Patient Care	1
DMS 150	Small Parts	2
	Credits	**32**
Second Year		
First Semester		
DMS 250	Comprehensive Review, Diagnostic Medical Sonography	3
DMS 280	Clinical Training	3
Second Semester		
DMS 280	Clinical Training	6
	Credits	**12**
	Total Credits	**44**

Diagnostic Medical Sonography with an Echocardiography Concentration (AAS)

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

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

Degree Requirements

Associate of Applied Science (p. 49) degree consists of a minimum of 60 credits, which includes a minimum of 20 general education credits and a minimum of 30 program-related occupational or technical credits.

Code	Title	Credits
Prerequisites (must be completed prior to starting the Diagnostic Medical Sonography program)		
BIO 117	Human Anatomy & Physiology for Sonography	4
DMS 100	Introduction to Ultrasound	1
MAT 165	Quantitative Reasoning for Health Care Professionals * (3)	
ENG 121	College Writing * (3)	
PHS 112	Introductory Physics for Health Sciences * (4)	
Total Credits		**5**

Code	Title	Credits
General Education Requirements		
THL 125	Introduction to the Bible	3
COM 110	Interpersonal Communication	3
PSY 102	Introduction to Psychology	3
ENG 121	College Writing	3
MAT 165	Quantitative Reasoning for Health Care Professionals	3
PHS 112	Introductory Physics for Health Sciences	4
Total Credits		**19**

Code	Title	Credits
Echocardiography Concentration		
ECH 111	Foundations of Echocardiography	5
ECH 116	Cardiovascular Anatomy and Physiology	2
ECH 100	Clinical Practicum I	1
BIO 350	Medical Terminology	2
ECH 200	Medical Law and Ethics	3
ECH 156	Adult Echocardiography I	6
ECH 150	Clinical Practicum II	2
ECH 105	Ultrasound Physics	4
ECH 255	Adult Echocardiography II	4
ECH 225	Clinical Practicum III	3
ECH 251	Special Procedures	3
ECH 275	Introduction to Congenital Echocardiography	3
ECH 280	Clinical Practicum IV	3
ECH 290	Clinical Practicum V	5
ECH 299	Capstone/Board Review	1
Total Credits		**47**

* Courses count towards general education requirement.

CSP's Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS) prepares students to take the ARDMS board examinations (SPI and a specialty board AB or OB). SPI can be completed after successful completion of our Ultrasound Physics course and the specialty boards can be taken 60 days prior to graduation. To see what is required to sit for each ARDMS board examination, please click here. The ARDMS board examinations (SPI and a specialty board) are required to practice in each state. In addition, currently New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers within those particular states as an additional requirement. To see the additional requirements for each of those states, please click here."

Course	Title	Credits
First Year		
First Semester		
ECH 100	Clinical Practicum I	1
ECH 111	Foundations of Echocardiography	5
ECH 116	Cardiovascular Anatomy and Physiology	2
ECH 200	Medical Law and Ethics	3
Second Semester		
ECH 105	Ultrasound Physics	4
ECH 150	Clinical Practicum II	2
ECH 156	Adult Echocardiography I	6
Third Semester		
ECH 255	Adult Echocardiography II	4
ECH 225	Clinical Practicum III	3
	Credits	**30**
Second Year		
First Semester		
ECH 251	Special Procedures	3
ECH 275	Introduction to Congenital Echocardiography	3
ECH 280	Clinical Practicum IV	3
Second Semester		
ECH 290	Clinical Practicum V	5
ECH 299	Capstone/Board Review	1
	Credits	**15**
	Total Credits	**45**

Digital Marketing (BS)

The Digital Marketing program provides students with the skills and knowledge necessary to create, implement, and measure digital marketing campaigns across various platforms. The program consists of courses such as Customer Mapping for Digital Marketing, Digital Brand Storytelling, Artificial Intelligence in Marketing, Marketing Analytics, and Social Media Content Strategy.

This program will equip students with the necessary skills and knowledge to succeed in the dynamic and ever-evolving field of digital marketing. Through this comprehensive curriculum that covers topics such as SEO, content marketing, artificial intelligence and machine learning technologies, analytics, and more, students will gain firsthand knowledge of digital marketing strategies and tactics, as well as the tools used to implement them. Students will have the opportunity to develop practical skills through real-world projects that will help prepare them to excel in a variety of roles in the field, including digital marketing managers, social media strategists, content creators, and data analysts.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
BUS 200	Leading in Complex Organizations	3
BUS 220	Project Management	3
BUS 240	Leadership, Influence and Negotiations	3
BUS 260	High Impact Digital Communications	3
BUS 270	Modern Marketing	3
BUS 300	Principles of Human Resource Management	3
BUS 320	Fundamentals of Accounting	3
BUS 335	Finance for Managers	3
BUS 370	Data Analytics and Visualization	3
BUS 400	Social Responsibility, Legal Implications, and Business Ethics	3
Concentration		
MKM 445	Customer Mapping for Digital Marketing	3
MKM 355	Digital Brand Storytelling	3
MKM 455	Artificial Intelligence in Marketing	3
MKM 460	Marketing Analytics	3
MKM 365	Social Media Content Strategy	3
Total Credits		**45**

Director of Christian Education

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

Director of Christian Outreach

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

Director of Parish Music

Director of Parish Music (DPM): This program leads to certification as a called church musician in the Lutheran Church-Missouri Synod. To achieve this program, students complete the Lutheran Theology minor (p. 95) and the Church Music major (p. 61) , 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 Early Childhood Education (Birth through Grade 3).

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ECE 321	Preschool Education	2
ECE 324	Language Development and Emergent Literacy	3
ECE 327	Infant and Toddler	2
ECE 326	Building Primary Classrooms	3
ECE 425	Young Children with Special Needs	2
ECE 428	Guidance and Assessment	2
ED 203	Principles of Elementary Mathematics	3
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 360	Content & Mthd for K-6 Mathema	4
ED 470	Health Education for Teachers	2
ED 471	Student Teaching	15
Total Credits		**56**

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

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

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

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ECE 324	Language Development and Emergent Literacy	3
ECE 428	Guidance and Assessment	2
ED 203	Principles of Elementary Mathematics	3
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 342	Teaching Literacy	4
ED 344	The Effective Teacher	3
ED 356	Teaching Elementary Science and Environmental Education	2
ED 354	Content and Methods of Elementary Social Studies	3
ED 360	Content & Mthd for K-6 Mathema	4
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 448	Teaching Methods for Elementary/Middle School Movement Education	1
ED 470	Health Education for Teachers	2
ED 471	Student Teaching	15
Total Credits		**55**

Endorsements to be Added to Elementary Education Majors

Grades 5–8 Communication Arts and Literature Endorsement

Code	Title	Credits
Required Education Courses		
ED 477	Teaching Grades 5-8 Communication Arts and Literature	1
ED 487	Reading Across the Content Areas	3
ED 471	Student Teaching	4
Required Content Courses		
COM 213	Public Speaking	3
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		**23**

Grades 5–8 Middle School Mathematics Endorsement

Code	Title	Credits
Required Education Courses		
ED 475	Teaching 5-8 Mathematics	1
ED 487	Reading Across the Content Areas	3
ED 471	Student Teaching	4
Required Content Courses		
MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 220	Discrete Mathematics	3
MAT 305	Foundations of Geometry	3
Total Credits		**21**

Grades 5–8 Social Studies Endorsement

Code	Title	Credits
Required Education Courses		
ED 476	Teaching Grades 5-8 Social Studies	1
ED 487	Reading Across the Content Areas	3
ED 471	Student Teaching	4
Required Content Courses		
GE 101	Human Geography	2
HIS 215	Introduction to History	3
HIS 235	USA to 1877	3
or HIS 238	USA since 1877	
POL 132	Government and Politics	3
SOC 151	Introduction to Sociology	3
Total Credits		**22**

Kindergarten Endorsement

Code	Title	Credits
ECE 322	Kindergarten Endorsement Methods	2
ED 375	Teaching Practicum: Kindergarten Endorsement Methods Field Experience	1
Total Credits		**3**

Pre-Primary Endorsement

Code	Title	Credits
ECE 321	Preschool Education	2
ECE 324	Language Development and Emergent Literacy	3
ECE 428	Guidance and Assessment	2
ED 471	Student Teaching	4
Total Credits		**11**

Each state has different requirements for professional licensure and certifications. CSP's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but

are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/).

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

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
ENG 220	Applied Grammar	2
ENG 320	Writing for the Job (and Life) You Want	3
ENG 324	Teaching Writing 1:1	2
or ENG 338	History and Principles of the English Language	
ENG 225	Creative Writing I	4
ENG 329	Topics in Professional Writing	2
ENG 323	Topics in Creative Writing [1]	4
ENG 425	Creative Writing II	4
ENG 360	Survey of British Literature	3
ENG 370	Survey of American Literature	3
ENG 420	Persuasive Writing on Contemporary Issues	3
ENG 380	Classical Western Literature	3
or ENG 495	Seminar in Global Literature	
ENG 498	Internship	2
ENG 499	Senior Capstone Project	2
Any English course not required for the major		3
Total Credits		**40**

[1] ENG 323 will be taken twice for a total of 4 credits.

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 three areas of emphasis available to students.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
ENG 220	Applied Grammar	2
ENG 225	Creative Writing I	4
ENG 320	Writing for the Job (and Life) You Want	3
ENG 329	Topics in Professional Writing	2
ENG 360	Survey of British Literature	3
ENG 368	Shakespeare	3
ENG 380	Classical Western Literature	3
ENG 370	Survey of American Literature	3
ENG 420	Persuasive Writing on Contemporary Issues	3
ENG 445	Literary and Critical Theory	3
ENG 330	Young Adult Literature	2
ENG 495	Seminar in Global Literature	3
ENG 498	Internship	2
ENG 499	Senior Capstone Project	2
Any English course not required for the major		2
Total Credits		**40**

English with an Emphasis in Journalism and 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. Journalism/Professional Writing is one of the three areas of emphasis available to students.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ENG 220	Applied Grammar	2
ENG 226	Journalism	3
ENG 222	Journalism Practicum [1]	3
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 320	Writing for the Job (and Life) You Want	3
ENG 380	Classical Western Literature	3
or ENG 495	Seminar in Global Literature	
ENG 329	Topics in Professional Writing [2]	4
ENG 360	Survey of British Literature	3
ENG 370	Survey of American Literature	3
ENG 420	Persuasive Writing on Contemporary Issues	3
ENG 324	Teaching Writing 1:1	2
or ENG 338	History and Principles of the English Language	
ENG 498	Internship	2
ENG 499	Senior Capstone Project	2
Any English course not required for the major		3
Total Credits		**40**

[1] ENG 222 will be taken three times for a total of 3 credits.
[2] Must take twice

Exercise Science Major (BA Traditional, BA Adult Online)

The Exercise Science major focuses on kinesiology concepts in human movement, exercise, and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, and health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sport management, sport psychology, and more.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
KHS 225	Foundations of Exercise and Sports Science	4
KHS 435	Sport and Exercise Psychology	4
KHS 311	Functional Anatomy	4
KHS 474	Exercise Physiology	4
KHS 473	Biomechanics	4
KHS 300	Applied Nutrition	4
KHS 394	Sport Business	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 475	Applied Exercise Prescription	4
KHS 498	Internship	4
Total Credits		**44**

Exercise Science Major (BS Traditional)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
BIO 120	General Biology I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
Required		
CHE 115	General Chemistry I	4

BIO 315	Human Anatomy and Physiology I	4
KHS 225	Foundations of Exercise and Sports Science	4
KHS 220	Research Methods	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 435	Sport and Exercise Psychology	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 498	Internship	4
Electives		
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 439	Physical Dimensions of Aging (3)	
KHS 482	Advanced Athletic Training (4)	
MAT 125	Precalculus (4)	
or MAT 135	Calculus I (4)	
PHS 221	General Physics I (4)	
Total Credits		**72**

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

The Bachelor of Science in Exercise Science with an emphasis in Athletic Training focuses on kinesiology concepts in rehabilitation sciences, human movement, exercise, and management. This exercise science degree focuses on preparing students for graduate programs, including Athletic Training.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Co-requisites from General Education		
BIO 120	General Biology I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
Required		
CHE 115	General Chemistry I	4
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
KHS 220	Research Methods	4
PHS 221	General Physics I	4
KHS 225	Foundations of Exercise and Sports Science	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 400	Health Psychology	4
KHS 435	Sport and Exercise Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 450	Exercise Assessment	4
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 482	Advanced Athletic Training	4
KHS 498	Internship	4
Total Credits		**72**

Family Science Major (BA Adult; Online Only)

Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. It is a program for students who have a genuine care and concern for individuals and families and are interested in how families can function more effectively.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
PSY 102	Introduction to Psychology (3)	
or SOC 151	Introduction to Sociology (3)	
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**

Concordia's online B.A. in Family Science degree program is approved by the National Council on Family Relations (NCFR). Students can choose between a certified or non-certified track, but must do so before the third course in the Family Science degree program. Upon successful completion of the program, CFLE Track students will be provisionally certified as Family Life Educators. Non-CFLE students are eligible to sit for the national exam to gain provisional certification. Provisional certification is available to applicants who have completed the program, but who have not yet earned enough work experience hours in Family Life Education to qualify for full-certification status (3200 hours).

Family Science Major (BA Traditional)

Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
PSY 102	Introduction to Psychology (3)	
or SOC 151	Introduction to Sociology (3)	
Required		
COM 403	Family Communication [1]	4
FAS 200	Intro to Family Life Ed [1]	3
FAS 400	Family Systems, Structures and Relationships [1]	4
FAS 442	Family Decision-Making and Resource Management [1]	3
FAS 443	Parent Education [1]	3
FAS 444	Family Law, Public Policy, and Applied Ethics [1]	3
FAS 446	Methodology in Fam Life Ed [1]	3
FAS 498	Family Science Fieldwork/Internship [1]	8
KHS 320	Human Life Experience [1]	3
PSY 210	Child Psychology and Development [1]	4
PSY 220	Adolescent Psychology [1]	4
SOC 253	Marriage and Family [1]	4
FAS 448	Development in Adulthood [1]	3
Total Credits		**49**

[1] 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)

Prepare for a career in corporate finance and in the various sectors of the finance industry. Concordia finance majors acquire skills in financial theory and practice, investments and portfolio management, money and banking, and international finance. Students come away with a rich knowledge in planning, raising capital, investment and portfolio management, budgeting and assessing risk.

The finance program is designed to be responsive to the needs of business. Finance is a relevant major for those considering a variety of careers in investment banking, risk management, mergers and acquisitions, credit cards, traditional banking, treasury, insurance, financial planning, and other financial fields.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
ECO 103	Macroeconomics (3)	
MAT 110	Introduction to Probability and Statistics (3)	
Required		
ECO 104	Microeconomics	3
MAN 120	Business Fundamentals and Entrepreneurship	2
ACC 201	Principles of Financial Accounting	4
MAN 205	Fundamentals of Analytics	3
MAN 204	Legal Environment of Business	2
CSC 210	Microsoft Excel Core	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
FIN 301	Corporate Finance I	4
FIN 211	Personal Finance	2

ACC 202	Principles of Managerial Accounting	4
FIN 311	Corporate Finance II	4
ECO 401	Global Economics	4
FIN 411	Investments and Capital Markets	4
FIN 413	Money and Banking	4
or ACC 311	Intermediate Accounting I	
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		**56**

General Studies Major (BA)

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

BA General Studies: General Emphasis

Code	Title	Credits
100-499 level courses from any subject, with a minimum of 6 credits required to be at the 300-499 level		14
Free Choice Electives Relevant to the Emphasis and/or the Student's Career Pathway		15
SSS 450	General Studies Capstone	1
Total Credits		**30**

BA General Studies: Business Emphasis

Code	Title	Credits
100-499 level courses from subject(s): ACC, BUS, ECO, FIN, MAN, MAR, DMCX, MKM, HRM, MAL, or similar, with a minimum of 6 credits required to be at the 300-499 level		14
Free Choice Electives Relevant to the Emphasis and/or the Student's Career Pathway		15
SSS 450	General Studies Capstone	1
Total Credits		**30**

BA General Studies: Health Care Emphasis

Code	Title	Credits
100-499 level courses from subject(s): HCR, PUB, BIO, BUS, MAN, or similar, with a minimum of 6 credits required to be at the 300-499 level		14
Free Choice Electives Relevant to the Emphasis and/or the Student's Career Pathway		15
SSS 450	General Studies Capstone	1
Total Credits		**30**

BA General Studies: Technology Emphasis

Code	Title	Credits
100-499 level courses from subject(s): DAT, DATX, MAT, CSC, ITM, or similar, with a minimum of 6 credits required to be at the 300-499 level		14
Free Choice Electives Relevant to the Emphasis and/or the Student's Career Pathway		15
SSS 450	General Studies Capstone	1
Total Credits		**30**

Graphic Design Major (BA Traditional)

This program is designed to prepare students for creative professions like graphic design and other communications-related fields that rely on visual imagery. Students will gain an understanding of design theories and practices related to production in all areas of graphic design for traditional and emerging digital media. Upon completion of the program, students will have advanced craft, theory, process, and technical skills, and the ability to produce thoughtful and informed work in such areas as institutional branding and identity, new media, web development and interactivity, product design, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, or social change.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
ART 110	Foundations of Art & Design	3
ART 105	Color Theory	3
ART 106	Introduction to Art	3
ART 111	Drawing I	3
ART 282	Graphic Design I	3
ART 382	Graphic Design II	3
ART 383	UX Design I	3
ART 384	Typography 1	4
ART 472	Modern Art & 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 430	Multicultural Graphic Design	3
Total Credits		**48**

Graphic Design Major (BFA Traditional)

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

and technical skills, and an ability to produce thoughtful and informed work in such areas as institutional branding and identity, new media, web development and interactivity, product design, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, and social change.

General Education Requirements

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

Degree Requirements

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

Code	Title	Credits
Required		
ART 110	Foundations of Art & Design	3
ART 109	Digital Methods: Production & Form	3
ART 105	Color Theory	3
ART 106	Introduction to Art	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 311	Figure Drawing	3
ART 382	Graphic Design II	3
ART 383	UX Design I	3
ART 384	Typography 1	4
ART 472	Modern Art & Design	4
ART 480	Design: Purpose & Practice	3
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 430	Multicultural Graphic Design	3
ART XXX	Printmaking Elective	3
ART XXX	Studio Elective	8
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 coursework explores current trends and events in the health care industry, evaluates how various business principles shape and affect these trends, and emphasizes the role of leaders within the health care industry.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required (and in sequence)		
HCR 250	Leadership Communication	4
HCR 220	Epidemiological Foundation	4
HCR 350	Healthcare Diversity and Global Issues	4
HCR 400	Health Care Finance	4
HCR 425	Health Care Economics	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 440	Legal Environment for Healthcare Managers	4
HCR 340	Health Care Information Systems	4
HCR 325	Compliance and Regulatory Requirements	4
HCR 300	Strategic Leadership of Resources, People and Teams	4
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 Health (Grades 5 through 12).

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required Content Courses		
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
Required Education Courses		
ED 201	Foundations of and Introduction to Education	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3

ED 410	Health Methods and Strategies	3
ED 487	Reading Across the Content Areas	3
ED 439	The Inclusive Classroom	2
ED 472	Student Teaching	15
Total Credits		**50**

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

History Major (BA Traditional)

The study of History at Concordia University is not only about the past – it is also about the present and the future. A student in this program will learn to think critically about change over time and how contemporary society has been shaped by all those who came before. The program stresses both global and community education. The program offers students the global knowledge they will need to compete in the 21st century. At the same time, students can experience and witness local history first-hand. The History major will allow students to develop skills in both research and content knowledge. The program offers courses that focus on the entire globe. Students get a mix of political, social, economic, and diplomatic history. The major requires a senior research project, where students do an original research paper, as well as a senior readings course. The remaining classes are electives, with the stipulation that at least one of those courses has a global focus. History majors are also required to do an internship, which helps them prepare for their careers and the job market.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
HIS 215	Introduction to History	3
HIS 235	USA to 1877	3
HIS 238	USA since 1877	3
HIS 268	Introduction to Latin America	3
HIS 289	European History	3
HIS 487	Readings Seminar	2
HIS 401	Research and Writing in History	4
HIS 498	Internship	4
Electives		
Select 15 credits of upper-level (300 to 400) HIS or POL courses		15
Total Credits		**40**

Human Resource Management (BS)

The Bachelor of Science in Human Resources Management equips learners with the necessary skills and strategies to become adaptable, growth-oriented human resource professionals. By adopting a human resources and people management perspective, learners will become valuable human resource leaders. Learners will acquire decision-making, communication strategies, and the necessary business acumen skills to position themselves as leaders within the industry. The program will focus on developing human resource professionals who can balance the demands of both human and technological environments. In accordance with the Society of Human Resource Management (SHRM), this program examines important topics such as talent management, diversity and inclusion, employee engagement, and employment law. Additionally, learners will explore current and emerging trends within the human resources field, including the evolving nature of work and organizational structures, and their impact on the industry.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
BUS 200	Leading in Complex Organizations	3
BUS 220	Project Management	3
BUS 240	Leadership, Influence and Negotiations	3
BUS 260	High Impact Digital Communications	3
BUS 270	Modern Marketing	3
BUS 300	Principles of Human Resource Management	3
BUS 320	Fundamentals of Accounting	3
BUS 335	Finance for Managers	3
BUS 370	Data Analytics and Visualization	3
BUS 400	Social Responsibility, Legal Implications, and Business Ethics	3
Concentration		
HRM 460	Employment Law	3
HRM 456	Training and Development	3
HRM 465	Managing Total Rewards	3
HRM 475	Staffing, Recruiting, and Performance Management	3
HRM 480	Strategic Human Resource Management	3
Total Credits		**45**

Information Systems (BS)

This program prepares students with a holistic background in technology management including all elements that comprise an organization's

digital transformation. Topics include discovery of cutting-edge technologies, cyber defense, information science, data analytics and traditional and agile project management. An understanding of artificial intelligence (AI) and its implication in automating a lean, competitive workplace of the future will be explored.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
ITM 305	Introduction to Computer-Based Information Systems	4
ITM 342	Project and Lifecycle Management	4
ITM 400	Managing Technology Organizations	4
ITM 410	Foundations of Cyber Security and Network Defense	4
ITM 420	Applied Systems Analysis and Design	4
ITM 425	Digital Transformation of Business	4
CSC 230	Database Design	4
ITM 345	The Evolution of Agile Management	4
ITM 434	Fundamentals of Artificial Intelligence	4
CSC 210	Microsoft Excel Core	4
ITM 440	Applied Research Project	4
or CSC 498	Computer Science Internship	
Total Credits		**44**

International Business Major (BS Traditional)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
MAT 110	Introduction to Probability and Statistics (3)	
ECO 103	Macroeconomics (3)	
Required [1]		
ECO 104	Microeconomics	3
MAN 120	Business Fundamentals and Entrepreneurship	2
CSC 121	Basics of Technology in Business	2
ACC 201	Principles of Financial Accounting	4
SPA 101	Beginning College Spanish I [2]	4
SPA 102	Beginning College Spanish II [2]	4
MAN 205	Fundamentals of Analytics	3
MAN 204	Legal Environment of Business	2
COM 309	Intercultural Communication	4
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
MAN 350	Global Management	4
ECO 401	Global Economics	4
MAR 471	Global Marketing	2
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Total Credits		**56**

1. 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.
2. Foreign language requirement can be satisfied with language of choice. Language requirement can also be satisfied through a CLEP exam.

Management and Leadership (BS)

The Management and Leadership program is designed to provide students with comprehensive knowledge of the fundamental principles and best practices of managing organizations in a strategic and effective manner. The curriculum covers various areas such as operations and quality management, leading change, social intelligence and leadership, people and organizational analytics, and strategic communications.

Students will learn how to analyze organizational data to make informed decisions, develop and implement strategic plans, manage change effectively, and communicate clearly and persuasively to various stakeholders. They will also gain knowledge and skills in managing and leading people, including analyzing social dynamics, building, and motivating teams, and developing and implementing effective human resource policies and practices. Overall, this program prepares students to become successful strategic leaders in a variety of industries and sectors.

Code	Title	Credits
BUS 200	Leading in Complex Organizations	3
BUS 220	Project Management	3

BUS 240	Leadership, Influence and Negotiations	3
BUS 260	High Impact Digital Communications	3
BUS 270	Modern Marketing	3
BUS 300	Principles of Human Resource Management	3
BUS 320	Fundamentals of Accounting	3
BUS 335	Finance for Managers	3
BUS 370	Data Analytics and Visualization	3
BUS 400	Social Responsibility, Legal Implications, and Business Ethics	3
Concentration		
BUS 470	Social Intelligence and Leadership	3
BUS 435	Leading Change	3
BUS 455	Strategic Communications	3
BUS 480	Operations and Quality Management	3
HRM 480	Strategic Human Resource Management	3
Total Credits		**45**

Marketing Major with Emphasis in Digital Marketing (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 gain a strong foundation in marketing theory and consumer behavior alongside cutting-edge digital marketing skills such as social media marketing, search engine optimization (SEO), and marketing analytics. Activities applying direct marketing, advertising, sales presentations, case analysis, and marketing plans expose students to the practical, challenging, and interesting projects and situations they will encounter in their marketing careers.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites		
ECO 103	Macroeconomics (3)	
MAT 110	Introduction to Probability and Statistics (3)	
Required Courses		
ECO 104	Microeconomics	3
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 204	Legal Environment of Business	2
CSC 210	Microsoft Excel Core	4
ACC 201	Principles of Financial Accounting	4
DMCX 425	Marketing Analytics	3
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
DMCX 300	Social Media Marketing	3
DMCX 350	Email Marketing	3
DMCX 400	Search Engine Optimization/Search Engine Marketing (SEO/SEM)	3
MAR 413	Marketing Research	4
MAR 414	Marketing Strategy	4
MAN 401	Business Strategy and Ethics	4
MAN 499	Senior Outcomes	0
Take two of the following three courses for a total of six credits:		6
MAR 471	Global Marketing (2)	
MAR 312	Consumer Behavior (4)	
MAR 498	Marketing Internship (2-4)	
Total Credits		**57**

Mathematics Major (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
MAT 135	Calculus I	4
MAT 146	Calculus II	4
MAT 110	Introduction to Probability and Statistics	3
MAT 220	Discrete Mathematics	3

MAT 305	Foundations of Geometry	3
MAT 375	Differential Equations and Linear Algebra	4
MAT 499	Senior Outcomes	0
Electives (minimum of 15 credits)		**15**
CSC 210	Microsoft Excel Core (4)	
or CSC 115	Introduction to Python (4)	
MAT 255	Calculus III (4)	
MAT 330	Advanced Probability and Statistics (4)	
MAT 333	Financial Mathematics (3)	
MAT 450	Abstract Algebra (4)	
MAT 478	Mathematics Seminar (3)	
MAT 488	Independent Study in Mathematics (1-4)	
MAT 498	Mathematics Internship (1-4)	
Total Credits		**36**

Mathematics Major (BS Traditional)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
MAT 135	Calculus I	4
MAT 146	Calculus II	4
MAT 110	Introduction to Probability and Statistics	3
MAT 220	Discrete Mathematics	3
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3
MAT 330	Advanced Probability and Statistics	4
MAT 333	Financial Mathematics	3
MAT 375	Differential Equations and Linear Algebra	4
MAT 450	Abstract Algebra	4
MAT 478	Mathematics Seminar	3
MAT 498	Mathematics Internship	4
MAT 499	Senior Outcomes	0
Electives (8 credits)		**8**
PHS 221	General Physics I (4)	
PHS 222	General Physics II (4)	
CSC 115	Introduction to Python (4)	
CSC 210	Microsoft Excel Core (4)	
MAT 488	Independent Study in Mathematics (1-4)	
Total Credits		**51**

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
MAN 120	Business Fundamentals and Entrepreneurship	2
MUS 102	Basic Musicianship *	1
MUS 200	Music History Survey	3
MUS 402	The Business of Music	2
MUS 205	Musicianship I	3
MUS 206	Musicianship II	3
MUS 305	Musicianship III	3
MUS 498	Music Business Internship	3
8 credits of lessons & ensemble work combined		8
Electives in BUS, FIN, ACC, MAN, MAR		12
Total Credits		**40**

* Students may be exempted with credit from 100 level courses based on departmental assessment.

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

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
MUS 102	Basic Musicianship *	1
MUS 205	Musicianship I	3
MUS 206	Musicianship II	3
MUS 261	Beginning Conducting	2
MUS 200	Music History Survey	3
MUS 305	Musicianship III	3
ED 358	K-6 Music Methods	2
ED 359	7-12 Music Methods	2
Required Education Courses		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15
Total Credits		**55**

Vocal Music Education Track

Code	Title	Credits
MUS 446	Choral Literature & Arranging	2
MUS 725	Private Voice Lesson	1
MUS 7XX - Choral Ensemble		1
MUS 825	Private Lesson - Accompanying	2
MUS 805	Private Lesson -Vocal Pedagogy	2
MUS 828	Choral Ensemble - Conducting Apprenticeship	2
Lessons/Ensemble Work		8
Total Credits		**18**

Instrumental Music Education Track

Code	Title	Credits
MUS 442	Instrumental Literature & Arranging	2
MUS 745	Private Brass Lesson:	1
MUS 755	Private Percussion Lesson:	1
MUS 765	Private Woodwind Lesson:	1
MUS 775	Private String Lesson:	1
MUS 7XX - Instrumental Ensemble		1
MUS 825	Private Lesson - Accompanying	2
MUS 845	Instrumental Ensemble - Conducting Apprenticeship	2
Lessons/Ensemble Work		7
Total Credits		**18**

* Students may be exempted with credit from 100 level courses based on departmental assessment.

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

Music Major (BA Traditional)

Students in the Music major expand their creativity, analytical, research and writing skills while studying music performance, programming, analysis, composition, history, literature, education and worship music. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community. With the support of CSP's deeply networked music faculty, students in this major are provided opportunities to ply their craft in music positions at churches, internships with local music organizations, and professional workshops. The culmination of the major is a senior year public presentation of the student's work, in which the student plans, prepares, promotes, and presents a recital of their work. The major prepares students for graduate work in music or other fields and employment as entry level music performers, composers, and private teachers. The program also provides students with the communication skills, collaborative aptitude, creativity, organizational ability, and work ethic to succeed in a broad range of fields beyond music, while providing them with a lifelong outlet for joyful aesthetic expression.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
MUS 102	Basic Musicianship	1
MUS 200	Music History Survey	3
MUS 205	Musicianship I	3
MUS 206	Musicianship II	3
MUS 305	Musicianship III	3
MUS 402	The Business of Music	2
16 credits of lessons & ensemble work combined		16
Electives in MUS		6
MUS 499		3
Total Credits		**40**

* Students may be exempted with credit from 100 level courses based on departmental assessment.

Nursing Major (BSN Quarter Credit)

Code	Title	Credits
ENGL 121	Reading and Writing in College	4.5
BIOL 122	Nutrition in Health and Illnes	4.5
BIOL 206	Introduction to Microbiology	6
BIOL 223	Human Anatomy and Physiology I	6
BIOL 224	Human Anatomy & Physiology II	6
BIOL 300	Pathophysiology (with lab)	6
CHEM 121	General Chemistry (with lab)	6
COMM 125	Interpersonal Communications	4.5
HIST 150	U.S. History and Government	4.5
HUM 101	Arts and Culture: An Introduction to Humanities	4.5
MATH 107	Foundational Math	4.5
PHIL 122	Critical Thinking	4.5
PSYC 101	Introduction to Psychology	4.5
PSYC 151	Human Growth and Development	4.5
SOCI 101	Introduction to Sociology	4.5
STAT 250	Introduction to Applied Statistics	4.5
NRC 231	Nursing Process and Contemporary Nursing Practice	3
NRC 151	Introduction to Nursing Informatics	3
NRC 232	Basic Principles of Patient Centered Care	4
NRC 232L	Laboratory, Basic Principles of Patient Centered Care	2
NRC 232P	Practicum, Basic Principles of Patient Centered Care	1
NRC 282	Health Assessment and Health Promotion	3
NRC 282L	Laboratory, Health Assessment and Health Promotion	2
NRC 282P	Practicum, Health Assessment and Health Promotion	1
NRC 250	Advanced Principles of Patient Centered Care	3
NRC 250L	Laboratory, Advanced Principles of Patient Centered Care	2
NRC 250P	Practicum, Advanced Principles of Patient Centered Care	1
NRC 290	Pharmacology	6
NRC 385	Nursing Care of Adults and Older Adults I	4
NRC 385P	Practicum, Nursing Care of Adults and Older Adults I	3
NRC 386	Nursing Care of Adults and Older Adults II	4
NRC 386P	Practicum, Nursing Care of Adults and Older Adults II	3
NRC 345	Nursing Care of Families and Cultures	2
NRC 387	Nursing Care of the Pediatric Patient/Client	3.5
NRC 387P	Practicum, Nursing Care of the Pediatric Patient/Client	2
NRC 388	Nursing Care of Persons with Mental Health Impairments	3.5
NRC 388P	Practicum, Nursing Care of Persons with Mental Health Impairments	2
NRC 312	Nursing Care of the Childbearing Family	3.5
NRC 312L	Laboratory, Nursing Care of the Childbearing Family	1

NRC 312P	Practicum, Nursing Care of the Childbearing Family	2
NRC 380	Community and Population-Based Nursing	4
NRC 380P	Practicum, Community and Population-Based Nursing	3
NRC 410	High Acuity Principles of Patient Centered Care	4
NRC 460	Research Methods for Evidence-Based Nursing Practice	4.5
NRC 420	High Acuity Nursing Care	4
NRC 420P	Practicum, High Acuity Nursing Care	2
NRC 451	Nurses as Leaders	3
NRC 451P	Practicum, Nurses as Leaders	2
NRC 452	Capstone: Transition to Professional Nursing	3
NRC 452P	Practicum, Capstone: Transition to Professional Nursing	6
NRC 233	Nursing Care of the Aging Adult	1
NRC 249	Legal and Ethical Issues Impacting Nursing Practice	2
NRC 348	Critical Thinking and the Nursing Process	2

Nursing Major (ABSN)

Admissions Criteria

- Students must have completed at least 54 credits before enrolling in the nursing program
- Hold a cumulative college GPA of 3.00.
- Hold a 3.0 GPA of combined science prerequisites (microbiology, human anatomy and physiology I and II, and chemistry for health sciences).
- Complete the ATI Test of Essential Academic Skills (TEAS) exam with a minimum score of 65% within a year prior to your application to the nursing program (only two attempts allowed per year).
- Complete prerequisites with the required letter grade (C or higher), within the time limit, and meet the prerequisite course repetition policy.*
- Demonstrate English language proficiency: Applicants must demonstrate English language proficiency via examination if (1) English is not their native language, and (2) the applicant has lived in the United States fewer than eight years at the time of application to the nursing program.
- Upon conditional acceptance to the nursing program, clear a criminal background check and complete additional clinical compliance requirements prior to full admission to the nursing program.
- An applicant denied admission to the CSP nursing program may reapply once. An application denied admission twice should not reapply as the application will not be reviewed for the third time.
- Students who have completed nursing courses toward a pre-licensure program at another college or university must submit a deans or directors letter stating the student's academic standing upon leaving the nursing program and confirming, if possible, the reason was not related to safety or behavioral concerns.

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

General Education Requirements

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

Code	Title	Credits
Prerequisites (must be completed prior to starting the nursing program) [1]		
BIO 315	Human Anatomy and Physiology I [2]	4
BIO 316	Human Anatomy and Physiology II [2]	4
BIO 300	Microbiology [2]	4
PSY 230	Lifespan Developmental Psychology	4
Prerequisites that count within general education credits:		
CHE 105	Chemistry for Health Sciences (4)	
MAT 165	Quantitative Reasoning for Health Care Professionals (3)	
Nursing Core Courses:		
NUR 376	Applied Pathophysiology	3
NUR 378	Pharmacology in Nursing	4
NUR 380	Fundamentals of Professional Nursing	6
NUR 382	Health Promotion and Assessment	3
NUR 384	Behavioral Health Nursing	4
NUR 388	Population Health	5
NUR 390	Nursing Care of the Adult I	6
NUR 417	Nursing Care of the Adult II	6
NUR 418	Nursing Care of Childbearing and Childrearing Family	6
NUR 419	Aging, Chronicity and Palliative Care	3
NUR 420	Nursing Informatics	2
NUR 424	Transition into Professional Nursing	7
NUR 426	Nursing Introduction to Evidence Based Practice	3
NUR 428	Leadership in Nursing	3
Total Credits		**77**

[1] Minimum C grade required in all pre-requisite and required courses.

[2] Students who take the prerequisite course at Concordia University, St. Paul will need to either take BIO 120 prior to this course or transfer in the equivalent to BIO 120.

* Admissions requirements indicate students are only able to repeat science courses a maximum of twice to meet the Science cGPA and minimum grade in a course. Lifespan Development is a 10-year latency, and Math and Science is a 7-year latency. Students should discuss these requirements with their admission counselor/academic advisor.

CSP's pre-licensure nursing programs prepare students to take the National Council Licensure Exam (NCLEX-RN®), which is required for professional nursing licensing in all states. CSP BSN program graduates eligibility to be licensed in any state is at the discretion of that state's nursing regulatory body. States may require additional licensure application conditions including but not limited to background studies that may include fingerprinting. State specific professional nursing licensure requirements are accessible via the identified state's nursing board website. Please click here (https://www.csp.edu/accreditation/) for more information.

Course	Title	Credits
First Year		
First Semester		
NUR 376	Applied Pathophysiology	3
NUR 378	Pharmacology in Nursing	4
NUR 380	Fundamentals of Professional Nursing	6
NUR 382	Health Promotion and Assessment	3
Second Semester		
NUR 384	Behavioral Health Nursing	4
NUR 388	Population Health	5
NUR 390	Nursing Care of the Adult I	6
THL 125	Introduction to the Bible	3
Third Semester		
NUR 417	Nursing Care of the Adult II	6
NUR 418	Nursing Care of Childbearing and Childrearing Family	6
NUR 419	Aging, Chronicity and Palliative Care	3
THL 355	Understanding World Religions for Healthcare Professionals	1
THL 378	Christian Vocation and Ethics for Healthcare Professionals	1
	Credits	**51**
Second Year		
NUR 420	Nursing Informatics	2
NUR 424	Transition into Professional Nursing	7
NUR 426	Nursing Introduction to Evidence Based Practice	3
NUR 428	Leadership in Nursing	3
	Credits	**15**
	Total Credits	**66**

Nursing Major (BSN Adult)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

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

[1] Minimum C grade required in all NUR program courses.

Nursing Major (BSN Traditional)

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.

Admissions Criteria

- Students must have completed at least 48 credits before enrolling in the nursing program*
- Hold a cumulative college GPA of 3.00.
- Hold a 3.0 GPA of combined science prerequisites (microbiology, human anatomy and physiology I and II, and chemistry for health sciences).
- Complete the ATI Test of Essential Academic Skills (TEAS) exam with a minimum score of 65% within a year prior to your application to the nursing program (only two attempts allowed per year). *TEAS

Assessment is waived if successful completion of 3 out of 4 of the required science courses are completed at CSP.

- Complete prerequisites with the required letter grade (C or higher), within the time limit, and meet the prerequisite course repetition policy.*
- Demonstrate English language proficiency: Applicants must demonstrate English language proficiency via examination if (1) English is not their native language, and (2) the applicant has lived in the United States fewer than eight years at the time of application to the nursing program.
- Upon conditional acceptance to the nursing program, clear a criminal background check and complete additional clinical compliance requirements prior to full admission to the nursing program.
- An applicant denied admission to the CSP nursing program may reapply once. An application denied admission twice should not reapply as the application will not be reviewed for a third time.
- Students who have completed nursing courses toward a pre-licensure program at another college or university must submit a deans or directors letter stating the student's academic standing upon leaving the nursing program and confirming, if possible, the reason was not related to safety or behavioral concerns.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites (must be completed prior to starting the nursing program) [1]		
BIO 315	Human Anatomy and Physiology I [4]	4
BIO 316	Human Anatomy and Physiology II	4
BIO 300	Microbiology	4
CHE 105	Chemistry for Health Sciences (4)	
MAT 165	Quantitative Reasoning for Health Care Professionals (3)	
SCI 100	Pre-Nursing 101 [5]	1
PSY 230	Lifespan Developmental Psychology	4
Required [1, 2]		
NUR 376	Applied Pathophysiology	3
NUR 378	Pharmacology in Nursing	4
NUR 380	Fundamentals of Professional Nursing	6
NUR 382	Health Promotion and Assessment	3
NUR 384	Behavioral Health Nursing	4
NUR 388	Population Health	5
NUR 390	Nursing Care of the Adult I	6
NUR 417	Nursing Care of the Adult II	6
NUR 418	Nursing Care of Childbearing and Childrearing Family	6
NUR 419	Aging, Chronicity and Palliative Care	3
NUR 420	Nursing Informatics	2
NUR 424	Transition into Professional Nursing	7
NUR 428	Leadership in Nursing	3
NUR 326	Nursing Introduction to Evidence Based Practice	3
Total Credits		**78**

1 The CSP BSN program also requires completion of specific general education content areas prior to beginning the nursing program. While these content areas must be completed, they are not considered formal prerequisites to the program with minimum grades required (e.g., C or higher). However, students must still meet the 3.0 minimum cumulative GPA requirement.

2 Co-requisites: The following general education courses or areas can be fulfilled while in the nursing program: Literature/History/Political Science, Fine Arts, and Intermediate Theology. Electives may be completed, as needed.

3 COM 103 Interpersonal Communication is a concurrent or prerequisite to this course.

4 BIO120 General Biology I is a prerequisite to this course.

* Admissions requirements indicate students are only able to repeat science courses a maximum of twice in order to meet the Science cGPA and minimum grade in a course. Lifespan Development is a 10-year latency, and Math and Science is a 7-year latency. Students should discuss these requirements with their admission counselor/ academic advisor.

5 This course will be waived for students who have completed three of the four Science prerequisites.

CSP's pre-licensure nursing programs prepare students to take the National Council Licensure Exam (NCLEX-RN®), which is required for professional nursing licensing in all states. CSP BSN program graduates eligibility to be licensed in any state is at the discretion of that state's nursing regulatory body. States may require additional licensure application conditions including but not limited to background studies that may include fingerprinting. State specific professional nursing licensure requirements are accessible via the identified state's nursing board website. Please click here (https://www.csp.edu/accreditation/) for more information.

Course	Title	Credits
First Year		
First Semester		
NUR 376	Applied Pathophysiology	3
NUR 380	Fundamentals of Professional Nursing	6
NUR 382	Health Promotion and Assessment	3
Second Semester		
NUR 390	Nursing Care of the Adult I	6
NUR 378	Pharmacology in Nursing	4
NUR 326	Nursing Introduction to Evidence Based Practice	3
	Credits	**25**
Second Year		
First Semester		
NUR 417	Nursing Care of the Adult II	6
NUR 384	Behavioral Health Nursing	4
NUR 420	Nursing Informatics	2
THL 355	Understanding World Religions for Healthcare Professionals	1

THL 378	Christian Vocation and Ethics for Healthcare Professionals	1
Second Semester		
NUR 418	Nursing Care of Childbearing and Childrearing Family	6
NUR 419	Aging, Chronicity and Palliative Care	3
NUR 428	Leadership in Nursing	3
	Credits	**26**
Third Year		
NUR 388	Population Health	5
NUR 424	Transition into Professional Nursing	7
	Credits	**12**
	Total Credits	**63**

Orthotics and Prosthetics Major (BS Traditional)

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

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	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 Prostheses I	3
OPCA 2060	Clinical Applications of Trans-Tibial Prostheses II	4
OPCA 2070	Clinical Applications of Trans-Femoral Prostheses	4
OPCA 2080	Clinical Applications of Upper Limb Prostheses	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
Total Credits		**60**

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

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required Content Courses		
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
Required Education Courses		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 333	Methods in Teaching Elementary Physical Education (Grades K-5)	3
ED 337	Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12)	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 410	Health Methods and Strategies	3
ED 439	The Inclusive Classroom	2
ED 481	Introduction to Developmental Adapted Physical Education	2

ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15
Total Credits		**72**

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

Psychology Major (BA Adult; Online Only)

The online Bachelor of Arts (B.A.) degree in Psychology at Concordia University, St. Paul, allows students to gain a deeper understanding of the field of psychology with a focus on human behavior, cognition, interaction, and development. The broad scope of courses in the major offers students a comprehensive learning experience concentrating specifically on psychological foundations. The accelerated learning experience puts students on track for degree completion sooner compared to a traditional B.A. program. Online and experiential learning opportunities will position students for career advancement or prepare students to enter a career of choice or graduate school.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
PSY 102	Introduction to Psychology	3
PSY 230	Lifespan Developmental Psychology	4
PSY 300	Cognition, Learning and Memory	4
PSY 330	Counseling and the Helping Professional	4
PSY 360	Psychopathology	4
PSY 370	Personality Theories	4
PSY 380	Research Methods with Statistical Applications	4
PSY 451	Social Psychology	4
Required Experiential Learning Options		**8**
To complete the Experiential Learning requirement in the Psychology major, choose from one of the following options:		
Option 1		
PSY 496	Psychology Research Practicum (4)	
PSY 497	Psychology Research Practicum (4)	
Option 2		
PSY 498	Psychology Internship (1-9)	
Electives		
Select 4 additional credits of the following:		4
PSY 350	Forensic and Legal Psychology (4)	
Alternatively, for elective credit students may select from courses in CJU, FAS, and SOC		
Total Credits		**43**

Psychology Major (BA Traditional)

The Bachelor of Arts (B.A.) degree in Psychology at Concordia University, St. Paul, allows students to gain a deeper understanding of the field of psychology with a focus on human behavior, cognition, interaction, and development. The broad scope of courses in the major offers students a comprehensive learning experience concentrating specifically on psychological foundations. Classroom and experiential learning opportunities will prepare students to enter a career of choice or graduate school.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required Psychology Courses		
PSY 102	Introduction to Psychology	3
PSY 230	Lifespan Developmental Psychology	4
PSY 300	Cognition, Learning and Memory	4
PSY 330	Counseling and the Helping Professional	4
PSY 360	Psychopathology	4
PSY 370	Personality Theories	4
PSY 380	Research Methods with Statistical Applications	4
PSY 451	Social Psychology	4
Required Experiential Learning		**8**
To complete the Experiential Learning requirement in the Psychology major, students must complete one of the following options:		
Option 1		
PSY 496	Psychology Research Practicum (4)	
PSY 497	Psychology Research Practicum (4)	
Option 2		
PSY 498	Psychology Internship (1-8)	
Electives		
Select 4 additional credits from the following:		4
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
PSY 310	Physiological Psychology (4)	
PSY 350	Forensic and Legal Psychology (4)	

Alternatively, for elective credit students may select from courses in CJU, FAS, or SOC	
Total Credits	**43**

Psychology Major (BS Traditional)

The Bachelor of Science (B.S.) degree in Psychology at Concordia University, St. Paul, provides students with the opportunity to explore human behavior and cognition according to a rigorous social science framework. Features of this major include courses in human development, interaction, and physiology as well as biology, and genetics. Engaging, interdisciplinary course learning and applied experiential learning will help prepare students to enter a career of choice, graduate school, or medical school.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required Core		
PSY 102	Introduction to Psychology	3
PSY 210	Child Psychology and Development	4
PSY 220	Adolescent Psychology	4
PSY 300	Cognition, Learning and Memory	4
PSY 310	Physiological Psychology	4
PSY 330	Counseling and the Helping Professional	4
PSY 360	Psychopathology	4
PSY 370	Personality Theories	4
PSY 380	Research Methods with Statistical Applications	4
PSY 451	Social Psychology	4
BIO 120	General Biology I	4
BIO 210	Genetics	4
Required Experiential Learning		**8**
To complete the Experiential Learning requirement in the Psychology major, students must complete one of the following options:		
Option 1		
PSY 496	Psychology Research Practicum (4)	
PSY 497	Psychology Research Practicum (4)	
Option 2		
PSY 498	Psychology Internship (1-8)	
Electives		
Select 4 additional credits from the following		4
PSY 350	Forensic and Legal Psychology (4)	
PSY 230	Lifespan Developmental Psychology (4)	
Alternatively, for elective credit students may select from courses in CJU, FAS, or SOC		
Total Credits		**59**

Public Health Major (BS)

This program is designed to provide students with an understanding of the health issues affecting populations, as well as the skills and knowledge needed to promote health and prevent disease at the community level. The program covers a range of topics, including epidemiology, environmental health, health equity, global health, and emergency preparedness.

During the program, students will learn how to identify and analyze health problems, develop interventions and programs to address them, and evaluate the effectiveness of these efforts. Students will also gain an understanding of the socioeconomic, behavioral, biological, and environmental factors that influence health outcomes and learn how to develop policies and programs that address these determinants of health. Graduates of the program will be prepared to pursue careers in a variety of fields, including government agencies, non-profit organizations, healthcare facilities, and private industry.

Code	Title	Credits
PUB 225	Foundations of Public Health	3
PUB 250	Chronic and Infectious Human Disease and Prevention	3
PUB 275	Environmental Health and Emergency Preparedness	3
PUB 300	Principles of Epidemiology	3
PUB 325	Health Care Delivery Systems	3
PUB 350	Conceptual Foundations of Health Equity	3
PUB 375	Foundations of Global Public Health	3
PUB 405	Assessment and Planning in Public Health	3
PUB 428	Evaluation Methods in Public Health	3
PUB 465	Legal and Ethical Aspects of Health Care	3
PUB 475	Public Health Capstone	3
Elective Credits with the following prefix options: BIO, PHS, CHE, KHS, HCR, or BUS		12
Total Credits		**45**

Public Relations Major (BA Traditional)

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

Code	Title	Credits
Prerequisites from General Education		
COM 110	Interpersonal Communication (3)	
Required		
COM 213	Public Speaking	3
COM 309	Intercultural Communication	4
COM 222	Social/Mass Media Communication	4
COM 320	Media and Public Relations	4

COM 325	Social Media Relations & Analytics	4
COM 443	Persuasive Communication	4
COM 478	Organizational Communication	4
COM 498	Internship	3
COM 327	Topics in Communication *	4
COM 479	Crisis Communication	4
COM 441	Communication Research Methods	4
Total Credits		**42**

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

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

General Education Requirements

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

Code	Title	Credits
Required		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 487	Reading Across the Content Areas	3
ED 472	Student Teaching	15
Choose specialty course(s)		**2-5**
For 5-12 Math: [1]		
ED 475	Teaching 5-8 Mathematics (1)	
ED 351	Teaching Grades 9-12 Mathematics (4)	
For 9-12 Chemistry or Life Science: [2]		
ED 353	Teaching Grades 9-12 Science (2)	
Total Credits		**38-41**

[1] Done in conjunction with Math major for 5-12 Math Education.

[2] Done in conjunction with Chemistry major for 5-12 Chemistry Education.
Done in conjunction with Biology major for 5-12 Life Science Education.

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

Code	Title	Credits
Math Licensure Core		
MAT 135	Calculus I	4
MAT 146	Calculus II	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
CSC 210	Microsoft Excel Core	4
ED 201	Foundations of and Introduction to Education	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 439	The Inclusive Classroom	2
ED 487	Reading Across the Content Areas	3
ED 470	Health Education for Teachers	2
ED 344	The Effective Teacher	3
ED 475	Teaching 5-8 Mathematics	1
ED 351	Teaching Grades 9-12 Mathematics	4
ED 371	Teaching Practicum	3
ED 472	Student Teaching	6
Total Credits		**66**

Code	Title	Credits
Chemistry Licensure Core		
CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
CHE 222	Organic Chemistry II	4
CHE 326	Analytical Chemistry I	4
CHE 328	Biochemistry I	4
ED 201	Foundations of and Introduction to Education	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 439	The Inclusive Classroom	2
ED 487	Reading Across the Content Areas	3
ED 470	Health Education for Teachers	2
ED 344	The Effective Teacher	3
ED 353	Teaching Grades 9-12 Science	2
ED 371	Teaching Practicum	3

ED 472	Student Teaching	6
Total Credits		**53**

Code	Title	Credits
Required General Education		
BIO 120	General Biology I	4
Life Science Licensure Core		
BIO 130	General Biology II	4
BIO 210	Genetics	4
BIO 300	Microbiology	4
BIO 330	Cell Biology	4
ED 201	Foundations of and Introduction to Education	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 439	The Inclusive Classroom	2
ED 487	Reading Across the Content Areas	3
ED 470	Health Education for Teachers	2
ED 344	The Effective Teacher	3
ED 353	Teaching Grades 9-12 Science	2
ED 371	Teaching Practicum	3
ED 472	Student Teaching	6
Total Credits		**49**

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 Social Studies (Grades 5 through 12).

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
ECO 103	Macroeconomics (3)	
PSY 102	Introduction to Psychology (3)	
Required Content Courses		
HIS 215	Introduction to History	3
GE 101	Human Geography	2
HIS 235	USA to 1877	3
HIS 238	USA since 1877	3
HIS 268	Introduction to Latin America	3
HIS 289	European History	3
POL 132	Government and Politics	3
SOC 151	Introduction to Sociology	3
Electives		
Select any 300 or 400 level HIS/POL course		3
Required Education Courses		
ED 201	Foundations of and Introduction to Education	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
ED 344	The Effective Teacher	3
ED 352	Teaching Grades 9-12 Social Studies	2
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 470	Health Education for Teachers	2
ED 476	Teaching Grades 5-8 Social Studies	1
ED 472	Student Teaching	15
ED 487	Reading Across the Content Areas	3
Total Credits		**65**

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

Sociology Major (BA Traditional)

Sociology is a highly dynamic and relational field that explores the changing world today. Sociology at Concordia University, St. Paul is designed so that the student will have a high impact in the society in which you live. The students will explore the historical, modern and current approaches to matters affecting society as well as possible remedies through direct engagement and policy approaches. The student not only explores the various aspects of Sociology from a high academic approach, but the university will have the students become engaged with organizations and practitioners in the field of Sociology through practicums and internships. Some of the engagement fields will be in areas such as children and families crisis; mental health; people with addictions; working with people experiencing homelessness; service and to and engagements with inner city youth and adults; demographic research; working with the re-entry of felons; racial and economic inequality and immigration and refugee support to name a few. All of these and other topics are highly relevant in any field of human services, such as law-enforcement; corrections; probation; social services; mental health; human resources; law and policy analyst and counseling.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites from General Education		
SOC 151	Introduction to Sociology (3)	
Required		
SOC 198	Servant and Ethical Leadership	4
SOC 357	Class and Community	4
SOC 358	Minority Groups	4
SOC 359	Social Welfare as an Institution	4
SOC 453	Social Theory	4
SOC 498	Sociology Internship: Leadership in Community Service and Engagement	4
PSY 451	Social Psychology	4
SOC 452	Social Organization	4
SOC 476	Sociology Capstone Portfolio	4
PSY 380	Research Methods with Statistical Applications	4
Total Credits		**40**

Sport Communication (BA Traditional)

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

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisite		
COM 110	Interpersonal Communication (3)	
Required		
COM 213	Public Speaking	3
COM 222	Social/Mass Media Communication	4
or ENG 226	Journalism	
COM 327	Topics in Communication	2
COM 309	Intercultural Communication	4
COM 320	Media and Public Relations	4
COM 325	Social Media Relations & Analytics	4
COM 478	Organizational Communication	4
COM 498	Internship	3
KHS 390	Sport Management	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
Choose one of the following		
KHS 391	Law & Sport	4
or KHS 394	Sport Business	
Total Credits		**44**

Sport Management Major (BA Traditional; BA Adult Online)

The major in Sport Management focuses on core concepts in kinesiology, exercise, and sport management. The program prepares students to enter the work force in a number of sport management areas including facility and event management, marketing, and fitness center management. Students learn business and sport theory and have numerous opportunities to bridge theory into practical applications.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	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 and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 498	Internship	8
Total Credits		**44**

Supply Chain Management (BS)

The Supply Chain Management degree is designed to provide students with a comprehensive skill set in Supply Chain Management while also providing foundational business courses.

General Education Requirements

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

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 30 to 60 credits, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Prerequisites:		
ECO 103	Macroeconomics (3)	
MAT 110	Introduction to Probability and Statistics (3)	
Required:		
ECO 104	Microeconomics	3
CSC 121	Basics of Technology in Business	2
MAN 120	Business Fundamentals and Entrepreneurship	2
SCMX 310	Supply Chain in Action	3
ACC 201	Principles of Financial Accounting	4
MAN 205	Fundamentals of Analytics	3
SCMX 200	Forecasting & Logistics	3
MAN 204	Legal Environment of Business	2
MAN 302	Operations and Quality Management	2
SCMX 210	Sourcing & Operations	3
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
FIN 301	Corporate Finance I	4
MAN 350	Global Management	4
SCMX 400	Supply Chain Capstone/ Practicum	3
MAN 460	Managing Teams, Communication & Projects	4
SCMX 300	Supply Chain Management Technologies	3
MAN 401	Business Strategy and Ethics	4
Total Credits		**57**

Coaching & Sport Psychology (BA Traditional)

The Coaching and Sport Psychology major focuses on effective coaching and the application of foundational psychology concepts in sport settings. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications. This degree prepares students for careers in individual athlete, team, fitness, and wellness coaching. The program also serves as preparation for post-baccalaureate study in areas such as sport psychology, human growth, aging, exercise physiology, and sport management.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 479	Coaching Pedagogy	2
KHS 220	Research Methods	4
KHS 400	Health Psychology	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 375	Sociology of Sport and Exercise	4
KHS 420	Program Administration	2
KHS 435	Sport and Exercise Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
KHS 498	Internship	3
Total Credits		**44**

Theatre Major (BA Traditional)

The Department of Theatre and Dance provides students with a challenging variety of theatrical experiences that enrich their artistic, intellectual, cultural, and spiritual lives. Students will experience a rich blend of traditional classroom, hands-on laboratory, and performance opportunities that help prepare students for entry into professional careers in theatre, graduate study, or to support and strengthen their abilities and expertise in other fields such as education, business, or ministry.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
Required		
THR 103	Introduction to the Theatre	3
THR 111	Theatre in Practice	2
THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4
THR 445	Theatre History, Theory, and Literature I	4
THR 446	Theatre History, Theory, and Literature II	4
THR 478	Directing	4
THR 499	Senior Outcomes	0
Select one of the following:		4
THR 355	Scenic Design (4)	
THR 356	Costume Design (4)	
THR 357	Lighting and Sound (4)	
Electives		

Select 12 credits of the following:		12
THR 111	Theatre in Practice (0-1)	
THR 131	Improvisation (2)	
THR 160	Introduction to Dance (2)	
THR 201	Dance for Musical Theatre (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 488	Independent Study in Theatre (1-4)	
THR 498	Theatre Internship (4-16)	
Total Credits		**45**

Theology Major (BA Traditional)

The major in theology is designed to prepare students who plan to attend seminary and pursue a master's of divinity or other advanced theological degree. The core required courses introduce students to biblical studies, Lutheran theology, philosophy, and church history. Students are encouraged but not required to study biblical Greek and Hebrew and can choose from a variety of theology electives that are of interest to them. Although the degree emphasizes Lutheran doctrine, students from any Christian tradition planning to attend seminary will be well prepared by completing this major.

General Education Requirements

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

Degree Requirements

A bachelor of Arts degree consists of a major of typically 30 to 44 credits or two minors, general education courses, upper-level requirements, and elective courses totaling a minimum of 120 credits.

Code	Title	Credits
THL 241	Church History	3
THL 225	Worship for Lutherans	3
THL 372	Mission of God	3
THL 400	Law and Gospel Theology	3
THL 431	Lutheran Doctrine I	3
THL 432	Lutheran Doctrine II	3
THL 497	Theological Writings (Early Church to the Present)	3
Electives (Select 4 Courses)		12
THL 343	Athens and Jerusalem: Philosophy and Christianity (3)	
THL 320	Global Christianity (3)	
THL 326	Christian Ethics (3)	
THL 346	Martin Luther: Saint & Sinner (3)	
THL 358	Christianity and World Religions (3)	
THL 360	Christianity and the Media in Contemporary Culture (3)	
THL 379	Faith and Justice in the City (3)	
Total Credits		**33**

Minors

- Accounting Minor (p. 91)
- Art History Minor (p. 91)
- Art Studio Minor (p. 91)
- Biblical Languages Minor (p. 91)
- Biology Minor (p. 91)
- Business Management Minor (p. 91)
- Chemistry Minor (p. 92)
- Communication Studies Minor (p. 92)
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- Theatre Minor (p. 98)

- Writing Minor (p. 99)
- Writing/Communications Minor (p. 99)

Accounting Minor

(Available Online)

Code	Title	Credits
Required (and in sequence)		
ACC 201	Principles of Financial Accounting	4
ACC 202	Principles of Managerial Accounting	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
Select one of the following:		4
ACC 413	Cost Accounting (4)	
ACC 411	Advanced Accounting (4)	
ACC 412	Auditing (4)	
ACC 414	Federal Income Tax (4)	
ACC 498	Accounting Internship (4)	
Total Credits		**20**

Art History Minor

This program combines course work and research to give students a solid foundation in art history and art's role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
Required		
ART 111	Drawing I	3
ART 271	Survey of Western Art I	3
ART 272	Survey of Western Art II	3
ART 376	World Art	4
ART 472	Modern Art & Design	4
Total Credits		**17**

Art Studio Minor

This program combines studio art courses and art history to give students a solid foundation in art production and art's role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
Required		
ART 110	Foundations of Art & Design	3
ART 111	Drawing I	3
Electives		
Select 12 credits of any 200 level or above ART course		12
Total Credits		**18**

Biblical Languages Minor

The Minor in Biblical Languages provides the basics of Biblical Greek and Hebrew along with translation experience with major portions of the New Testament. These courses enable students to interact with the Bible in its original languages and to be prepared for graduate study in theology.

Code	Title	Credits
Required		
GRK 214	Biblical Greek II	3
GRK 213	Biblical Greek I	3
HBR 313	Biblical Hebrew I	3
HBR 314	Biblical Hebrew II	3
Please choose one of the following:		3
HBR 325	Readings in Biblical Hebrew (3)	
GRK 325	Readings in Biblical Greek (3)	
Total Credits		**15**

Biology Minor

Code	Title	Credits
Prerequisites from General Education		
BIO 120	General Biology I (4)	
Required		
BIO 130	General Biology II	4
BIO 210	Genetics	4
or BIO 330	Cell Biology	
Electives		
Select a minimum of 14 credits: [1]		14
BIO 210	Genetics (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 330	Cell Biology (4)	
BIO 335	Molecular Biology (4)	
BIO 340	Science Issues and Ethics (4)	
BIO 350	Medical Terminology (2)	
BIO 415	Biology of Aging (3)	
BIO 430	Immunology (4)	
BIO 440	Human Gross Anatomy (4)	
CHE 328	Biochemistry I (4)	
SCI 435	Research and Techniques (4)	
SCI 455	Research in Science (Instructor approval required) (4)	
KHS 473	Biomechanics (4)	
PSY 310	Physiological Psychology (4)	
Total Credits		**22**

[1] At least four courses with at least two 300 or 400 level

Business Management Minor

Code	Title	Credits
Prerequisite		
ECO 103	Macroeconomics (3)	
Required Courses		
MAN 120	Business Fundamentals and Entrepreneurship	2

MAN 301	Organizational Behavior	4
MAN 302	Operations and Quality Management	2
Select 4 credits of the following:		4
ACC 201	Principles of Financial Accounting (4)	
FIN 301	Corporate Finance I (4)	
SLS 300	The Business Aspects of Professional Selling (4)	
or SLS 400	The People Aspects of Professional Selling (4)	
MAN 498	Internship (4)	
Select 8 credits of the following:		8
MAN 350	Global Management (4)	
MAN 370	Leading Nonprofit Organizations (4)	
MAN 410	Managing Talent, Change and Negotiations (4)	
MAN 460	Managing Teams, Communication & Projects (4)	
Total Credits		**20**

Chemistry Minor

Code	Title	Credits
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	Biochemistry I (4)	
CHE 329	Biochemistry II (4)	
CHE 341	Thermodynamics (4)	
Total Credits		**23**

Communication Studies Minor

Code	Title	Credits
Prerequisite from General Education		
COM 110	Interpersonal Communication (3)	
or COM 213	Public Speaking (3)	
Required		
COM 222	Social/Mass Media Communication	4
COM 309	Intercultural Communication	4
COM 325	Social Media Relations & Analytics	4
COM 403	Family Communication	4
COM 478	Organizational Communication	4
Total Credits		**20**

Computer Science Minor

This program provides students with a practical background in computer science, no matter what career field the student chooses. Courses include essential technologies such as web development, programming fundamentals, and database skills as well as an underlying understanding of computer science.

Code	Title	Credits
Required		
CSC 101	Introduction to Computer Science	4
Select 16 credits of the following:		16
CSC 115	Introduction to Python (4)	
CSC 135	Client-Side Web Development (4)	
CSC 175	Math for Computer Science (4)	
CSC 210	Microsoft Excel Core (4)	
CSC 222	Introductory Programming with Java (4)	
CSC 230	Database Design (4)	
CSC 235	Server-Side Development (4)	
CSC 310	Computer Architecture and Operating Systems (4)	
CSC 315	Mobile App Development (4)	
CSC 322	Object Oriented Programming in Java (4)	
Total Credits		**20**

Criminal Justice Minor

Code	Title	Credits
Required		
CJU 442	Foundations of the Criminal Justice System	4
CJU 461	Constitutional and Criminal Law and Justice	4
CJU 487	Delinquent and Criminal Behaviors Across the Life Course	4
CJU 483	Exploring the Criminal Mind and Identifying Suspect Behavior	4
CJU 478	Contemporary Issues in the Criminal Justice System	4
CJU 491	Forensic Exploration in the Criminal Justice System	4
Total Credits		**24**

Design Minor

This program combines art and design courses and art history to give students a solid foundation in design and its role in culture. Students will gain knowledge and skills of design to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
Required		
ART 109	Digital Methods: Production & Form	3
ART 282	Graphic Design I	3
ART 384	Typography 1	4
ART 382	Graphic Design II	3
Select 1 of the following:		3
ART 480	Design: Purpose & Practice (3)	
ART 211	Illustration (3)	
ART 430	Multicultural Graphic Design (3)	

ART 383	UX Design I (3)	
Total Credits		**16**

Education Minor

Code	Title	Credits
Select one of the following Developmental Psychology courses:		4
ED 418	Adult Education and Development (4)	
PSY 210	Child Psychology and Development (4)	
PSY 220	Adolescent Psychology (4)	
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology	3
Select one of the following Effective Teacher courses:		3
ECE 321	Preschool Education (3)	
ECE 325	Education of Infants and Toddlers (3)	
ECE 326	Building Primary Classrooms (3)	
ED 344	The Effective Teacher (3)	
Select 10 credits from the following courses to total 22 credits:		10
ART 387	Art in Secondary Education (2)	
ART 487	Art Education Capstone (2)	
300 or 400 level ECE course not chosen above		
300 or 400 level ED course not chosen above		
Any Music 36X course		
MUS 356	K-6 General Music Teaching Methods (2)	
MUS 456	Choral Conducting & Methods (2)	
MUS 457	Instrumental Conducting & Methods (2)	
Total Credits		**22**

English Minor

Code	Title	Credits
ENG 420	Persuasive Writing on Contemporary Issues	3
ENG 338	History and Principles of the English Language	2
ENG 360	Survey of British Literature	3
ENG 370	Survey of American Literature	3
ENG 380	Classical Western Literature	3
300/400-level course in English		3
Total Credits		**17**

Exercise Science Minor

Code	Title	Credits
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 450	Exercise Assessment (4)	
KHS 435	Sport and Exercise Psychology (4)	
KHS 472	Athletic Training, Injury Prevention, and Safety (4)	
KHS 475	Applied Exercise Prescription (4)	
Total Credits		**20**

Family and Parent Coaching Minor

This program combines family systems, parenting theories, and evidence-based coaching strategies to help students work more effectively with individuals and families, enhance leadership skills and improve relationships with family and friends. Students will learn to apply active listening skills, build trust, and ask questions that honor each family's uniqueness and strengths and empowers families and individuals to be the best version of themselves. This program prepares students for careers in helping professions, including education, early childhood, family life education, psychology, human services, sociology, and criminal justice.

Code	Title	Credits
Prerequisites		
Pick one of the following courses:		
PSY 102	Introduction to Psychology (3)	
SOC 151	Introduction to Sociology (3)	
Required		
FAS 451	Family Comm & Relationships	3
PSY 230	Lifespan Developmental Psychology	4
FAS 442	Family Decision-Making and Resource Management	3
FAS 400	Family Systems, Structures and Relationships	4
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		**26**

* Students pursuing a Coaching Certificate, are required to register for a 2 credit internship.

Finance Minor

Code	Title	Credits
Required (and in sequence)		
ACC 201	Principles of Financial Accounting	4
FIN 301	Corporate Finance I	4
FIN 311	Corporate Finance II	4
Select two of the following:		8
ECO 401	Global Economics (4)	
FIN 411	Investments and Capital Markets (4)	
FIN 413	Money and Banking (4)	

FIN 498	Internship (4)	
Total Credits		**20**

Gerontology Minor

Code	Title	Credits
Prerequisites from General Education		
PSY 102	Introduction to Psychology (3)	
SOC 151	Introduction to Sociology (3)	
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	Psychopathology	4
Total Credits		**22**

Health Care Administration Minor

(Available online)

Code	Title	Credits
HCR 325	Compliance and Regulatory Requirements	4
HCR 340	Health Care Information Systems	4
HCR 350	Healthcare Diversity and Global Issues	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 440	Legal Environment for Healthcare Managers	4
Total Credits		**20**

History Minor

Code	Title	Credits
Required		
HIS 215	Introduction to History	3
HIS 235	USA to 1877	3
or HIS 238	USA since 1877	
HIS 268	Introduction to Latin America	3
or HIS 289	European History	
HIS 487	Readings Seminar	2
Select at least 4 credits of 300 or 400 level History (HIS) or Political Science (POL) courses		4
Total Credits		**15**

Hmong Studies Minor

Code	Title	Credits
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 246	Contemporary Global Problems (3)	
SOC 357	Class and Community (4)	
SOC 358	Minority Groups (4)	
Total Credits		**24**

Information Systems Minor

Code	Title	Credits
ITM 305	Introduction to Computer-Based Information Systems	4
ITM 342	Project and Lifecycle Management	4
ITM 410	Foundations of Cyber Security and Network Defense	4
ITM 425	Digital Transformation of Business	4
CSC 230	Database Design	4
Total Credits		**20**

Intercultural Communication Minor

Code	Title	Credits
Required		
COM 309	Intercultural Communication	4
COM 409	Advanced Intercultural Communication Seminar	4
COM 443	Persuasive Communication	4
COM 327	Topics in Communication [1]	4
Choose 1 course from the following Communication Studies Courses:		**4**
COM 320	Media and Public Relations (4)	
COM 325	Social Media Relations & Analytics (4)	
COM 403	Family Communication (4)	
COM 478	Organizational Communication (4)	
Please choose 2 to 4 credits from below:		**2-4**
ART 376	World Art (4)	
COM 498	Internship (1-12)	

ENG 376	World Literature II: Geographic or Thematic (4)	
HCR 350	Healthcare Diversity and Global Issues (4)	
HIS 334	US Foreign Policy (4)	
HMG 201	Hmong Culture and Society (4)	
MAR 471	Global Marketing (2)	
SOC 358	Minority Groups (4)	
THL 320	Global Christianity (4)	
Total Credits		**22-24**

[1] This course is to be repeated twice.

International Business Minor

The International Business minor gives students an understanding of how to conduct business in a foreign country, including basic business skills and understanding the customs, opportunities, and challenges of working across cultures.

Code	Title	Credits
Select one of the following:		**2**
ECO 104	Microeconomics (3)	
MAN 120	Business Fundamentals and Entrepreneurship (2)	
Select one of the following:		**4**
COM 309	Intercultural Communication (4)	
SPA 101	Beginning College Spanish I [1] (4)	
Select two of the following:		**8**
ACC 201	Principles of Financial Accounting (4)	
FIN 301	Corporate Finance I (4)	
MAN 301	Organizational Behavior (4)	
MAR 301	Principles of Marketing (4)	
Select 8 credits of the following:		**8**
ECO 401	Global Economics (4)	
MAR 471	Global Marketing (2)	
MAN 350	Global Management (4)	
BUS 498	Business Internship (2-4)	
Students can take BUS 497 Study Abroad (2-4 credits) in the place of Business Internship		
Total Credits		**22**

[1] May use 1 semester of other foreign language. Language requirement can also be satisfied through a CLEP exam.

International Studies Minor

Code	Title	Credits
POL 246	Contemporary Global Problems	3
HIS 334	US Foreign Policy	4
COM 309	Intercultural Communication	4
or ECO 401	Global Economics	
POL 487	Readings Seminar	2
300-level HIS/POL elective or foreign language		3
Total Credits		**16**

Interscholastic Coaching Minor

Code	Title	Credits
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 479	Coaching Pedagogy	2
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 435	Sport and Exercise Psychology	4
KHS 436	Motor Development, Control & Motor Learning	4
Total Credits		**22**

Journalism Minor

Code	Title	Credits
ENG 220	Applied Grammar	2
ENG 226	Journalism	3
ENG 222	Journalism Practicum	1
ENG 227	Column Writing	2
ENG 228	Review Writing	2
300/400-level course in English		6
Total Credits		**16**

Lutheran Classroom Teacher Minor

Code	Title	Credits
Prerequisite from General Education		
THL 206	New Testament (3)	
THL 431	Lutheran Doctrine I (3)	
Core Requirements		
CHM 130	Introduction to Christian Ministry	3
CHM 402	Foundations for Teaching and Learning	3
THL 201	Old Testament	3
THL 219	Principles of Biblical Interpretation	3
THL 432	Lutheran Doctrine II	3
THL 400	Law and Gospel Theology	3
Total Credits		**18**

Lutheran Theology Minor

The Minor in Lutheran Theology provides the theological core required of students seeking to serve as professional church workers in The Lutheran Church—Missouri Synod. With additional professional training in their chosen field of service, graduates will be ready to pledge themselves to the Scriptures and the Lutheran Confessions.

Code	Title	Credits
THL 201	Old Testament	3
THL 206	New Testament	3
THL 219	Principles of Biblical Interpretation	3
THL 241	Church History	3
THL 431	Lutheran Doctrine I	3
THL 432	Lutheran Doctrine II	3

CHM 130	Introduction to Christian Ministry	3
Total Credits		**21**

Marketing Management Minor

A digital marketing minor gives students the skills to work in the marketing field, using email marketing, social media marketing, and search engine optimization. This is an excellent minor to pursue as an entrepreneur or business manager.

Code	Title	Credits
Required		
MAR 301	Principles of Marketing	4
6 credits from the following courses:		**6**
MAN 301	Organizational Behavior (4)	
MAN 120	Business Fundamentals and Entrepreneurship (2)	
MAN 204	Legal Environment of Business (2)	
ACC 384	Applied Accounting and Finance (4)	
or ACC 201	Principles of Financial Accounting (4)	
MKM 498	Internship (4)	
9 credits from the following courses:		**9**
DMCX 300	Social Media Marketing (3)	
DMCX 350	Email Marketing (3)	
DMCX 400	Search Engine Optimization/Search Engine Marketing (SEO/SEM) (3)	
DMCX 425	Marketing Analytics (3)	
Total Credits		**19**

Digital Marketing Minor

Code	Title	Credits
Required		
MAR 301	Principles of Marketing	4
Select 4 credits of the following:		4
ECO 104	Microeconomics (3)	
FIN 301	Corporate Finance I (4)	
MAN 301	Organizational Behavior (4)	
MAN 302	Operations and Quality Management (2)	
SLS 300	The Business Aspects of Professional Selling (4)	
SLS 400	The People Aspects of Professional Selling (4)	
Select 12 credits from the following:		12
ART 282	Graphic Design I (3)	
DMCX 300	Social Media Marketing (3)	
DMCX 350	Email Marketing (3)	
DMCX 400	Search Engine Optimization/Search Engine Marketing (SEO/SEM) (3)	
MAR 312	Consumer Behavior (4)	
MAR 413	Marketing Research (4)	
MAR 471	Global Marketing (2)	
MAR 498	Marketing Internship (4)	
Total Credits		**20**

Mathematics Minor

This program provides a solid mathematical and quantitative background to enhance the student's major course of study. Coursework includes activities designed to reinforce skills in communication, group interaction, and problem-solving.

Code	Title	Credits
Required		
MAT 135	Calculus I	4
MAT 110	Introduction to Probability and Statistics	3
MAT 146	Calculus II	4
MAT 220	Discrete Mathematics	3
Electives (3 credits)		**3**
MAT 305	Foundations of Geometry (3)	
MAT 330	Advanced Probability and Statistics (4)	
MAT 333	Financial Mathematics (3)	
MAT 375	Differential Equations and Linear Algebra (4)	
MAT 450	Abstract Algebra (4)	
MAT 478	Mathematics Seminar (3)	
Total Credits		**17**

Music Minor

Code	Title	Credits
Required		
MUS 102	Basic Musicianship *	1
MUS 200	Music History Survey	3
MUS 111	Class Piano I *	2
or MUS 112	Class Piano II	
MUS 205	Musicianship I	3
MUS 206	Musicianship II	3
6 credits of lessons & ensemble work combined		6
Total Credits		**18**

* Students may be exempted with credit from 100-level courses based on departmental assessment.

Non-Profit Management Minor

This Nonprofit Management minor allows students to explore the management and leadership of nonprofit organizations. Students learn skills unique to nonprofits like managing volunteers, fundraising, and grant writing. Because the courses specific to this minor are offered every second year, students should work with their academic advisors to plan Nonprofit Management into their schedule.

Code	Title	Credits
Prerequisite (not counted in minor credit total)		
ECO 103	Macroeconomics (3)	
Required		
ECO 104	Microeconomics	3
MAN 120	Business Fundamentals and Entrepreneurship	2
MAN 301	Organizational Behavior	4

MAN 370	Leading Nonprofit Organizations	4
MAN 420	Managing Volunteers and Fundraising	4
MAN 498	Internship	4
Total Credits		**21**

Photography Minor

This program combines studio art courses and photographic and art history to give students a solid foundation in photographic production and its role in culture. Students will gain knowledge and skills of photography to enhance preparation for informed living and careers in multiple fields.

Code	Title	Credits
ART 110	Foundations of Art & Design	3
ART 241	Photography I	3
ART 341	Photography II	3
ART 441	Advanced Photography	4
ART 491	Theories in Contemporary Art	3
ART 499	Art Senior Seminar	2
Total Credits		**18**

Political Science Minor

Code	Title	Credits
Required		
POL 132	Government and Politics	3
POL 245	Neighborhood and Community Politics	3
POL 246	Contemporary Global Problems	3
POL 487	Readings Seminar	2
Electives		
Select 4 credits of 300 or 400 level History or Political Science courses		4
Total Credits		**15**

Psychology Minor

The Psychology minor allows students to sample courses that provide a robust representation of a well-rounded psychology scholarship experience. Students will take specific courses that lay the foundation for the direct application of psychological concepts, theories, and ideas to daily life, academic work, and long-term career goals. The wide-ranging relevance of psychological theory and practice makes the Psychology minor an ideal complement to any major.

Code	Title	Credits
Required		
PSY 102	Introduction to Psychology	3
PSY 230	Lifespan Developmental Psychology	4
PSY 300	Cognition, Learning and Memory	4
PSY 330	Counseling and the Helping Professional	4
PSY 360	Psychopathology	4
PSY 451	Social Psychology	4
Total Credits		**23**

Public Health Minor

Code	Title	Credits
PUB 225	Foundations of Public Health	3
PUB 250	Chronic and Infectious Human Disease and Prevention	3
PUB 275	Environmental Health and Emergency Preparedness	3
PUB 300	Principles of Epidemiology	3
PUB 350	Conceptual Foundations of Health Equity	3
PUB 375	Foundations of Global Public Health	3
Total Credits		**18**

Public Relations Minor

Code	Title	Credits
Prerequisites from General Education		
COM 110	Interpersonal Communication (3)	
or COM 213	Public Speaking (3)	
Required		
COM 309	Intercultural Communication	4
COM 320	Media and Public Relations	4
COM 325	Social Media Relations & Analytics	4
COM 479	Crisis Communication	4
COM 478	Organizational Communication	4
Total Credits		**20**

Quality Science Minor

Code	Title	Credits
BIO 120	General Biology I	4
BIO 300	Microbiology	4
MAN 301	Organizational Behavior	4
SCI 250	Global Regulatory and Legal Requirements of Quality	4
SCI 275	Product Development, Risk, and Failure Analysis	4
Total Credits		**20**

Religion Minor

This program is designed to address such questions as: How does religion help the individual live a well examined life? What is the importance of religious values for the individual and for the human community? How does theological literature relate to social issues? You'll explore how religious perspectives have a significant role in public life and have opportunities to observe and reflect on religious faith communities. A minor in religion paired with a major from a variety of disciplines—business, science, sports medicine, the arts—will add a distinctive quality to a graduate's resume and open careers in those areas.

Code	Title	Credits
Required		
Electives		
THL 125	Introduction to the Bible	3

or THL 206	New Testament	
Select 12 credits of the following:		12
THL 326	Christian Ethics (3)	
THL 320	Global Christianity (4)	
THL 343	Athens and Jerusalem: Philosophy and Christianity (3)	
THL 346	Martin Luther: Saint & Sinner (3)	
THL 345	Callings: Christianity and Vocation (3)	
THL 358	Christianity and World Religions (3)	
THL 360	Christianity and the Media in Contemporary Culture (3)	
THL 372	Mission of God (3)	
THL 379	Faith and Justice in the City (3)	
Total Credits		**15**

Sales and Business Development Minor

Discover what it takes to be successful in the field of professional selling. Expand the ability to influence outcomes in business by developing the skills needed in business-to-business sales and direct contact with the customer. Strengthen career options by exploring a comprehensive view of sales and gain confidence in the ability to contribute to the bottom line.

Code	Title	Credits
Required		
MAR 301	Principles of Marketing	4
MAN 301	Organizational Behavior	4
SLS 300	The Business Aspects of Professional Selling	4
SLS 400	The People Aspects of Professional Selling	4
SLS 498	Sales Internship	3
or DMCX 400	Search Engine Optimization/Search Engine Marketing (SEO/SEM)	
Total Credits		**19**

Sociology Minor

Code	Title	Credits
Required		
SOC 151	Introduction to Sociology	3
SOC 357	Class and Community	4
SOC 358	Minority Groups	4
SOC 359	Social Welfare as an Institution	4
SOC 453	Social Theory	4
SOC 452	Social Organization	4
Total Credits		**23**

Sport Communication Minor

Code	Title	Credits
Prerequisite		
COM 110	Interpersonal Communication (3)	
or COM 213	Public Speaking (3)	
Required		
COM 222	Social/Mass Media Communication	4
or ENG 226	Journalism	
COM 320	Media and Public Relations	4
or COM 325	Social Media Relations & Analytics	
KHS 390	Sport Management	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
Total Credits		**20**

Sport Management Minor

Code	Title	Credits
KHS 390	Sport Management	4
KHS 391	Law & Sport	4
KHS 392	Marketing and Fundraising	4
KHS 393	Planning & Managing Sport Facilities	4
KHS 394	Sport Business	4
Total Credits		**20**

Sport Psychology Minor

Code	Title	Credits
KHS 479	Coaching Pedagogy	2
KHS 400	Health Psychology	4
KHS 375	Sociology of Sport and Exercise	4
KHS 420	Program Administration	2
KHS 435	Sport and Exercise Psychology	4
Total Credits		**16**

Theatre Minor

Code	Title	Credits
Prerequisite from General Education		
THR 103	Introduction to the Theatre (3)	
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 (0-1)	
THR 131	Improvisation (2)	
THR 160	Introduction to Dance (3)	
THR 201	Dance for Musical Theatre (3)	
THR 291	Topics in Theatre (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 301	New York Theatre Tour (2)	
THR 302	London Theatre Tour (2)	
THR 488	Independent Study in Theatre (1-4)	
THR 498	Theatre Internship (4-16)	
Total Credits		**24**

Writing Minor

Code	Title	Credits
ENG 220	Applied Grammar	2
ENG 420	Persuasive Writing on Contemporary Issues	3
ENG 226	Journalism	3
ENG 225	Creative Writing I	4
ENG 320	Writing for the Job (and Life) You Want	3
300/400-level course in English		3
Total Credits		**18**

Writing/Communications Minor

Code	Title	Credits
Prerequisites from General Education		
COM 110	Interpersonal Communication (3)	
or COM 213	Public Speaking (3)	
ENG 121	College Writing (3)	
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 222	Social/Mass Media Communication (4)	
COM 213	Public Speaking (3)	
COM 309	Intercultural Communication (4)	
COM 478	Organizational Communication (3)	
ENG 220	Applied Grammar (2)	
ENG 226	Journalism (3)	
ENG 222	Journalism Practicum (1)	
ENG 227	Column Writing (2)	
ENG 228	Review Writing (2)	
ENG 320	Writing for the Job (and Life) You Want (3)	
ENG 324	Teaching Writing 1:1 (2)	
ENG 225	Creative Writing I (4)	
ENG 329	Topics in Professional Writing (2)	
ENG 420	Persuasive Writing on Contemporary Issues (3)	
ENG 425	Creative Writing II (4)	
Total Credits		**24**

Pre-Professional Programs

Pre-professional programs prepare students for entry into numerous professional programs. These pre-professional programs are not majors (i.e., a pre-med or pre-physical therapy major) but rather are tailored courses within existing majors. As students determine their program of interest, faculty work one on one with them to ensure they complete the prerequisite course requirements for their professional program(s) of interest.

- Pre-Audiology (p. 99)
- Pre-Chiropractic (p. 99)
- Pre-Dental (p. 100)
- Pre-Engineering (p. 100)
- Pre-Genetic Counseling (p. 100)
- Pre-Law (p. 101)
- Pre-Medicine (p. 101)
- Pre-Occupational Therapy (p. 101)
- Pre-Optometry (p. 101)
- Pre-Pharmacy (p. 102)
- Pre-Physical Therapy (p. 102)
- Pre-Physician Assistant (p. 102)
- Pre-Veterinary Medicine (p. 103)

Pre-Audiology

Students intending to apply to a Doctor of Audiology (Au.D) program would be best prepared by completing a Biology B.S. (p. 57)

Code	Title	Credits
These are generally required courses for entry into an audiology program [1]		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
PHS 221	General Physics I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
MAT 135	Calculus I (4)	
PSY 102	Introduction to Psychology (3)	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Chiropractic

Students intending to apply to a chiropractic graduate program would be best prepared by completing a Biology B.S (p. 57). or an Exercise Science B.S (p. 69).

If a student is interested in attending Northwestern Health Sciences University, Concordia has a 3+3 partnership that will enable students to earn both a bachelor of science (exercise science or biology) from Concordia and a doctorate in chiropractic from Northwestern Health Sciences University in six years. Students will spend their first three years at Concordia, St. Paul, and the final three years at Northwestern. This pre-chiropractic program is not limited to Northwestern Health Sciences although this is an opportunity students may choose to pursue.

Code	Title	Credits
These are generally required courses for entry into a chiropractic graduate program. [1]		

24 semester credits of life and physical sciences (at least half should include labs)	
Recommended courses	
BIO 120	General Biology I [2] (4)
CHE 115	General Chemistry I [2] (4)
CHE 221	Organic Chemistry I [2] (4)
BIO 300	Microbiology (4)
BIO 315	Human Anatomy and Physiology I (4)
BIO 316	Human Anatomy and Physiology II (4)
CHE 328	Biochemistry I (4)
KHS 473	Biomechanics (4)
KHS 474	Exercise Physiology (4)
MAT 110	Introduction to Probability and Statistics (3)
PSY 102	Introduction to Psychology (3)

[1] Students should look into specific requirements for each school they plan to apply to.

[2] These courses meet the prerequisite requirements for Northwestern Health Sciences University 3+3 program.

Pre-Dental

Students intending to apply for admission to a graduate dental program would be best prepared by completing a Biochemistry B.S. (p. 56) or a Biology B.S. (p. 57)

Code	Title	Credits
These are the generally required courses for entrance into dental school. [1]		
Biology with lab (1 year)		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
General Chemistry with lab (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Organic Chemistry with lab (1 year)		
CHE 221	Organic Chemistry I (4)	
CHE 222	Organic Chemistry II (4)	
Biochemistry		
CHE 328	Biochemistry I (4)	
Math (3 cr)		
Applied Human Psychology (3 cr)		
English (8 cr), may require a writing intensive course		
Other Recommended Courses		
BIO 210	Genetics (4)	
BIO 300	Microbiology (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 430	Immunology (4)	
MAT 110	Introduction to Probability and Statistics (3)	
ART 103	3D Design (2-3)	
ART 251	Sculpture I (3)	
ART 261	Ceramics I (3)	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Engineering

Students intending to apply for a graduate program in engineering would be best prepared by completing a Mathematics B.S. (p. 77) or a Chemistry B.A. (p. 59)

Code	Title	Credits
These are generally suggested courses for entry into an engineering masters program [1]		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
CHE 341	Thermodynamics (4)	
MAT 110	Introduction to Probability and Statistics (3)	
MAT 135	Calculus I (4)	
MAT 146	Calculus II (4)	
MAT 255	Calculus III (4)	
MAT 375	Differential Equations and Linear Algebra (4)	
PHS 221	General Physics I (4)	
PHS 222	General Physics II (4)	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Genetic Counseling

Students intending to apply to a genetic counseling graduate program would be best prepared by completing a Biology B.S (p. 57)., Biology B.A. (p. 57), or a Biochemistry B.S. (p. 56).

Code	Title	Credits
These are generally required courses for entry into a genetic counseling graduate program. [1]		
Biology with lab (1 year)		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
Chemistry with lab (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Other required courses		
BIO 210	Genetics (4)	
BIO 330	Cell Biology (4)	
CHE 328	Biochemistry I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
PSY 102	Introduction to Psychology (3)	
Additional recommended courses		

	CHE 221	Organic Chemistry I (4)
	Embryology	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Law

Pre-law students at Concordia University should complete the Bachelor of Arts degree in one or more fields of study. Law schools prefer that students complete a broad, diverse, and challenging undergraduate curriculum and reserve legal study for law school. Undergraduate programs should reveal the student's capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields.

Pre-Medicine

Students intending to apply to a graduate medical program would be best prepared by completing a Biochemistry (p. 56) B.S. (p. 59) or a Biology B.S. (p. 57)

Code	Title	Credits
These are the generally required courses for entrance into medical school. [1]		
Biology with lab (1 year)		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
General Chemistry with lab (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Organic Chemistry with lab (1 year)		
CHE 221	Organic Chemistry I (4)	
CHE 222	Organic Chemistry II (4)	
Biochemistry		
CHE 328	Biochemistry I (4)	
Statistics		
MAT 110	Introduction to Probability and Statistics (3)	
Math (Calculus Recommended)		
MAT 135	Calculus I (4)	
Other Recommended Courses		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 440	Human Gross Anatomy (4)	
BIO 300	Microbiology (4)	
BIO 430	Immunology (4)	
Other recommended courses include Ethics, Psychology, Sociology, and a foreign language. Please speak with your faculty mentor regarding the specific courses to take at Concordia.		

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Occupational Therapy

Students intending to apply for an occupational therapy graduate program can complete any undergraduate degree program. Completing a Biology B.A. (p. 57) with a Psychology minor (p. 97) would complete most of the necessary pre-requisite coursework. Additional relevant majors include an Exercise Science B.S. (p. 69) or a Biology B.S. (p. 57)

Code	Title	Credits
These are generally required courses for entry into an occupational therapy graduate program. [1]		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 350	Medical Terminology (2)	
MAT 110	Introduction to Probability and Statistics (3)	
PSY 102	Introduction to Psychology (3)	
PSY 230	Lifespan Developmental Psychology (4)	
PSY 360	Psychopathology (4)	
SOC 151	Introduction to Sociology (3)	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Optometry

Students intending to apply for admission to a graduate program in optometry would be best prepared by completing a Biology B.S (p. 57).

Code	Title	Credits
These are the generally required courses for entrance into optometry school. [1]		
Biology with lab (1 year)		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
General Chemistry with lab (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Organic Chemistry with lab		
CHE 221	Organic Chemistry I (4)	
Anatomy and Physiology with lab (1 year)		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
Physics with lab (1 year)		
PHS 221	General Physics I (4)	
PHS 222	General Physics II (4)	
Other required courses		
BIO 300	Microbiology (4)	
BIO 430	Immunology (4)	
CHE 328	Biochemistry I (4)	
MAT 110	Introduction to Probability and Statistics (3)	
MAT 135	Calculus I (4)	
PSY 102	Introduction to Psychology (3)	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Pharmacy

Students intending to apply to a graduate pharmacy program would be best prepared by completing a Biochemistry B.S. (p. 56), Biology B.S. (p. 57), or Chemistry B.A (p. 59).

Concordia University St. Paul's 3+4 partnership with Concordia University Wisconsin allows eligible students to complete their Biology B.S. or Chemistry B.A. and a doctor of pharmacy in seven years. Students will spend their first three years at Concordia, St. Paul, and the final four years at Concordia, Wisconsin.

Code	Title	Credits
These are the generally required courses for entrance into pharmacy school. [1]		
Biology with lab (1 year)		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
Microbiology with lab		
BIO 300	Microbiology (4)	
Anatomy and Physiology (with lab)		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
General Chemistry with lab (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Organic Chemistry with lab (1 year)		
CHE 221	Organic Chemistry I (4)	
CHE 222	Organic Chemistry II (4)	
Physics with lab (2 trig based or 1 calc based)		
PHS 221	General Physics I (4)	
PHS 222	General Physics II (4)	
Advanced Biology course (Biochemistry recommended)		
CHE 328	Biochemistry I (4)	
Statistics		
MAT 110	Introduction to Probability and Statistics (3)	
Math		
MAT 135	Calculus I (4)	

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Physical Therapy

Students intending to apply to a graduate physical therapy program would be best prepared by completing a Biology B.S. (p. 57) or an Exercise Science B.S. (p. 69)

Code	Title	Credits
These are generally required courses for entry into Doctor of Physical Therapy programs. [1]		
General Biology (1 year-BIO120 and BIO130) and one additional biology course (BIO210 or BIO330)		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
Chemistry (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Anatomy and Physiology (1 year)		
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
Physics (1 year)		
PHS 221	General Physics I (4)	
PHS 222	General Physics II (4)	
Introduction to Psychology (PSY101) and one additional social/behavioral science course (PSY230, PSY360, or KHS400)		
PSY 102	Introduction to Psychology (3)	
PSY 230	Lifespan Developmental Psychology (4)	
PSY 360	Psychopathology (4)	
KHS 400	Health Psychology [2] (4)	
Statistics		
MAT 110	Introduction to Probability and Statistics (3)	
Other required or recommended courses		
BIO 350	Medical Terminology (2)	
BIO 330	Cell Biology (4)	
MAT 125	Precalculus (4)	
or MAT 135	Calculus I (4)	
KHS 473	Biomechanics (4)	
KHS 474	Exercise Physiology (4)	

[1] Students should look into specific requirements for each school they plan to apply to.

[2] Approved for Concordia's Doctor of Physical Therapy program.

Pre-Physician Assistant

Students intending to apply for physician assistant graduate program(s) would be best prepared by completing a Biology B.S (p. 57). or a Biochemistry B.S. (p. 56)

Code	Title	Credits
These are the generally required courses for entrance into a physician assistant graduate program. [1]		
BIO 120	General Biology I (4)	
BIO 130	General Biology II (4)	
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
CHE 221	Organic Chemistry I (4)	
BIO 315	Human Anatomy and Physiology I (4)	
BIO 316	Human Anatomy and Physiology II (4)	
BIO 300	Microbiology (4)	
BIO 350	Medical Terminology (2)	
CHE 328	Biochemistry I (4)	

MAT 110	Introduction to Probability and Statistics (3)
MAT 125	Precalculus (4)
PSY 102	Introduction to Psychology (3)

Other Prerequisites May Include Genetics, Organic Chemistry II, Lifespan Developmental Psychology, Calculus I and Research Methods/Ethics. Please check with your program(s) of interest and speak with your faculty mentor before taking these courses)

[1] Students should look into specific requirements for each school they plan to apply to.

Pre-Veterinary Medicine

Students intending to apply to a graduate veterinary program would be best prepared by completing a Biology B.S (p. 57).

Code	Title	Credits
These are generally required courses for entry into veterinary school. [1]		
General Biology with lab		
BIO 120	General Biology I (4)	
Zoology (second semester of General Biology or Cell Biology)		
BIO 130	General Biology II (4)	
BIO 330	Cell Biology (4)	
Genetics		
BIO 210	Genetics (4)	
Microbiology with lab		
BIO 300	Microbiology (4)	
General Chemistry with lab (1 year)		
CHE 115	General Chemistry I (4)	
CHE 116	General Chemistry II (4)	
Organic Chemistry		
CHE 221	Organic Chemistry I (4)	
Biochemistry		
CHE 328	Biochemistry I (4)	
Physics		
PHS 221	General Physics I (4)	
PHS 222	General Physics II (4)	
Math (Pre-Calculus or Calculus)		
MAT 125	Precalculus (4)	
MAT 135	Calculus I (4)	
Statistics		
MAT 110	Introduction to Probability and Statistics (3)	
English (1 writing and 1 additional course)		

[1] Students should look into specific requirements for each school they plan to apply to.

Professional Church Work Programs

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

Director of Christian Education

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

Director of Christian Outreach

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

Director of Parish Music

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

Lutheran Classroom Teacher

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

Pre-Seminary Education

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

Pre-Deaconess Education

The pre-deaconess program at Concordia University, Saint Paul prepares students for Word and Service ministry as a Deaconess. Beginning

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

Certificates

- Criminal Justice POST Certificate (p. 104)
- Early Childhood Education Certificate (p. 104)
- Family and Parent Coaching Certificate (p. 104)

Criminal Justice POST Certificate

The Criminal Justice POST certificate is dedicated to the development of academic and practical application skills, competence and honing of safety, security, ethical, and empathic care and concern for the welfare of others. The certificate prepares students to become lifelong learners dedicated to serving the needs of culturally diverse populations in a variety of settings and roles within the POST-Licensure Peace Officer capacity. The degree equips students with skills to lead, educate, provide service ,and serve in several types of roles in criminal justice settings locally, state and federal agencies within Minnesota.

The certificate program is for students who have earned a regionally accredited degree in another discipline, currently working in a non-licensed criminal justice field of service hoping to earn a MN POST Licensure eligibility for a peace officer position, students who transfer in from other related criminal justice degree programs, and students who have a military background coupled with a degree and aspire to work in the criminal justice system as eligible POST-Licensure Peace Officers.

The Criminal Justice Certificate is not eligible for Title IV funding.

Code	Title	Credits
CJU 472	Cultural Considerations in Criminal Justice Systems	4
CJU 461	Constitutional and Criminal Law and Justice	4
CJU 487	Delinquent and Criminal Behaviors Across the Life Course	4
CJU 405	Minnesota State Criminal Law and Traffic Codes	4
CJU 483	Exploring the Criminal Mind and Identifying Suspect Behavior	4
CJU 478	Contemporary Issues in the Criminal Justice System	4
Total Credits		**24**

Early Childhood Education Certificate

Code	Title	Credits
CHD 400	Introduction to Early Childhood Education	3
CHD 410	Growth and Development of Children	3
CHD 435	Developmentally Appropriate Practices in Early Childhood Education	3
CHD 440	Children's Play and Learning	3
Total Credits		**12**

Family and Parent Coaching Certificate

This program combines family systems, parenting theories, and evidence-based coaching strategies to help students work more effectively with individuals and families, enhance leadership skills and improve relationships with family and friends. Students will learn to apply active listening skills, build trust, and ask questions that honor each family's uniqueness and strengths and empowers families and individuals to be the best version of themselves. This program prepares students for careers in helping professions, including education, early childhood, family life education, human services, and criminal justice.

Code	Title	Credits
Core (to be taken before or in combination with the Coaching sequence)		
FAS 451	Family Comm & Relationships	3
or FAS 530	Family Communication and Relationships	
FAS 442	Family Decision-Making and Resource Management	3
or FAS 540	Family Decision Making	
FAS 400	Family Systems, Structures and Relationships	4
or FAS 504	Systemic Dynamics of Families	
Coaching Sequence		
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		**22**

+ Masters students (post-bac) in a related field would need to take core courses or demonstrate course credit in the core courses.

GRADUATE CATALOG

- Artificial Intelligence (MS) (p. 109)
- Business Administration (MBA) (p. 110)
- Business Administration with an Emphasis in Accounting (MBA) (p. 110)
- Business Administration with an emphasis in Artificial Intelligence (MBA) (p. 110)
- Business Administration with an Emphasis in Cybersecurity (MBA) (p. 111)
- Business Administration with an Emphasis in Digital Marketing (MBA) (p. 112)
- Business Administration with an Emphasis in Finance (MBA) (p. 112)
- Business Administration with an Emphasis in Health Care Management (MBA) (p. 113)
- Business Administration with an Emphasis in Human Resources (MBA) (p. 112)
- Business Administration with an Emphasis in Organizational Leadership (MBA) (p. 113)
- Business Administration with an Emphasis in Project Management (MBA) (p. 114)
- Business Administration with Emphasis in Business Analytics (MBA) (p. 111)
- Business Analytics (Certificate) (p. 114)
- Business Analytics (MS) (p. 114)
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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 the beginning of the first course.
- Ed.D. degree programs must be completed within seven years of the beginning of the first course.
- Ph.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 interesting 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.

Transfer Credit

Up to 50 percent of the credits necessary for a Concordia University - St. Paul graduate degree may be accepted for transfer from an accredited graduate school. The credits must be appropriate to the student's program and the course(s) must be equivalent to the course(s) in the program (i.e. outcomes (objectives) need to match). Application for transfer of credit is made by the student to the Advisor. The credits must be certified by the Registrar and approved for the degree program by the program director.

1. Normally no credits will be accepted for transfer into the DPT program.

2. Only courses with a grade of B or better may be accepted for transfer credit.

3. Normally credits older than seven years will not be accepted.

4. The chair of the graduate program or designee will make the determination whether a student is required to audit a course in place of taking the course for a grade.

5. Students taking graduate-level courses as a part of Concordia University - St. Paul graduate certificate, approved by the Graduate Policies Committee, may apply the entire graduate certificate's credits to the graduate in which it is connected.

Good Standing

To remain in good standing, a graduate student must maintain a 2.0 grade-point average for all courses in the graduate program. Students not

in good standing must return to good standing during the next semester or be dropped from the program.

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 the instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar's Office.
4. Withdrawal from coursework may have financial implications. Students will receive100% tuition refunds only for courses from which they withdrew prior to the 6th business day of the term. See financial policies for further information.

Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or change their cohort must contact their academic advisor. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/ information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. In this case, students should contact their academic advisor.

Grading System

A	Superior	4 grade points
B	Above Average	3 grade points
C	Average	2 grade points
D	Below Average	1 grade point
F	Failure	0 grade points
I	In progress	0 grade points
W	Withdrawal	0 grade points
P	Pass	Not included in grade point calculations
N	No pass	Not included in grade point calculations

Satisfactory Academic Progress Policy

A. To remain in good standing, a graduate student must maintain a 2.0 cumulative grade-point average and complete a minimum of 67% of all attempted graduate-level coursework. Incompletes (I) and withdrawals (W) do not count toward completion.

B. When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student's eligibility for enrollment.
   1. Academic Warning: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their warning status in writing by the registrar.
   2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.
   3. **Academic Probation:** A student who is Disqualified/Suspended from the University, and has submitted an approved appeal will be placed on Academic Probation. A student on Academic Probation will be issued an Academic Plan by his/her Advisor, and will have one semester (unless approved for additional semesters) to achieve Satisfactory Academic Progress. Any student failing to meet the terms outlined by the Academic Plan and/or Satisfactory Academic Progress will be immediately suspended from the University.

Disqualification Appeal Process

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

Financial Hold

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

- may have their course management system disabled (i.e., Blackboard)
- may be subject to late fees on any and all unpaid balances
- may have financial aid canceled for future terms
- may be de–registered from future class registration
- may be unable to receive diplomas

Appeal of Policy and Procedure

Graduate students may appeal decisions made by program faculty or administrators regarding disqualification, re-admission, grade change, or academic integrity regarding entry into a program, continuation in a program, or questions that may arise as a result of a candidate's academic performance in a program.

Steps for making an appeal:

1. Student submits completed appeal to the Dean's Office
2. The Dean reviews the form and determines if an appeal should be granted based on the stated reason for appeal.

   a. If the request for appeal is denied, the Dean will email the student with the reason for denial.
   b. If the request for appeal is approved, the Dean will email the student and follow up..
3. Appeal Option
   a. If an appeal is denied, the student may appeal to the Vice President for Academic Affairs a final time.
   b. The Vice President for Academic Affairs will review the case and email the student the decision and reason.
   c. No further appeals are allowed after this decision.

Research with Human Subjects

Ethical and policy issues in research involving human participants are grounded in Concordia University's mission in the enlightened care of God's creation and the safeguarding of human participants in all research under which the University is a part. The University will comply with all federal regulations requiring the establishment and operation of an Institutional Review Board for the protection of human participants. All research that can be defined as "a systematic investigation designed to develop or contribute to generalizable knowledge" (U.S. Department of Health & Human Services - 45 CFR 46) must be reviewed and approved by the Institutional Review Board (IRB) for the Protection of Human Participants.

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
3. Philosophy (Ph.D.) - at least 60 credits

An **endorsement** is a focused group of courses within a graduate program that leads to state licensure.

An **emphasis** is a focused group of courses within a graduate program that may or may not lead to a certification or 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: at least 30 credits. Master of Arts (MA) degrees are typically offered in arts, education, and humanities (i.e., communications and education). Master of Science (MS) degrees are typically offered in science and technology (i.e., exercise science and information technology). For situations in which the discipline does not have a clear MA or MS offering, or for situations in which a program desires an alternate offering, supporting rationale for the degree offering should be provided.

There are three 16-week **semesters** offered at Concordia University. Graduate students typically take two eight-week courses each semester.

Specialization: at least 30 credits beyond the Master's degree. It may be earned in:

1. Education – Principal Licensure/Superintendent Licensure (ED.S)

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

Graduation Requirements: Graduate Programs

A graduate degree from Concordia University carries the following general requirements. Students will:

a. Successfully complete all required courses in the degree program with a cumulative grade point average in the courses of a 2.0 or higher.
b. Complete petitions for any and all substitutions made in the program.
c. Complete all assessment activities and outcomes examinations required by the program or for the degree.
d. Submit an online application for graduation/program completion upon reaching 12 credits, or when prompted to do so by the Registrar.
e. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

Program Requirements

A master's degree at Concordia University shall require a minimum of 30-semester credits with a grade-point average of 2.00 or better.

A Doctor of Physical Therapy degree shall require a minimum of 111-semester credits beyond a bachelor's degree with a grade point average of 3.0 or better.

An Educational Specialist degree at Concordia University shall require a minimum of 30-semester credits beyond a master's degree with a grade point average of 2.0 or better.

An Educational Doctorate and Doctor of Philosophy degree at Concordia University, St. Paul, shall require a minimum of 60-semester credits beyond a master's degree with a grade point average of 2.0 or better.

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Artificial Intelligence (MS)

This graduate program is designed as a transformative educational experience at the forefront of technological innovation in the era of artificial intelligence. The MS Artificial Intelligence (MSAI) will equip students with the knowledge, skills, and ethical considerations necessary to excel in the dynamic field of artificial intelligence. Whether you're a seasoned professional or a novice learner ready to explore artificial intelligence, our program offers a comprehensive curriculum, hands-on experience, and opportunities to research and utilize tools and techniques in the field of artificial intelligence.

Code	Title	Credits
CST 500	Enterprise Architecture, Strategic and Technical Research	3
CST 510	Project Management, Systems Development, and Risk	3
CST 520	Database Systems	3
CST 530	Artificial Intelligence, High Performance Compute, and Ethical Considerations	3
CST 540	Cloud Architecture and Infrastructure	3
CST 618	Training Machine Learning & Large Language Models	3
CST 643	Reinforcement Learning	3

CST 544	Artificial Intelligence in Computer Vision	3
CST 622	Leadership, Ethics and Bias in Artificial Intelligence	3
CST 627	Deep Learning/Neural Networks	3
Total Credits		**30**

Business Administration (MBA)

The Master in Business Administration prepares graduates to lead with confidence in the ever-changing business environment. Students will develop a deeper understanding of analytics, systems thinking, business concepts and principles through an integrated and applied set of courses. Students, equipped as self-aware leaders, will also enhance their ability to communicate effectively and provide innovative solutions as strategic decision makers.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
MBA 605	Operations and Technology Management	3
MBA 610	Tools for Managerial Decision Analysis	3
Total Credits		**30**

Business Administration with an Emphasis in Accounting (MBA)

The MBA with an emphasis in Accounting will provide students with a comprehensive understanding of accounting principles, practices, and regulations, while also preparing them for leadership roles in public accounting firms, corporations, government agencies, nonprofit organizations, and consulting. Graduates of the MBA program with an emphasis in Accounting will be equipped to pursue careers such as certified public accountant (CPA), financial analyst, internal auditor, tax consultant, and accounting manager.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
ACC 500	Accounting: Auditing and Risk Assessment	3
ACC 525	Financial Accounting and Reporting	3
ACC 550	Accounting: Regulation and Tax	3
ACC 575	Accounting: Enterprise Controls and Processes	3
Total Credits		**36**

Business Administration with an emphasis in Artificial Intelligence (MBA)

The Master's in Artificial Intelligence at Concordia University St. Paul is designed to equip professionals with the expertise needed to lead in a future dominated by automation, intelligence (Data-Driven), and an experience-driven future. This applied, scenario-driven program ensures that students gain hands-on experience with cutting-edge tools used in enterprises today, including developing AI solutions, training machine learning models, and implementing intelligent systems. Through real-world projects, students will directly engage with the challenges facing industries, preparing them to apply AI in transformative ways across various sectors.

Our program addresses the critical need for professionals bridging the gap between technical expertise and strategic leadership. As organizations increasingly rely on automation and intelligent technologies, graduates will emerge as leaders who are not only fluent in the technical aspects of AI but also understand its strategic importance. By delving into AI's ethical considerations and leadership challenges, students will be ready to navigate the complexities of tomorrow's business landscape while driving innovation and growth. This unique blend of practical application, strategic insight, and ethical understanding makes our graduates indispensable in building the highly automated and intelligent future demanded by today's global organizations.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
CST 618	Training Machine Learning & Large Language Models	3
CST 627	Deep Learning/Neural Networks	3
CST 643	Reinforcement Learning	3
CST 544	Artificial Intelligence in Computer Vision	3
Total Credits		**36**

Business Administration with Emphasis in Business Analytics (MBA)

The MBA with an emphasis in Business Analytics provides students with the expertise for transforming data into actionable insights, optimizing business processes, and gaining a competitive advantage in today's data-driven world. Graduates of the MBA program with an emphasis in Business Analytics will be prepared for a variety of leadership roles including data analyst, business analyst, data scientist, analytics manager, and business intelligence consultant.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
CST 615	Introduction to Data Engineering	3
CST 655	Big Data and Data Mining	3
CST 670	Predictive Analytics	3
CST 685	Empirical Methods and Data Visualization	3
Total Credits		**36**

Business Administration with an Emphasis in Cybersecurity (MBA)

The MBA with an emphasis in Cybersecurity addresses the complex and critical challenges of cybersecurity in today's digital world. Students will develop the expertise necessary to protect organizations from cyber threats, manage risks, and lead cybersecurity initiatives. Graduates of the MBA program with an emphasis in Cybersecurity may pursue careers as a cybersecurity manager, information security analyst, security architect, and chief information security officer (CISO).

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
CST 603	Security Operations and Risk Management	3
CST 637	Security Architecture and Engineering	3

CST 648	Communication and Network Security	3
CST 657	Identity and Access Management (IAM)	3
Total Credits		**36**

Business Administration with an Emphasis in Digital Marketing (MBA)

The MBA with an emphasis in Digital Marketing is a specialized program integrating core business principles with advanced digital marketing strategies, analytics, and technology coursework. Whether students aspire to lead digital marketing teams or launch their marketing firms, this emphasis provides a comprehensive foundation for success. Graduates will be prepared for potential marketing careers, including digital marketing manager, social media specialist, content marketing strategist, and e-commerce director.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
MAR 500	Search Engine Optimization, Marketing, and Website	3
MAR 525	Audience Analytics and User Experience	3
MAR 550	Social Media and Online Marketing	3
MAR 575	Storytelling and Branding	3
Total Credits		**36**

Business Administration with an Emphasis in Finance (MBA)

The MBA with an emphasis in Finance combines business principles with advanced coursework in wealth management, corporate finance, investment analysis, and financial technology. Students will develop the skills needed to advise financial institutions and optimize corporate strategy. Graduates of the MBA program with an emphasis in Finance will be able to explore career paths such as financial analyst, investment banker, portfolio manager, risk manager, corporate treasurer, and financial consultant.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
FIN 500	Finance: Wealth Management	3
FIN 525	Corporate Finance	3
FIN 550	Finance: Investment Analysis	3
FIN 575	Fintech	3
Total Credits		**36**

Business Administration with an Emphasis in Human Resources (MBA)

The MBA with an emphasis in Human Resources combines comprehensive business education with a focus on human capital management and strategic HR practices. Students will develop the knowledge and skills needed to lead HR departments, shape organizational culture, and drive personnel development initiatives. Graduates will be prepared for various leadership roles in HR management, including talent acquisition, compensation and benefits management, employee relations, and HR consulting.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
HRG 535	Compensation and Benefits	3
HRG 525	Recruitment, Selection, and Retention	3
HRG 515	Strategic Human Resources and Measurement	3
HRG 545	Human Resources Information Systems and Technology Management	3
Total Credits		**36**

Business Administration with an Emphasis in Health Care Management (MBA)

This program enables students to develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 525	Strategic Human Resource Management	3
MBA 620	Strategic Leadership	3
MBA 540	Health Care Policy, Reform, Equity	3
MBA 535	Legal Environment for Managers	3
MBA 555	Health Care Informatics	3
MBA 545	Quality Practices	3
MBA 550	Emerging Trends in Health Care Administration	3
Total Credits		**36**

Business Administration with an Emphasis in Organizational Leadership (MBA)

The MBA, emphasizing Organizational Leadership, is designed to equip students with the insights and capabilities needed to lead and inspire teams, drive organizational change, and foster a culture of innovation and excellence. Graduates may pursue leadership roles in various organizational settings, including corporations, nonprofit organizations, government agencies, and entrepreneurial ventures.

Code	Title	Credits
MBA 515	Applied Business Ethics	3
MBA 520	Integrated Marketing Communication	3
MBA 505	Global Economics	3
MBA 530	Managerial Finance and Accounting	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
MLM 501	Leadership, Management, Influence, and Change	3
MLM 533	Project and Quality Management	3
MLM 553	Organizational Culture Management	3
COM 590	Crisis Communication	3
Total Credits		**36**

Business Administration with an Emphasis in Project Management (MBA)

The MBA with an emphasis in Project Management provides advanced coursework in project management methodologies, tools, and techniques. Students will develop the expertise to lead projects within organizations and consult with clients on project management best practices. Graduates will be prepared to pursue leadership roles in project management across various industries, including construction, engineering, information technology, healthcare, and consulting.

Code	Title	Credits
MBA 505	Global Economics	3
MBA 520	Integrated Marketing Communication	3
MBA 530	Managerial Finance and Accounting	3
MBA 515	Applied Business Ethics	3
MBA 620	Strategic Leadership	3
MBA 510	Managerial Research Methods and Design	3
MBA 525	Strategic Human Resource Management	3
MBA 535	Legal Environment for Managers	3
PMP 505	Agile Project Management	3
PMP 515	Project Management: Scheduling/Planning	3
PMP 530	Project Management: Risk Assessment and Cost Management	3
PMP 540	Project Management: Data Visualization	3
Total Credits		**36**

Business Analytics (MS)

The Master of Science in Business Analytics program prepares students to harness the power of data to drive strategic business decisions. With a focus on cutting-edge tools and techniques, this program equips graduates with the skills to manage and analyze large-scale data, automate business processes, and apply advanced analytics methodologies to real-world problems. Emphasizing emerging technologies such as AI, machine learning, and IoT, students will develop a future-focused approach to business analytics, positioning themselves as leaders in data-driven organizations. This program combines hands-on experience with industry-standard tools, ensuring students are prepared for the dynamic and evolving landscape of business analytics.

Code	Title	Credits
DAT 517	Machine Learning for Business Analytics	3
DAT 527	Business Analytics and Cloud Platforms	3
DAT 537	Business Process Automation and Optimization	3
DAT 557	Data Mining and Text Analytics	3
DAT 560	Prescriptive Analytics and Optimization Techniques	3
DAT 565	Predictive Analytics and Programming	3
DAT 570	Data Governance, Ethics, and Security	3
DAT 575	Real-Time Data Analytics and IoT	3
DAT 580	AI-Driven Business Strategies	3
DAT 590	Advanced-Data Analytics and Visualization Tools	3
Total Credits		**30**

Business Analytics (Certificate)

Code	Title	Credits
DAT 527	Business Analytics and Cloud Platforms	3
DAT 537	Business Process Automation and Optimization	3
DAT 590	Advanced-Data Analytics and Visualization Tools	3
DAT 580	AI-Driven Business Strategies	3
Total Credits		**12**

Coaching and Athletic Administration (MS)

The MS Coaching and Athletic Administration degree prepares students to become coaches and athletic administrators. Students will gain greater insight regarding athlete scouting and recruitment, coaching principles and athlete motivation, and sport-specific nutrition and training programs. Students will also apply business principles to coaching and athletic administration, including budgeting, fundraising, and sales. Students will develop their personalized coaching philosophy as they focus on their leadership as a coach and athletic administrator.

Code	Title	Credits
KHS 515	Management and Leadership	3
KHS 503	Coaching Theory and Practice	3
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
KHS 523	Scouting and Recruiting	3
KHS 605	Advanced Nutrition and Metabolism	3
KHS 513	Scientific Principles of Strength and Conditioning	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 550	Sport Sales and Fundraising	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
KHS 620	Master's Capstone	3
Total Credits		**33**

Course	Title	Credits
First Year		
First Semester		
KHS 515	Management and Leadership	3
KHS 503	Coaching Theory and Practice	3
Second Semester		
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
Third Semester		
KHS 523	Scouting and Recruiting	3
KHS 605	Advanced Nutrition and Metabolism	3
	Credits	**18**
Second Year		
First Semester		
KHS 513	Scientific Principles of Strength and Conditioning	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
Second Semester		
KHS 550	Sport Sales and Fundraising	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
Third Semester		
KHS 620	Master's Capstone	3
	Credits	**15**
	Total Credits	**33**

Computer Science (MS)

This program is tailored for students seeking an advanced understanding of computer science principles, methodologies, and applications. It provides a rigorous curriculum that blends theoretical knowledge with hands-on project-based experiences, preparing students to tackle complex challenges in the dynamic field of computer science.

Code	Title	Credits
CST 500	Enterprise Architecture, Strategic and Technical Research	3
CST 510	Project Management, Systems Development, and Risk	3
CST 520	Database Systems	3
CST 530	Artificial Intelligence, High Performance Compute, and Ethical Considerations	3
CST 540	Cloud Architecture and Infrastructure	3
CST 600	Advanced Algorithms	3
CST 620	Computer Vision	3
CST 640	Platform and Product Development	3
CST 633	Autonomous and Smart Product Development	3
CST 690	Robotic Process Automation (RPA)	3
Total Credits		**30**

Creative Writing (MFA)

The Master of Fine Arts in Creative Writing is designed to develop skills in writing fiction and reading literature. By the end of the program, students will have completed a book-length manuscript of their own creative work. The courses are all offered 100% online. After completing this fully online MFA program, students will have achieved a level of sophistication in their writing that will allow them to pursue a number of career options.

Code	Title	Credits
ENG 500	Advanced Workshop I	3
ENG 505	Studies in the Craft of Creative Writing	3

ENG 510	Advanced Workshop 2	3
ENG 515	Studies in the Contemporary Novel	3
ENG 520	Advanced Workshop 3	3
ENG 525	Studies in the Scope and Ethics of Contemporary Creative Nonfiction	3
ENG 530	Advanced Workshop 4	3
ENG 535	Studies in Contemporary Poetry	3
ENG 540	Advanced Workshop 5	3
ENG 545	The Culture of Writing, Editing, and Publishing	3
ENG 550	Researching and Writing about Literature	3
ENG 555	Thesis	3
Total Credits		**36**

Criminal Justice Leadership (MA)

The Criminal Justice Leadership program recognizes the importance of a multi-systemic Leadership approach for criminal justice professionals in the human services field. The curriculum enables students to identify personal leadership characteristics and styles, enhance professionalism, collaborate with internal and external stakeholders and culturally dynamic populations, positioning 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 Human Service - Criminal Justice Leadership program is conveniently offered in an online format. The following coursework is designed to be sequential.

Code	Title	Credits
CJU 505	Reflective Adult Learner & Leadership	4
CJU 520	Research Methods in Criminal Justice	4
CJU 500	Administration of Criminal Justice	4
CJU 545	Legal and Legislative Issues	4
CJU 502	Correctional Design in a Changing World	4
CJU 570	Applied Ethics in Criminal Justice Leadership	4
CJU 543	Contemporary Issues in Criminal Justice Leadership	4
CJU 590	Criminal Justice Leadership: Essential Skills	4
CJU 596	Criminal Justice Capstone	4
Total Credits		**36**

Course	Title	Credits
First Year		
First Semester		
CJU 505	Reflective Adult Learner & Leadership	4
CJU 520	Research Methods in Criminal Justice	4
Second Semester		
CJU 500	Administration of Criminal Justice	4
CJU 545	Legal and Legislative Issues	4
Third Semester		
CJU 502	Correctional Design in a Changing World	4
CJU 570	Applied Ethics in Criminal Justice Leadership	4
	Credits	**24**
Second Year		
CJU 543	Contemporary Issues in Criminal Justice Leadership	4
CJU 590	Criminal Justice Leadership: Essential Skills	4
CJU 596	Criminal Justice Capstone	4
	Credits	**12**
	Total Credits	**36**

Cybersecurity (MS)

This program is designed to meet the growing demand for skilled professionals capable of safeguarding information systems and networks from evolving cyber threats. It provides a comprehensive and advanced curriculum covering various aspects of cybersecurity, including threat detection, risk management, ethical hacking, and security policy development. Students will engage in hands-on projects, simulations, and real-world scenarios to develop practical expertise in securing digital assets.

Code	Title	Credits
CST 500	Enterprise Architecture, Strategic and Technical Research	3
CST 510	Project Management, Systems Development, and Risk	3
CST 520	Database Systems	3
CST 530	Artificial Intelligence, High Performance Compute, and Ethical Considerations	3
CST 540	Cloud Architecture and Infrastructure	3
CST 603	Security Operations and Risk Management	3
CST 628	Asset Security, Security Assessment & Testing	3
CST 637	Security Architecture and Engineering	3
CST 648	Communication and Network Security	3
CST 657	Identity and Access Management (IAM)	3
Total Credits		**30**

Cybersecurity (Certificate)

The Cybersecurity Certificate from Concordia University - St. Paul provides students with a holistic background in Information Security. The coursework, delivered by experienced faculty with professional experience, will prepare students from any discipline to understand how Cybersecurity is applied to and supports their area of interest. Through experience-based learning, students will explore Information Security Governance and Compliance, Security Operations. Incident, Threat and Vulnerability Management, Cyber Defense and Enterprise Security Services. Credits from the certificate can be applied to the full MS Cybersecurity degree.

Code	Title	Credits
CYS 530	Information Security Governance and Compliance	3
CYS 533	Information Security Operations	3

CYS 536	Incident, Threat, and Vulnerability Management	3
CYS 539	Cyber Defense	3
Total Credits		**12**

Course	Title	Credits
First Year		
First Semester		
CYS 530	Information Security Governance and Compliance	3
CYS 533	Information Security Operations	3
Second Semester		
CYS 536	Incident, Threat, and Vulnerability Management	3
CYS 539	Cyber Defense	3
	Credits	**12**
	Total Credits	**12**

Data Analytics (MS)

The Master of Science in Data Analytics program prepares students for an agile world in analytics. Technology and managerial associated with data science and data analytics will be explored. Through project-based learning, students will explore programming for analytics, various tools for visualizing data, and techniques for analysis. Concepts and technologies surrounding Business Intelligence, Decision Support Systems, and Analytics will be thoroughly examined through application, use cases, and research on future trends.

Code	Title	Credits
DAT 520	Digital Transformation and Marketing Analytics	3
DAT 505	Ethical Considerations for Data Analysis	3
DAT 530	Quantitative Research and Statistics	3
DAT 510	Systems Analysis and Design	3
DAT 525	Data Science, Analytics, and Artificial Intelligence	3
DAT 599	Data Analytics Capstone	3
DAT 515	Data Visualization & Dashboard Reporting	3
DAT 535	Programming for Analysts	3
DAT 540	Business Intelligence and Decision Support Systems	3
DAT 545	Big Data Analytics	3
DAT 547	Database Management Systems	3
DAT 550	Advanced Analytics	3
Total Credits		**36**

Course	Title	Credits
First Year		
First Semester		
DAT 510	Systems Analysis and Design	3
DAT 525	Data Science, Analytics, and Artificial Intelligence	3
DAT 505	Ethical Considerations for Data Analysis	3
Second Semester		
DAT 547	Database Management Systems	3
DAT 515	Data Visualization & Dashboard Reporting	3
DAT 545	Big Data Analytics	3
Third Semester		
DAT 540	Business Intelligence and Decision Support Systems	3
DAT 535	Programming for Analysts	3
DAT 520	Digital Transformation and Marketing Analytics	3
	Credits	**27**
Second Year		
DAT 530	Quantitative Research and Statistics	3
DAT 599	Data Analytics Capstone	3
DAT 550	Advanced Analytics	3
	Credits	**9**
	Total Credits	**36**

Data Analytics (Certificate)

Data analytics skills are increasingly necessary in tech-focused, agile organizations today. The Data Analytics Graduate Certificate from Concordia University – St. Paul is designed to provide students with necessary skills in data analytics. Learn the methods for data visualization and analysis delivered by instructor's from various industries creating a rich, diverse experience for students from any discipline. Students have the ability to analyze data for their own discipline or interest and credits from the certificate can be applied to the full MS Data Analytics degree.

Code	Title	Credits
DAT 525	Data Science, Analytics, and Artificial Intelligence	3
DAT 535	Programming for Analysts	3
DAT 540	Business Intelligence and Decision Support Systems	3
DAT 545	Big Data Analytics	3
Total Credits		**12**

Course	Title	Credits
First Year		
First Semester		
DAT 525	Data Science, Analytics, and Artificial Intelligence	3
DAT 535	Programming for Analysts	3
Second Semester		
DAT 540	Business Intelligence and Decision Support Systems	3
DAT 545	Big Data Analytics	3
	Credits	**12**
	Total Credits	**12**

Data Analytics and Engineering (MS)

This program aims to empower students with skills and knowledge for proficiently handling qualitative and quantitative datasets. Students will develop the capability to extract meaningful insights, create data products, engineer robust data solutions, and formulate data-driven strategies.

Code	Title	Credits
CST 500	Enterprise Architecture, Strategic and Technical Research	3
CST 510	Project Management, Systems Development, and Risk	3
CST 520	Database Systems	3
CST 530	Artificial Intelligence, High Performance Compute, and Ethical Considerations	3
CST 540	Cloud Architecture and Infrastructure	3
CST 615	Introduction to Data Engineering	3
CST 630	Data Engineering Solutions Applications	3
CST 655	Big Data and Data Mining	3
CST 670	Predictive Analytics	3
CST 685	Empirical Methods and Data Visualization	3
Total Credits		**30**

Data Science (MS)

This program is designed to equip students with a comprehensive set of skills and knowledge to work effectively with data, extract valuable insights, and make data-driven decisions driving predictable outcomes for enterprise and industry.

Code	Title	Credits
CST 500	Enterprise Architecture, Strategic and Technical Research	3
CST 510	Project Management, Systems Development, and Risk	3
CST 520	Database Systems	3
CST 530	Artificial Intelligence, High Performance Compute, and Ethical Considerations	3
CST 540	Cloud Architecture and Infrastructure	3
CST 605	Machine Learning and Artificial Intelligence	3
CST 635	Data Science Tools	3
CST 645	Natural Language Processing	3
CST 660	Data Operations for Agile Data Management	3
CST 675	Reinforcement Learning	3
Total Credits		**30**

Education (EdD)

The Doctorate in Education (Ed.D.) at Concordia University is designed for graduate students seeking to maximize their leadership and scholarship talents within a supportive environment geared toward personal and professional success. The coursework blends leadership and scholarship learning through content that prepares students to research, critically analyze, and apply their learning, culminating in the writing and defense of a dissertation topic of their choosing.

Code	Title	Credits
Educational Leadership Core		
EDU 7200	Current Topics and Trends in Educational and Organizational Leadership	3
DOC 7000	Professional Ethics	3
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
Research Methods and Statistics		
DOC 7100	Research Methods	3
DOC 7200	Quantitative and Qualitative Research	3
DOC 7300	Action Research	3
DOC 7500	Data Analysis	3
Dissertation		
DOC 7900	Dissertation	12
Educational Leadership Content		
EDU 7047	Influences and Assessment of Public Policy	3
EDU 7048	Organizational Theory	3
EDU 7067	Organizational Resource Management	3
EDU 7068	Change Management and Solutions-Based Leadership	3

EDU 7069	Strategic Planning and Decision Making	3
EDU 7300	Cultivating Inclusive Environments	3
EDU 7250	Community Engagement and Partnerships	3
EDU 7225	Coaching and Mentoring for Leadership Development	3
EDU 7400	Future of Educational and Organizational Leadership	3
Total Credits		**61**

Education with an Emphasis in Literacy (Including K-12 Reading Endorsement) (MA)

This graduate program prepares educators for curriculum design, instruction, and assessment in literacy. The program includes three options: a five-course sequence leading to eligibility for a Minnesota K-12 Reading Endorsement for those holding a current Minnesota teaching license (15 credits); a Master's Degree in Education with an emphasis in Literacy (30 credits); and a Master's Degree in Education with an emphasis in Literacy and a Minnesota K-12 Reading Endorsement (30 credits). Students must successfully complete the coursework, fieldwork in four courses*, and state testing requirements to earn the Minnesota K-12 Reading Endorsement. Learning outcomes include the ability to integrate national and state literacy standards into relevant and meaningful learning experiences; effective use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction; effective use a variety of assessment tools and practices to plan and evaluate reading instruction; and the ability to reflect on professional practice.

Code	Title	Credits
CI 575	Teaching Literacy for Diverse Learners	3
ED 507	Diversity in Education	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
CI 525	Innovation in Learning and Teaching	3
RDG 560	Literacy Foundations (K-12)	3
RDG 561	Literacy Essentials for K-5 *	3
RDG 562	Literacy Essentials for Grades 6-8 *	3
RDG 563	Literacy Essentials for Grades 9-12 *	3
RDG 564	Assessment, Evaluation, and Supervision in Literacy Programs (K-12) *	3
ED 590	Conducting Research and Completing the Capstone	3

K-12 Reading (Endorsement Only)

The coursework is designed to be sequential.

Code	Title	Credits
RDG 560	Literacy Foundations (K-12)	3
RDG 561	Literacy Essentials for K-5 *	3
RDG 562	Literacy Essentials for Grades 6-8 *	3
RDG 563	Literacy Essentials for Grades 9-12 *	3
RDG 564	Assessment, Evaluation, and Supervision in Literacy Programs (K-12) *	3
Total Credits		**15**

* Course has clinical experience; can only be added to a current Minnesota license.

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

Education with an Emphasis in Differentiated Instruction (MA)

This program prepares educators to be professional decision-makers, reflective practitioners, and adaptive experts and to apply purposeful and dynamic strategies that empower all learners to access the full curriculum and achieve academic success in complex learning environments. Emphasis is placed on understanding family systems and mental health needs, the importance of professional collaboration, literacy development, tiered differentiated instruction, and instructional best practices.

Code	Title	Credits
ED 512	Ethical Issues for Professional Educators	3
DI 594	Effective Practices in Differentiated Instruction	3
DI 536	Inclusion: Effective Practices for All Students	3
ED 521	Educational Research and Applications	3
CI 525	Innovation in Learning and Teaching	3
ED 507	Diversity in Education	3
DI 509	Application of Differentiated Instruction in Gifted Education	3
DI 534	Teaching Students with Mental Health Needs	3
DI 538	Differentiating Instruction Across Content	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**30**

Education with an Emphasis in Early Childhood (MA)

This program prepares educators to be professional decision-makers, reflective practitioners, and adaptive experts in the field of Early Childhood Education. It focuses on strategies and best practices rooted in theory and philosophy supported by research. Students in this program

will interpret, evaluate, and apply research and connect theory to practice related to all areas of early childhood education.

Code	Title	Credits
ECE 522	Play: Theoretical Foundations and Applications	3
ECE 544	Language Development and Emergent Literacy	3
ECE 526	Curriculum and Instruction in Early Childhood Education	3
ECE 527	Observation and Assessment in Early Childhood Education	3
ECE 540	Culturally Responsive Practices in Early Childhood	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 507	Diversity in Education	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone [1]	3
Total Credits		**30**

[1] ED 591 Thesis-Option Capstone (1 credit): Graduate level action research is included in this post-Capstone course for students that want this additional option, but is not required to complete the degree program.

Education with an Emphasis in Educational Leadership (MA)

This program prepares educators to be highly effective professional decision-makers, reflective leaders, and adaptive experts in educational settings. Students learn professional practices in educational leadership and focus on strategies and best practices rooted in theory and philosophy supported by research.

Code	Title	Credits
EDL 540	Pedagogy: Curriculum and Instructional Leadership	3
EDL 550	Leadership and Human Resources Management in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Applications	3
CI 525	Innovation in Learning and Teaching	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 [1]	3
Total Credits		**30**

[1] ED 591 Thesis-Option Capstone (1 credit): Graduate level action research is included in this post-Capstone course for students that want this additional option, but is not required to complete the degree program.

Education with an Emphasis in Educational Technology (MA)

This program prepares educators to be highly effective professional decision-makers, reflective leaders, and adaptive experts in educational settings and with special expertise in educational technology. Program outcomes include the appropriate use of technology and its effects in the teaching and learning process including positive and negative implications. A technology certificate will be awarded at the completion of the program.

Code	Title	Credits
ET 500	Principles of Digital Teaching and Learning	3
ET 505	Exploring Classroom Technology Tools	3
ET 510	Virtual Classroom	3
ET 515	Professional Development and Leadership in Educational Technology	3
ET 520	Field Experience: Course Development	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
CI 525	Innovation in Learning and Teaching	3
ED 507	Diversity in Education	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**30**

Education with an Emphasis in English as a Second Language (MA)

This program prepares educators to be highly effective professional decision-makers, reflective practitioners, and adaptive experts and to apply purposeful and dynamic strategies to empower all learners whose first language is other than English. Educators develop the insights, strategies, and skills to more effectively teach these school-aged children. Coursework focuses on language and society, history and principles of the English language, second language acquisition, and assessment. Students must complete the coursework and fieldwork in four courses*[1] to obtain a Minnesota license.

Code	Title	Credits
Required		
ESL 520	Language and Society *	3
ESL 531	Second Language Acquisition *[1]	3
ESL 540	Foundations for Instructional Strategies for English Learners *[1]	3
ESL 541	Instructional Strategies for English Language Learners *[1]	3
ESL 550	Assessment of English Learners *[1]	3
ED 507	Diversity in Education	3
ED 521	Educational Research and Applications	3
CI 525	Innovation in Learning and Teaching	3
ED 512	Ethical Issues for Professional Educators	3

ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**30**

* Courses that will be required for a student who wants to complete a Certificate.

*1 Course has clinical experience; can only be added to a current Minnesota license.

Education with an Emphasis in Trauma and Resilience in Educational Settings (MA)

More than 25 percent of American youth experience a serious traumatic event by age 16 and many suffer multiple and repeated traumas - and these experiences affect learning. This program is designed to help educators develop a trauma-informed care approach and, in turn, help students to overcome barriers to learning by developing responses to trauma and resiliency skills necessary to thrive in the classroom and in life. This program does not lead to licensure.

Code	Title	Credits
EDU 505	Trauma and its Impact on Child Development *	3
EDU 506	Trauma-Informed Practices and Resilience *	3
EDU 507	Trauma-Informed Classroom Teachers *	3
EDU 508	Creating a Trauma-Informed School *	3
EDU 509	Trauma-Informed Intervention for the Education Professional *	3
ED 521	Educational Research and Applications	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**30**

* Courses that will be required for a student who wants to complete a Certificate in Trauma and Resilience at 15 credits.

Educational Specialist (EdS)

This program is designed for educators with at least three years of teaching experience who currently hold a Master's degree and a valid Minnesota teaching license and who wish to become licensed as a principal or superintendent in the state of Minnesota while earning an Educational Specialist (Ed.S.) degree.

Note: An alternative path is available for non-licensed teachers (see course ED 7013 below). The Educational Specialist (Ed.S.) degree is designed to provide Minnesota schools with the highest possible quality principals and superintendents. The goals of this program include the licensure of graduates with the academic and moral standards that epitomize the values of Concordia University.

Principal Licensure

Code	Title	Credits
EDU 7001	School Leadership: Foundations I	3
EDU 7002	School Leadership: Foundations II	3
EDU 7003	School Leadership for All Learners	3
EDU 7004	School Leadership for Instruction and Learning	3
EDU 7005	Organizational Leadership and Management for School Leaders	3
EDU 7006	Strategic Advancement for School Leaders	3
EDU 7007	Leadership of a Learning Organization	3
EDU 7008	Ethical and Legal School Leadership	3
ED 7009	Elementary Level Internship	2
ED 7010	Middle Level Internship	2
ED 7011	Secondary Level Internship	2
Total Credits		**30**

Superintendent Licensure

Code	Title	Credits
EDU 7012	District Leadership: Foundations I	3
EDU 7013	District Leadership: Foundations II	3
EDU 7014	District Leadership for All Learners	3
EDU 7015	District Leadership for Instruction and Learning	3
EDU 7016	Organizational Leadership and Management for District Leaders	3
EDU 7017	Strategic Advancement for District Leaders	3
EDU 7018	District Leadership of a Learning Organization	3
EDU 7019	Ethical and Legal District Leadership	3
ED 7039	Superintendent Internship I	3
ED 7059	Superintendent Internship II	3
Situational Observation/Capstone		
Total Credits		**30**

Organizational Leadership

Code	Title	Credits
The emphasis in Organizational Leadership is available to students who are in the EdD program and must have faculty approval to complete this program.		
ED 7040	Leadership and Scholarship I	3
ED 7041	Leadership and Scholarship II	3
ED 7046	Leadership and Scholarship III	3
ED 7063	Leadership and Scholarship IV	3
ED 7090	Leadership and Scholarship Coaching I	1
ED 7047	Influences and Assessment of Public Policy	3
ED 7080	Residency I: Leadership and Problems of Practice	3
ED 7048	Organizational Theory	3
ED 7091	Leadership and Scholarship Coaching II	1
ED 7065	Quantitative Research Methods	3
ED 7067	Organizational Resource Management	3

ED 7068	Solutions Based Leadership	3
ED 7081	Residency II: Dissertation Preparation	3
ED 7070	Ethical Leadership	3
ED 7069	Strategic Advancement	3
ED 7093	Leadership Project	1
Total Credits		**42**

ED 7013 Teaching Internship (4 credits): This course is required for Principal and Superintendent licensure candidates without three years of teaching experience. Candidates are required to complete this course as part of their Educational Specialist program. The course blends instructional learning and applied teaching experiences through a supervised internship.

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

Course	Title	Credits
First Year		
First Semester		
EDU 7001	School Leadership: Foundations I	3
EDU 7002	School Leadership: Foundations II	3
Second Semester		
EDU 7003	School Leadership for All Learners	3
EDU 7004	School Leadership for Instruction and Learning	3
Third Semester		
EDU 7005	Organizational Leadership and Management for School Leaders	3
EDU 7006	Strategic Advancement for School Leaders	3
	Credits	**18**
Second Year		
First Semester		
EDU 7007	Leadership of a Learning Organization	3
EDU 7008	Ethical and Legal School Leadership	3
	Credits	**6**
	Total Credits	**24**

In addition to these courses, students will complete internship credits as approved by the faculty.

Exercise Science (MS)

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

Code	Title	Credits
KHS 585	Advanced Functional Anatomy & Biomechanics in Exercise Science	3
KHS 600	Advanced Exercise Physiology	3
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
KHS 595	Clinical Exercise Assessment	3
KHS 605	Advanced Nutrition and Metabolism	3
KHS 513	Scientific Principles of Strength and Conditioning	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
KHS 615	Advanced Exercise Prescription	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
KHS 620	Master's Capstone	3
Total Credits		**33**

Course	Title	Credits
First Year		
First Semester		
KHS 585	Advanced Functional Anatomy & Biomechanics in Exercise Science	3
KHS 600	Advanced Exercise Physiology	3
Second Semester		
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
Third Semester		
KHS 595	Clinical Exercise Assessment	3
KHS 605	Advanced Nutrition and Metabolism	3
	Credits	**18**
Second Year		
First Semester		
KHS 513	Scientific Principles of Strength and Conditioning	3
KHS 580	Mechanisms of Skilled Neuromuscular Behavior	3
Second Semester		
KHS 615	Advanced Exercise Prescription	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
Third Semester		
KHS 620	Master's Capstone	3
	Credits	**15**
	Total Credits	**33**

Family Science (MA)

The primary objective of the Master of Arts in Family Science is to articulate the definition and role of the family life practitioner –

particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

Code	Title	Credits
FAS 506	Families In Society	3
FAS 532	Navigating the Oceans of Data and Information in Family Life Education	3
FAS 504	Systemic Dynamics of Families	3
FAS 540	Family Decision Making	3
FAS 530	Family Communication and Relationships	3
FAS 560	Intimate Relationships	3
FAS 551	Seminar in Human Growth	3
FAS 570	Parent Education	3
FAS 525	Public Policy and Applied Ethics	3
FAS 534	Reflexive Assessment and Evaluation in Family Life Education	3
FAS 576	Methods in Programming	3
FAS 510	Capstone: CFLE (Non-CFLE take FAS511)	3
Total Credits		**36**

Concordia University's online M.A. in Family Science program is approved by the National Council on Family Relations (NCFR). Graduates earn the international designation of Certified Family Life Educator. Students can choose between a certified or non-certified track, but must do so before the third course in the Family Science degree program. Upon successful completion of the program, CFLE Track students will be provisionally certified as Family Life Educators. Non-CFLE students are eligible to sit for the national exam to gain provisional certification. Provisional certification is available to applicants who have completed the program, but who have not yet earned enough work experience hours in Family Life Education to qualify for full-certification status (1600 hours).

Course	Title	Credits
First Year		
First Semester		
FAS 506	Families In Society	3
FAS 532	Navigating the Oceans of Data and Information in Family Life Education	3
Second Semester		
FAS 504	Systemic Dynamics of Families	3
FAS 540	Family Decision Making	3
Third Semester		
FAS 530	Family Communication and Relationships	3
FAS 560	Intimate Relationships	3
	Credits	**18**
Second Year		
First Semester		
FAS 551	Seminar in Human Growth	3
FAS 570	Parent Education	3
Second Semester		
FAS 525	Public Policy and Applied Ethics	3
FAS 534	Reflexive Assessment and Evaluation in Family Life Education	3
Third Semester		
FAS 576	Methods in Programming	3
FAS 510 or FAS 511	Capstone: CFLE or Capstone: Non-CFLE	3
	Credits	**18**
	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.

Code	Title	Credits
HRG 500	Human Resources Leadership and Ethics	4
HRG 510	Strategic Human Resources and Measurement	4
HRG 520	Recruitment, Selection, and Retention	4
HRG 530	Compensation and Benefits	4
HRG 540	Organization Development for Human Resources Professionals	4
HRG 550	Research Methods and Design	4
HRG 560	Finance for Human Resources Leaders	4
HRG 570	Legal Environment for Human Resource Leaders	4
HRG 580	Human Resources Action Research at Work	4
Total Credits		**36**

Course	Title	Credits
First Year		
First Semester		
HRG 500	Human Resources Leadership and Ethics	4
HRG 510	Strategic Human Resources and Measurement	4
Second Semester		
HRG 520	Recruitment, Selection, and Retention	4
HRG 530	Compensation and Benefits	4
Third Semester		
HRG 540	Organization Development for Human Resources Professionals	4
HRG 550	Research Methods and Design	4
	Credits	**24**
Second Year		
First Semester		
HRG 560	Finance for Human Resources Leaders	4
HRG 570	Legal Environment for Human Resource Leaders	4
Second Semester		

HRG 580	Human Resources Action Research at Work	4
	Credits	**12**
	Total Credits	**36**

Human Services with an Emphasis in Forensic Behavioral Health (MA)

This 36-credit graduate program is offered in partnership with the American Institute for Advancement of Forensic Studies (AIAFS) and is entirely online. It focuses on the direct relationship between behavioral health and the law. The program provides students with a comprehensive overview of the field of forensic behavioral health and related systems of care. The program is not a clinical/counseling program. A 15-credit certificate option is also available and consists of the first five courses of the degree program.

Code	Title	Credits
HSV 500	Human Services [1]	3
HSV 510	Family Violence, PTSD & Trauma [1]	3
HSV 515	Research Methods in Human Services [1]	3
HSV 535	Psychopathology in Human Services [1]	3
HSV 525	Ethical and Legal Considerations in HumanServices [1]	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**

[1] Certificate course.

Course	Title	Credits
First Year		
First Semester		
HSV 500	Human Services	3
HSV 510	Family Violence, PTSD & Trauma	3
Second Semester		
HSV 515	Research Methods in Human Services	3
HSV 535	Psychopathology in Human Services	3
Third Semester		
HSV 525	Ethical and Legal Considerations in HumanServices	3
HSV 555	Special Populations in Human Services	3
	Credits	**18**
Second Year		
First Semester		
HSV 560	Substance Use and Co-Occurring Disorders	3
HSV 565	Sexual Offending	3
Second Semester		
HSV 566	Risk Assessment in Human Services	3
HSV 585	Cultural Awareness and Understanding for the Human Service Professional	3
Third Semester		
HSV 590	Forensic Behavioral Health Law for the Human Service Professional	3
HSV 595	Research and Capstone	3
	Credits	**18**
	Total Credits	**36**

Human Services with an Emphasis in Trauma, Resilience and Self-Care Strategies (MA)

The Master of Arts in Human Services emphasizing Trauma, Resilience, and Self-Care Strategies focuses on the impact trauma has on an individual's mood, behavior, cognition, physical health, and overall interpersonal and social functioning. Research purports that traumatic events encountered early in the life course significantly negatively impact the psychological health and psychosocial functioning in adulthood than trauma experienced later in the life course. A trauma-informed care approach in human service settings is gaining traction locally and internationally. When human service professionals learn effective responses to client trauma and how to help instill resiliency skills necessary to thrive in daily functioning, improved outcomes can result in all areas of life.

Professionals working within the fields of human service, criminal justice, forensic behavioral health, family science and allied disciplines will develop the insights, strategies, and skills to work more effectively with clients and families impacted by trauma and to promote recovery for impacted individuals and their families. Professionals will also gain knowledge and strategies to manage vicarious and secondary trauma and to foster self-care. Resiliency will be explored and emphasized throughout this program applicable to clients and families and the helping professional, in order to prevent burnout and compassion fatigue.

Code	Title	Credits
HSV 543	Foundations in Trauma and Stressor Related Disorders [1]	3
HSV 548	Neurobiology of Trauma and its Impact on the Developing Brain [1]	3
HSV 561	Forensic Behavioral Health Aspects of Trauma [1]	3
HSV 567	Trauma and its Impact on the Family System [1]	3
HSV 578	Trauma Informed Practice, Self-Care, & Resilience Strat for Human Service & Teleconsulting Care Prof [1]	3
HSV 500	Human Services	3
HSV 515	Research Methods in Human Services	3
HSV 535	Psychopathology in Human Services	3
HSV 525	Ethical and Legal Considerations in HumanServices	3
HSV 585	Cultural Awareness and Understanding for the Human Service Professional	3

HSV 555	Special Populations in Human Services	3
HSV 595	Research and Capstone	3
Total Credits		**36**

[1] Certificate courses

Course	Title	Credits
First Year		
First Semester		
HSV 543	Foundations in Trauma and Stressor Related Disorders	3
HSV 548	Neurobiology of Trauma and its Impact on the Developing Brain	3
Second Semester		
HSV 561	Forensic Behavioral Health Aspects of Trauma	3
HSV 567	Trauma and its Impact on the Family System	3
Third Semester		
HSV 578	Trauma Informed Practice, Self-Care, & Resilience Strat for Human Service & Teleconsulting Care Prof	3
HSV 500	Human Services	3
	Credits	**18**
Second Year		
First Semester		
HSV 515	Research Methods in Human Services	3
HSV 535	Psychopathology in Human Services	3
Second Semester		
HSV 525	Ethical and Legal Considerations in HumanServices	3
HSV 585	Cultural Awareness and Understanding for the Human Service Professional	3
Third Semester		
HSV 555	Special Populations in Human Services	3
HSV 595	Research and Capstone	3
	Credits	**18**
	Total Credits	**36**

Trauma, Resilience and Self-Care Strategies (Certificate)

Code	Title	Credits
HSV 543	Foundations in Trauma and Stressor Related Disorders	3
HSV 548	Neurobiology of Trauma and its Impact on the Developing Brain	3
HSV 561	Forensic Behavioral Health Aspects of Trauma	3
HSV 567	Trauma and its Impact on the Family System	3
HSV 578	Trauma Informed Practice, Self-Care, & Resilience Strat for Human Service & Teleconsulting Care Prof	3
Total Credits		**15**

Course	Title	Credits
First Year		
First Semester		
HSV 543	Foundations in Trauma and Stressor Related Disorders	3
HSV 548	Neurobiology of Trauma and its Impact on the Developing Brain	3
Second Semester		
HSV 561	Forensic Behavioral Health Aspects of Trauma	3
HSV 567	Trauma and its Impact on the Family System	3
Third Semester		
HSV 578	Trauma Informed Practice, Self-Care, & Resilience Strat for Human Service & Teleconsulting Care Prof	3
	Credits	**15**
	Total Credits	**15**

Information Technology (MS)

This program is designed for professionals seeking advanced knowledge and skills to navigate the complex and dynamic landscape of information technology. The program integrates cutting-edge technologies with strategic business perspectives, preparing students to lead in a rapidly evolving IT environment.

Code	Title	Credits
CST 500	Enterprise Architecture, Strategic and Technical Research	3
CST 510	Project Management, Systems Development, and Risk	3
CST 520	Database Systems	3
CST 530	Artificial Intelligence, High Performance Compute, and Ethical Considerations	3
CST 540	Cloud Architecture and Infrastructure	3
CST 610	Information Technology Audit, Control, and Risks	3
CST 625	Advanced Database Administration	3
CST 650	Performance and Requirements Engineering	3
CST 665	Network Architecture and Analysis	3

CST 680	Advanced Agile Portfolio Management	3
Total Credits		**30**

Information Technology Management (MS)

This program prepares students with the business leadership skills needed to successfully lead teams in the information technology workplace. Integrating business management and technical skill development, the coursework prepares graduates with in-demand skills and competencies. Through experience-based learning, students critically explore and apply leadership theory, business strategy, data analytics, information security, project management, IT innovation and ethics.

Code	Title	Credits
ITM 500	Business Technology Strategy	3
ITM 505	Ethics in Information Technology	3
ITM 510	Research in Information Technology	3
ITM 517	Computer Based Information Systems	3
ITM 530	Leadership Information Technology	3
ITM 547	Database Management	3
ITM 520	Procurement & Asset Management	3
ITM 535	Business Intelligence and Data Analytics	3
ITM 540	Information Security	3
ITM 545	IT Project Management	3
ITM 550	Technology Management and Innovation	3
ITM 555	Capstone	3
Total Credits		**36**

Course	Title	Credits
First Year		
First Semester		
ITM 500	Business Technology Strategy	3
ITM 545	IT Project Management	3
ITM 517	Computer Based Information Systems	3
Second Semester		
ITM 547	Database Management	3
ITM 510	Research in Information Technology	3
ITM 505	Ethics in Information Technology	3
Third Semester		
ITM 535	Business Intelligence and Data Analytics	3
ITM 530	Leadership Information Technology	3
ITM 540	Information Security	3
	Credits	**27**
Second Year		
ITM 550	Technology Management and Innovation	3
ITM 555	Capstone	3
ITM 520	Procurement & Asset Management	3
	Credits	**9**
	Total Credits	**36**

Kinesiology (EdD) with an Emphasis in Exercise Science

Concordia University St. Paul's Online Doctorate (EdD) in Kinesiology features an action-oriented program designed to prepare students for expertise in the study of human movement and physical activity. The program emphasizes relevant techniques for applying advanced exercise and sport science-related principles in a variety of academic and clinical contexts. The dissertation process follows the Carnegie Model for applied research allowing students to engage in industry-relevant projects.

Code	Title	Credits
Kinesiology Core (10 Credit Hours)		
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
Research Methods and Statistics (12 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7200	Quantitative and Qualitative Research	3
DOC 7300	Action Research	3
DOC 7500	Data Analysis	3
Exercise Science Concentration (27 Credit Hours)		27
KHS 7010	Medical Aspects of Exercise and Disease Prevention (3)	
KHS 7020	Exercise and Health Behavior Change (3)	
KHS 7100	Cardiovascular Responses to Exercise (3)	
KHS 7120	Advanced Exercise & Sports Nutrition (3)	
KHS 7130	Advanced Exercise and Sport Psychology (3)	
KHS 7200	Advanced Biomechanics in Exercise Science (3)	
KHS 7210	Advanced Exercise Physiology (3)	
KHS 7220	Advanced Mechanisms of Skilled Neuromuscular Behavior (3)	
KHS 7230	Advanced Exercise Prescription (3)	
Dissertation (12 Credit Hours)		
DOC 7900	Dissertation	12
Total Credits		**61**

Kinesiology (EdD) with an Emphasis in Exercise Physiology

Code	Title	Credits
Kinesiology Core (10 Credit Hour)		
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
Research Methods and Statistics (12 Credit Hours)		
DOC 7300	Action Research	3
DOC 7200	Quantitative and Qualitative Research	3
DOC 7100	Research Methods	3
DOC 7500	Data Analysis	3
Exercise Physiology Concentration (27 Credit Hours)		27
KHS 7010	Medical Aspects of Exercise and Disease Prevention (3)	
KHS 7020	Exercise and Health Behavior Change (3)	
KHS 7100	Cardiovascular Responses to Exercise (3)	
KHS 7120	Advanced Exercise & Sports Nutrition (3)	
KHS 7210	Advanced Exercise Physiology (3)	
KHS 7230	Advanced Exercise Prescription (3)	
KHS 7606	Physiology of Skeletal Muscle (3)	
KHS 7608	Exercise and the Endocrine System (3)	
KHS 7595	Clinical Exercise Assessment (3)	
Dissertation (12 Credit Hours)		
DOC 7900	Dissertation	12
Total Credits		**61**

Kinesiology (EdD) with an Emphasis in Strength and Conditioning

Code	Title	Credits
Kinesiology Core (10 Credits Hours)		
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
Research Methods and Statistics (12 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7200	Quantitative and Qualitative Research	3
DOC 7300	Action Research	3
DOC 7500	Data Analysis	3
Strength and Conditioning Concentration (27 Credit Hours		27
KHS 7010	Medical Aspects of Exercise and Disease Prevention (3)	
KHS 7020	Exercise and Health Behavior Change (3)	
KHS 7100	Cardiovascular Responses to Exercise (3)	
KHS 7120	Advanced Exercise & Sports Nutrition (3)	
KHS 7200	Advanced Biomechanics in Exercise Science (3)	
KHS 7210	Advanced Exercise Physiology (3)	
KHS 7513	Scientific Principles of Strength and Conditioning (3)	
KHS 7514	Exercise and Fitness Assessment (3)	
KHS 7524	Program Design for Special Populations (3)	
Dissertation (12 Credit Hours)		
DOC 7900	Dissertation	12
Total Credits		**61**

Kinesiology (EdD) with an Emphasis in Exercise and Sport Nutrition

Code	Title	Credits
Kinesiology Core (10 Credit Hours)		
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
Research Methods and Statistics (12 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7200	Quantitative and Qualitative Research	3
DOC 7300	Action Research	3
DOC 7500	Data Analysis	3
Exercise and Sport Nutrition Concentration (27 Credit Hours)		27
KHS 7010	Medical Aspects of Exercise and Disease Prevention (3)	
KHS 7020	Exercise and Health Behavior Change (3)	
KHS 7120	Advanced Exercise & Sports Nutrition (3)	
KHS 7210	Advanced Exercise Physiology (3)	
KHS 7501	Nutrition for the General Population (3)	
KHS 7511	Vitamins and Minerals (3)	
KHS 7521	Nutrition Assessments and Analysis (3)	
KHS 7531	Nutrition for Weight Management (3)	
KHS 7541	Dietary Trends and Special Populations (3)	
Dissertation (12 Credit Hours)		
DOC 7900	Dissertation	12
Total Credits		**61**

Kinesiology (PhD) with an Emphasis in Exercise Science

The Doctorate (PhD) in Kinesiology features a research-centered program designed to prepare students for expertise in the study of human movement and physical activity. The program emphasizes relevant techniques for contributing to knowledge and applying advanced exercise and sport science-related principles in a variety of contexts.

Code	Title	Credits
Kinesiology Core (10 Credit Hours)		
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
Research Methods and Statistics (18 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7500	Data Analysis	3
KHS 7550	Qualitative Research in Kinesiology	3
KHS 7600	Quantitative Research in Kinesiology	3
KHS 7650	Mixed Methods Research in Kinesiology	3
KHS 7700	Advanced Topics in Statistics (Experimental Design)	3
Exercise Science Concentration (27 Credit Hours)		
KHS 7010	Medical Aspects of Exercise and Disease Prevention	3
KHS 7020	Exercise and Health Behavior Change	3
KHS 7100	Cardiovascular Responses to Exercise	3
KHS 7120	Advanced Exercise & Sports Nutrition	3
KHS 7130	Advanced Exercise and Sport Psychology	3
KHS 7200	Advanced Biomechanics in Exercise Science	3
KHS 7210	Advanced Exercise Physiology	3
KHS 7220	Advanced Mechanisms of Skilled Neuromuscular Behavior	3
KHS 7230	Advanced Exercise Prescription	3
Dissertation (12 Credit Hours)		
DOC 8000	Dissertation	12
Total Credits		**67**

Kinesiology (PhD) with an Emphasis in Exercise Physiology

Code	Title	Credits
Kinesiology Core (10 Credit Hours)		
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
Research Methods and Statistics (18 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7500	Data Analysis	3
KHS 7550	Qualitative Research in Kinesiology	3
KHS 7600	Quantitative Research in Kinesiology	3
KHS 7650	Mixed Methods Research in Kinesiology	3
KHS 7700	Advanced Topics in Statistics (Experimental Design)	3
Exercise Physiology Concentration		
KHS 7010	Medical Aspects of Exercise and Disease Prevention	3
KHS 7020	Exercise and Health Behavior Change	3
KHS 7100	Cardiovascular Responses to Exercise	3
KHS 7120	Advanced Exercise & Sports Nutrition	3
KHS 7210	Advanced Exercise Physiology	3
KHS 7230	Advanced Exercise Prescription	3
KHS 7595	Clinical Exercise Assessment	3
KHS 7606	Physiology of Skeletal Muscle	3
KHS 7608	Exercise and the Endocrine System	3
Dissertation (12 Credit Hours)		
DOC 8000	Dissertation	12
Total Credits		**67**

Kinesiology (PhD) with an Emphasis in Strength and Conditioning

Code	Title	Credits
Kinesiology Core (10 Credit Hours)		
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
Research Methods and Statistics (18 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7500	Data Analysis	3
KHS 7550	Qualitative Research in Kinesiology	3
KHS 7600	Quantitative Research in Kinesiology	3
KHS 7650	Mixed Methods Research in Kinesiology	3
KHS 7700	Advanced Topics in Statistics (Experimental Design)	3

Strength and Conditioning (27 Credit Hours)		
KHS 7010	Medical Aspects of Exercise and Disease Prevention	3
KHS 7020	Exercise and Health Behavior Change	3
KHS 7100	Cardiovascular Responses to Exercise	3
KHS 7120	Advanced Exercise & Sports Nutrition	3
KHS 7200	Advanced Biomechanics in Exercise Science	3
KHS 7210	Advanced Exercise Physiology	3
KHS 7513	Scientific Principles of Strength and Conditioning	3
KHS 7514	Exercise and Fitness Assessment	3
KHS 7524	Program Design for Special Populations	3
Dissertation (12 Credit Hours)		
DOC 8000	Dissertation	12
Total Credits		**67**

Kinesiology (PhD) with an Emphasis in Exercise and Sport Nutrition

Code	Title	Credits
Kinesiology Core (10 Credit Hours)		
DOC 7410	Seminar 1: Drafting the Dissertation Introduction	1
DOC 7420	Seminar 2: Drafting the Dissertation Literature Review	1
DOC 7430	Seminar 3: Drafting the Dissertation Methodology	1
DOC 7440	Seminar 4: Finalizing the Dissertation Proposal Manuscript	1
KHS 7000	Current Issues and Trends in Kinesiology	3
DOC 7000	Professional Ethics	3
Research Methods and Statistics (18 Credit Hours)		
DOC 7100	Research Methods	3
DOC 7500	Data Analysis	3
KHS 7550	Qualitative Research in Kinesiology	3
KHS 7600	Quantitative Research in Kinesiology	3
KHS 7650	Mixed Methods Research in Kinesiology	3
KHS 7700	Advanced Topics in Statistics (Experimental Design)	3
Exercise and Sport Nutrition Concentration (27 Credit Hours)		
KHS 7010	Medical Aspects of Exercise and Disease Prevention	3
KHS 7020	Exercise and Health Behavior Change	3
KHS 7120	Advanced Exercise & Sports Nutrition	3
KHS 7210	Advanced Exercise Physiology	3
KHS 7501	Nutrition for the General Population	3
KHS 7511	Vitamins and Minerals	3
KHS 7521	Nutrition Assessments and Analysis	3
KHS 7531	Nutrition for Weight Management	3
KHS 7541	Dietary Trends and Special Populations	3
Dissertation (12 Credit Hours)		
DOC 8000	Dissertation	12
Total Credits		**67**

Leadership and Management (MA)

Organizational success depends on the efforts of skilled managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management guides students to focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This graduate program emphasizes ways to balance business skills and inter-social relationship skills so leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization's mission, vision and purpose.

Code	Title	Credits
MLM 500	Leadership, Management, Influence and Change	4
MLM 510	Applied Moral and Ethical Leadership	4
MLM 520	Strategic Organizational Research	4
MLM 532	Project and Quality Management	4
MLM 525	Financial Management for Leaders	4
MLM 542	Strategic Leadership and Process Implementation	4
MLM 545	Legal Issues for Today's Leaders	4
MLM 552	Organizational Culture Management	4
MLM 555	Leadership and Management Research, Synthesis and Reflection	4
Total Credits		**36**

Course	Title	Credits
First Year		
First Semester		
MLM 500	Leadership, Management, Influence and Change	4
MLM 510	Applied Moral and Ethical Leadership	4
Second Semester		
MLM 520	Strategic Organizational Research	4
MLM 532	Project and Quality Management	4
Third Semester		
MLM 525	Financial Management for Leaders	4
MLM 542	Strategic Leadership and Process Implementation	4
	Credits	**24**
Second Year		
First Semester		
MLM 545	Legal Issues for Today's Leaders	4
MLM 552	Organizational Culture Management	4
Second Semester		
MLM 555	Leadership and Management Research, Synthesis and Reflection	4
	Credits	**12**
	Total Credits	**36**

Master of Public Health (MPH)

A Master of Public Health degree is designed to give you the practical skills necessary to find work in the field of public health. The competencies learned in this program follow public health industry standards and trends, and all coursework is aligned with public health accreditation agency standards from the Council on Education for Public Health (CEPH). Upon completion of this 42-credit hour program, you will be prepared to pursue leadership and project management position.

Code	Title	Credits
MPH 500	Foundations of Public Health	3
MPH 510	Social and Behavioral Aspects of Public Health	3
MPH 520	Environmental Health	3
MPH 530	Epidemiology	3
MPH 601	Seminar: Vocation and Servant Leadership in Public Health	1
MPH 540	Research Methods in Public Health	3
MPH 550	Global Public Health: Chronic and Infectious Disease	3
MPH 602	Seminar: Public Health Leadership	1
MPH 560	Principles of Biostatistics	3
MPH 570	Planning and Evaluation of Health Promotion Programs	3
MPH 603	Seminar: Leadership Reflection and Future Planning	1
MPH 580	Marketing and Communication for Health Promotion	3
MPH 590	Public Health Ethics, Policy, and Advocacy	3
MPH 600	Practicum	3
MPH 595	The Future of Public Health	3
MPH 610	Integrated Capstone Experience	3
Total Credits		**42**

Course	Title	Credits
First Year		
First Semester		
MPH 500	Foundations of Public Health	3
MPH 510	Social and Behavioral Aspects of Public Health	3
Second Semester		
MPH 520	Environmental Health	3
MPH 530	Epidemiology	3
MPH 601	Seminar: Vocation and Servant Leadership in Public Health	1
Third Semester		
MPH 540	Research Methods in Public Health	3
MPH 550	Global Public Health: Chronic and Infectious Disease	3
MPH 602	Seminar: Public Health Leadership	1
	Credits	**20**
Second Year		
First Semester		
MPH 560	Principles of Biostatistics	3
MPH 570	Planning and Evaluation of Health Promotion Programs	3
MPH 603	Seminar: Leadership Reflection and Future Planning	1
Second Semester		
MPH 580	Marketing and Communication for Health Promotion	3
MPH 590	Public Health Ethics, Policy, and Advocacy	3
MPH 600	Practicum	3
Third Semester		
MPH 595	The Future of Public Health	3
MPH 610	Integrated Capstone Experience	3
	Credits	**22**
	Total Credits	**42**

Nursing (MSN)

The Master of Science Nursing program with an emphasis in Leadership and Management is designed to prepare professional nurses for direct and indirect leadership roles in a wide variety of health care settings. By building upon the students' previous experience and advancing knowledge in relevant areas like care coordination, quality improvement, population health and more, the rigorous curriculum gives students the confidence to lead teams in today's complex and evolving health care system. The courses are required to be taken sequentially.

Code	Title	Credits
Required [1]		
NUR 600	Foundations: The Art, Science, and Ethics of Graduate Nursing Practice	3
NUR 610	Integration of Epidemiology and Clinical Prevention to Improve Health with Practicum Application	3
NUR 620	Translating Evidence into Practice	4
NUR 630	Organizational and Systems Leadership with Practicum Application	4
NUR 640	Leading Healthcare Systems and Quality Improvement with Practicum Application	4
NUR 650	Information Systems and Technologies to Improve Health Outcomes with Practicum Application	4
NUR 660	Leading Care Coordination and Promoting Collaboration to Improve Health Outcomes	3
NUR 670	Finance, Economics and Resource Management in Healthcare	3
NUR 680	Nurse as a Leader: Advocacy and Policy with Practicum Application	4
NUR 690	Capstone Synthesis Practicum	4
Total Credits		**36**

[1] Minimum C grade required in all courses.

Orthotics and Prosthetics (MS)

The Master of Science (MS) in Orthotics and Prosthetics provides educational preparation for orthotists and prosthetists in the evaluation, fabrication, and custom fitting of artificial limbs and orthopedic braces.

Students will be trained on the assessment, treatment plan development, implementation, follow-up, and practice management of orthoses and prostheses. The program consists of 36 credit hours offered primarily online, with three one-week intensives held on Century College's campus within their orthotics and prosthetics lab. Additional coursework must be taken at Century College to complete the CAAHEP Education Program.

The MS in Orthotics and Prosthetics is offered through a collaborative partnership between Concordia University, St. Paul, and Century College. Due to changes in the accreditation requirement through the National Commission on Orthotic and Prosthetic Education (NCOPE), the MSOP has replaced the post-baccalaureate practitioner program previously offered through Century College. Concordia University, St. Paul, and Century College representatives work closely to ensure a high-quality student experience that meets the educational needs of the orthotics and prosthetics industry.

Code	Title	Credits
Required		
OP 500	Ethics and Compliance in Orthotics and Prosthetics	3
OP 545	Orthotic and Prosthetic Practice Management	3
OP 530	Research Methods	3
OP 502	Biomechanics of Human Movement	3
OP 505	Clinical Considerations of Lower Extremity Orthotic Management	3
OP 520	Clinical Considerations of Trans-Tibial Prosthetic Management	3
OP 510	Clinical Considerations of Spinal Orthotic Management	3
OP 580	Clinical Experience	3
OP 535	Clinical Considerations of Trans-Femoral Prosthetic Management	3
OP 515	Clinical Considerations of Upper Extremity Orthotic Management	3
OP 540	Clinical Considerations of Upper Extremity Prosthetic Management	3
OP 590	Master's Capstone	3
Total Credits		**36**

Each state has different requirements for certification of Orthotists and Prosthetists. CSP's MS in Orthotics and Prosthetics prepares students to take the ABC Certified Orthotist and/or Prosthetist board exam(s) upon completion of required NCOPE residency requirements, which is required for licensing in all states that have state licensure. The CSP O&P program graduates can take the board exam in any state. Additionally, certain state boards may have other requirements. Please see the contact information for O&P licensing boards here (https://www.abcop.org/state-licensure/).

Course	Title	Credits
First Year		
First Semester		
OP 500	Ethics and Compliance in Orthotics and Prosthetics	3
OP 545	Orthotic and Prosthetic Practice Management	3
Second Semester		
OP 530	Research Methods	3
OP 502	Biomechanics of Human Movement	3
Third Semester		
OP 505	Clinical Considerations of Lower Extremity Orthotic Management	3
OP 520	Clinical Considerations of Trans-Tibial Prosthetic Management	3
	Credits	**18**
Second Year		
First Semester		
OP 510	Clinical Considerations of Spinal Orthotic Management	3
OP 535	Clinical Considerations of Trans-Femoral Prosthetic Management	3
OP 580	Clinical Experience	3
Second Semester		
OP 515	Clinical Considerations of Upper Extremity Orthotic Management	3
OP 540	Clinical Considerations of Upper Extremity Prosthetic Management	3
OP 590	Master's Capstone	3
	Credits	**18**
	Total Credits	**36**

Physical Therapy (DPT)

The Doctorate in Physical Therapy program's mission is to prepare students for autonomous practice across the lifespan. Students in the program and graduates from the program will apply and contribute to evidence-based practice while epitomizing the art of physical therapy. Graduates will embody lifelong learning and will be leaders in education, scholarship, and Christian service within their communities. The program's motto is: Follow in the footsteps of the greatest Healer the world has ever known.

Course	Title	Credits
Year 1		
DPT 7100	Service Learning I	1
DPT 7101	Anatomy	6
DPT 7102	Systems Physiology and Pathophysiology I	3
DPT 7103	Applied Neuroscience	3
DPT 7104	Functional Anatomy/Biomechanics	3
DPT 7105	Systems Physiology and Pathophysiology II	3
DPT 7106	Medical Screening	2
DPT 7111	Clinical Seminar I	2
DPT 7112	Clinical Seminar II	2
DPT 7121	Clinical Skills I/Foundations	4
DPT 7122	Clinical Skills II/Exercise	4
DPT 7123	Clinical Skills III/Modalities	4
DPT 7131	Clinical Skills Assessment I	1
DPT 7141	Health Promotion I (course is taken for 1 credit in 2 consecutive semesters)	2
DPT 7151	Lifespan I	2

DPT 7161	Research Methods/EBP	3
	Credits	**45**
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 Education Experience I	4
DPT 7502	Clinical Education Experience II	4
	Credits	**45**
Year 3		
DPT 7301	Complex Medical	2
DPT 7365	Capstone IV	1
DPT 7366	Capstone V	1
DPT 7373	Musculoskeletal III	2
DPT 7374	Specialty Seminar	2
DPT 7383	Neuromuscular III	2
DPT 7503	Clinical Education Experience III	4
DPT 7392	Ethics and Professional Issues	1
DPT 7504	Clinical Education Experience IV	6
	Credits	**21**
	Total Credits	**111**

Each state has different requirements for professional licensure and certifications. The primary requirements for physical therapy licensure are successfully completing a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited program and passing the National Physical Therapy Exam (NPTE). CSP's Doctorate in Physical Therapy is a CAPTE-accredited program, which currently meets the educational requirements for licensure in all states. Check with your state licensing authority to confirm their licensure requirements. Please see the contact information for Physical Therapy licensing boards here (https://www.fsbpt.org/Free-Resources/Licensing-Authorities-Contact-Information/).

Course	Title	Credits
First Year		
First Semester		
DPT 7121	Clinical Skills I/Foundations	4
DPT 7100	Service Learning I	1
DPT 7101	Anatomy	6
DPT 7102	Systems Physiology and Pathophysiology I	3
DPT 7111	Clinical Seminar I	2
Second Semester		
DPT 7122	Clinical Skills II/Exercise	4
DPT 7104	Functional Anatomy/Biomechanics	3
DPT 7105	Systems Physiology and Pathophysiology II	3
DPT 7112	Clinical Seminar II	2
DPT 7103	Applied Neuroscience	3
Third Semester		
DPT 7106	Medical Screening	2
DPT 7123	Clinical Skills III/Modalities	4
DPT 7131	Clinical Skills Assessment I	1
DPT 7151	Lifespan I	2
DPT 7161	Research Methods/EBP	3
DPT 7141	Health Promotion I	1
	Credits	**44**
Second Year		
First Semester		
DPT 7200	Service Learning II	1
DPT 7291	Administration Roles	3
DPT 7281	Neuromuscular I	3
DPT 7271	Musculoskeletal I	3
DPT 7262	Capstone I	2
DPT 7501	Clinical Education Experience I	4
Second Semester		
DPT 7207	Integumentary/Medical	3
DPT 7282	Neuromuscular II	3
DPT 7208	Biopsychosocial Aspects	2
DPT 7209	Cardiopulmonary/Acute Care/Trauma	3
DPT 7263	Capstone II	1
DPT 7272	Musculoskeletal II	3
Third Semester		
DPT 7210	Women's Health	2
DPT 7213	Clinical Seminar III	2
DPT 7232	Clinical Skills Assessment II	1
DPT 7242	Health Promotion II	1
DPT 7252	Lifespan II	2
DPT 7502	Clinical Education Experience II	4
DPT 7264	Capstone III	1
	Credits	**44**
Third Year		
First Semester		
DPT 7503	Clinical Education Experience III	4
DPT 7365	Capstone IV	1
DPT 7383	Neuromuscular III	2
DPT 7301	Complex Medical	2
DPT 7374	Specialty Seminar	2
DPT 7373	Musculoskeletal III	2
Second Semester		
DPT 7366	Capstone V	1
DPT 7392	Ethics and Professional Issues	1

DPT 7504	Clinical Education Experience IV	6
	Credits	**21**
	Total Credits	**109**

Special Education with an Emphasis in Autism Spectrum Disorders (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with autism spectrum disorders. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence.

Code	Title	Credits
Supplemental Course		
ED 548	Content and Methods of K-6 Literacy I [1] (3)	
ED 558	Content and Methods of K-6 Literacy II [1] (3)	
Program Courses		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	3
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**36**

[1] **ED 548 Content Methods of K-6 Literacy I and ED 558 Content and Methods of K-6 Literacy II (6 credits) are required unless candidates can verify equivalent coursework addressing comprehensive scientifically-based reading instruction, including reading foundations and assessment**

Course	Title	Credits
First Year		
First Semester		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
Second Semester		
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
Third Semester		
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
	Credits	**18**
Second Year		
First Semester		
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
Second Semester		
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	3-6
Third Semester		
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
	Credits	**18-21**
	Total Credits	**36-39**

Course	Title	Credits
First Year		
First Semester		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
Second Semester		
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
Third Semester		
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
	Credits	**18**
Second Year		
First Semester		
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
Second Semester		
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	3-6
	Credits	**12-15**
	Total Credits	**30-33**

Special Education with an Emphasis in Emotional Behavioral Disorders (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with emotional behavioral disorders. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence.

Code	Title	Credits
Supplemental Course		
ED 548	Content and Methods of K-6 Literacy I [1] (3)	
ED 558	Content and Methods of K-6 Literacy II [1] (3)	
Program Courses		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	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	3
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**33**

[1] **ED 548 Content Methods of K-6 Literacy I and ED 558 Content and Methods of K-6 Literacy II (6 credits) are required unless candidates can verify equivalent coursework addressing comprehensive scientifically-based reading instruction, including reading foundations and assessment.**

Course	Title	Credits
First Year		
First Semester		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
Second Semester		
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
Third Semester		
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 584	Interventions for Students with Emotional and Behavioral Disorders	3
	Credits	**18**
Second Year		
First Semester		
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
Second Semester		
SPED 595	Applied Experience in Emotional Behavioral Disorders	3
ED 521	Educational Research and Applications	3
Third Semester		
ED 590	Conducting Research and Completing the Capstone	3
	Credits	**15**
	Total Credits	**33**

Course	Title	Credits
First Year		
First Semester		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
Second Semester		
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
Third Semester		
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 584	Interventions for Students with Emotional and Behavioral Disorders	3
	Credits	**18**
Second Year		
First Semester		
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
Second Semester		
SPED 595	Applied Experience in Emotional Behavioral Disorders	3
	Credits	**9**
	Total Credits	**27**

Special Education with an Emphasis in Specific Learning Disabilities (MA)

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with specific learning disabilities. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence.

Code	Title	Credits
Supplemental Course		
ED 548	Content and Methods of K-6 Literacy I [1] (3)	
ED 558	Content and Methods of K-6 Literacy II [1] (3)	
Program Courses		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	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	3
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits		**30**

[1] **ED 548 Content Methods of K-6 Literacy I and ED 558 Content and Methods of K-6 Literacy II (6 credits) are required unless candidates can verify equivalent coursework addressing comprehensive scientifically-based reading instruction, including reading foundations and assessment.**

Course	Title	Credits
First Year		
First Semester		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
Second Semester		
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
Third Semester		
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3
	Credits	**18**
Second Year		
First Semester		
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	3
Second Semester		
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
	Credits	**12**
	Total Credits	**30**

Course	Title	Credits
First Year		
First Semester		
SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
Second Semester		
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
Third Semester		
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3
	Credits	**18**
Second Year		
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	3
	Credits	**6**
	Total Credits	**24**

Sport Management (MA)

The Master of Arts in Sport Management prepares graduates to understand the growing sport management industry. Students will learn, through a hands-on, practical application of coursework, effective decision making, leadership, finance, and human and facility resource management. Students will also examine concepts of management, strategic planning, marketing, and law as it pertains to sport management.

Code	Title	Credits
KHS 515	Management and Leadership [1]	3
KHS 510	Human Resource Management	3
KHS 535	Sport Marketing	3

KHS 610	Research Methods	3
KHS 533	Sport Media and Technology	3
KHS 525	Facility and Event Management in Sport	3
KHS 540	Legal Aspects of Sport	3
KHS 520	Sport Finance	3
KHS 550	Sport Sales and Fundraising	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
KHS 620	Master's Capstone	3
Total Credits		**33**

Course	Title	Credits
First Year		
First Semester		
KHS 515	Management and Leadership	3
KHS 510	Human Resource Management	3
Second Semester		
KHS 535	Sport Marketing	3
KHS 610	Research Methods	3
Third Semester		
KHS 533	Sport Media and Technology	3
KHS 525	Facility and Event Management in Sport	3
	Credits	**18**
Second Year		
First Semester		
KHS 540	Legal Aspects of Sport	3
KHS 520	Sport Finance	3
Second Semester		
KHS 550	Sport Sales and Fundraising	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
Third Semester		
KHS 620	Master's Capstone	3
	Credits	**15**
	Total Credits	**33**

Strategic Communication Management (MA)

The Master of Arts in Strategic Communication Management prepares students to strategically analyze and solve communication challenges. The program is ideal for students who have professional experience or career interests in corporate communication, public relations, strategic planning or other general management functions. Graduates will leave the program with knowledge of emerging technologies, industry innovation, leadership and intercultural communication.

Code	Title	Credits
COM 500	Strategic Leadership and Management	3
COM 515	Corporate Social Responsibility and Ethical Leadership	3
COM 540	Communication Inquiry & Measurement	3
COM 545	Project Management and Analytics	3
COM 525	Digital Communication	3
COM 570	Leadership Communication	3
COM 590	Crisis Communication	3
COM 520	Media Strategies	3
COM 560	Intercultural Communication	3
COM 575	Content Strategy	3
COM 585	Strategic Customer Experience	3
COM 595	Reflection and Capstone	3
Total Credits		**36**

Course	Title	Credits
First Year		
First Semester		
COM 500	Strategic Leadership and Management	3
COM 515	Corporate Social Responsibility and Ethical Leadership	3
Second Semester		
COM 540	Communication Inquiry & Measurement	3
COM 545	Project Management and Analytics	3
Third Semester		
COM 525	Digital Communication	3
COM 570	Leadership Communication	3
	Credits	**18**
Second Year		
First Semester		
COM 590	Crisis Communication	3
COM 520	Media Strategies	3
Second Semester		
COM 560	Intercultural Communication	3
COM 575	Content Strategy	3
Third Semester		
COM 585	Strategic Customer Experience	3
COM 595	Reflection and Capstone	3
	Credits	**18**
	Total Credits	**36**

Strength and Conditioning (MS)

Code	Title	Credits
KHS 513	Scientific Principles of Strength and Conditioning	3
KHS 600	Advanced Exercise Physiology	3
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
KHS 585	Advanced Functional Anatomy & Biomechanics in Exercise Science	3
KHS 605	Advanced Nutrition and Metabolism	3
KHS 514	Exercise and Fitness Assessment	3
KHS 524	Advanced Program Design for Special Populations	3
KHS 615	Advanced Exercise Prescription	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3

KHS 620	Master's Capstone	3
Total Credits		**33**

Course	Title	Credits
First Year		
First Semester		
KHS 513	Scientific Principles of Strength and Conditioning	3
KHS 600	Advanced Exercise Physiology	3
Second Semester		
KHS 590	Psychology of Sport and Exercise	3
KHS 610	Research Methods	3
Third Semester		
KHS 585	Advanced Functional Anatomy & Biomechanics in Exercise Science	3
KHS 605	Advanced Nutrition and Metabolism	3
	Credits	**18**
Second Year		
First Semester		
Second Semester		
KHS 615	Advanced Exercise Prescription	3
KHS 570	Ethics and Sociology in Sport and Exercise Science	3
Third Semester		
KHS 620	Master's Capstone	3
	Credits	**9**
	Total Credits	**27**

Teaching (MAT)

The Concordia University, St. Paul, Master of Arts in Teaching (MAT) program leads to a master's degree and licensure as a Kindergarten through Sixth Grade teacher. The program is designed for candidates to develop the necessary knowledge, skills, and dispositions to be effective educators in today's elementary classrooms. Candidates may earn an initial license or add the K-6 license to an existing license.

Code	Title	Credits
ED 535	Introduction to Teaching Children	3
ED 514	Psychology of Learning and Teaching in Schools	3
ED 549	Effective Teaching	3
ED 552	Content and Methods for Teaching K-6 Health and Movement	3
ED 551	Content and Methods for Teaching K-6 Science	3
ED 553	Content and Methods for Teaching K-6 Social Studies	3
ED 548	Content and Methods of K-6 Literacy I	3
ED 550	Content and Methods for Teaching K-6 Mathematics	3
ED 558	Content and Methods of K-6 Literacy II	3
ED 537	Inclusion in Diverse Classrooms	3
ED 560	Clinical Experience and Professional Foundations K-6	6
Total Credits		**36**

COURSE DESCRIPTIONS

Accounting (ACC)

ACC 201 Principles of Financial Accounting 4 credits
Students are introduced to the principles of financial accounting. Topics explored include the accounting cycle, transaction analysis, journal entries, adjustments, financial statement preparation and analysis, and closing entries. Students learn the basics of common financial statement accounts, including current assets, fixed assets, current liabilities, long-term debt, equity, revenue, and expense are covered. (Students must earn a minimum grade of C in order to progress to ACC 202 and ACC 311.)

ACC 202 Principles of Managerial Accounting 4 credits
Students dive into the role managerial accounting plays in planning, directing, and controlling operations. Topics include cost classifications and cost behavior, cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets, cash flow, and time value of money for capital budgeting decisions. Students must earn a minimum grade of C in order to progress to ACC 413 Cost Accounting. (Prerequisite: CSC 210 and minimum grade of C in ACC 201)

ACC 311 Intermediate Accounting I 4 credits
Intermediate Accounting I builds on the foundation of the ACC201 Principles course to scaffold the student up into higher levels of understanding of financial accounting and reporting. Intermediate I begins the student's journey to deeper learning required for the Financial Accounting and Reporting (FAR) section of the CPA exam. Students analyze complex financial accounting and reporting issues, apply financial accounting measurements to revenue and expense, inventory valuation, fixed and intangible assets, as well as a more in-depth study of the income statement, balance sheet, and statement of cash flows. (Prerequisite: CSC 210 and minimum grade of C in ACC 201)

ACC 312 Intermediate Accounting II 4 credits
Continuing the learning from Intermediate I, students engage in deeper learning of the asset, liability, and equity section of the balance sheet. Additional learning focuses on revenue recognition, pension expense and liability, leases, error correction, and the direct and indirect methods of preparing the statement of cash flows. (Prerequisite: CSC 210 and minimum grade of C in ACC 311)

ACC 315 Accounting Information Systems 3 credits
Explore the basics of how the accounting information system (AIS) fits into a business. Learn internal control procedures and become proficient with documentation techniques like flowcharting. Focus on the needs of various stakeholders, from accountants as users, developers, and auditors. Students discover and apply the capabilities of accounting software as well. (Prerequisite: Minimum grade of C- in ACC 201 and ACC 202)

ACC 384 Applied Accounting and Finance 4 credits
Explore the fundamental concepts of accounting and finance within an organizational context, including terminology, financial statements, ratio analysis, budgeting, time value of money, along with ethical and global considerations. Apply standard financial and accounting tools to make business assessments and financial decisions important for managers in any organization.

ACC 411 Advanced Accounting 4 credits
Students work extensively with business ownership scenarios, including cases which require use of the equity and acquisition method of accounting. Students practice using consolidation worksheets, along with consolidation entries to create consolidated financial statements for two or more entities given various ownership patterns. Accounting for the creation, operation, and dissolution of partnerships, as well as estate and trust accounting is covered. (Prerequisite: CSC 210 and minimum grade of C in ACC 311)

ACC 412 Auditing 4 credits
Students learn the ethical and legal responsibilities of the auditor and explore the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: CSC 210 and minimum grade of C in ACC 311)

ACC 413 Cost Accounting 4 credits
Cost Accounting builds on the foundation of ACC 202 and introduces students to intermediate and advanced scenarios and case studies for managerial decision-making, creating "what if" scenarios, and using Excel modeling to quantify various outcomes. Cost Accounting provides an extended study of budgeting and the budgeting process. Students prepare, measure, and analyze capital budgeting projects using Excel. (Prerequisite: CSC 210 and minimum grade of C in ACC 202)

ACC 414 Federal Income Tax 4 credits
Students study the application of federal income tax law primarily to individuals and secondarily to corporate and partnership tax law. Tax law as public policy shapes the format of the class discussions. To provide students a broad view of taxes they briefly research the incomes tax laws of three states and one additional country. (Prerequisites: CSC 210 and minimum grade of C in ACC 311)

ACC 440 Fundamentals of Forensic and Investigative Accounting 4 credits
Investigate the nature of accounting fraud and embezzlement. Research actual cases of fraud and embezzlement, focusing on internal control failures, common traits of individuals who commit fraud, as well as red flags that indicate increased risk of fraud. Integrate business valuation techniques, internal controls, fraud investigation techniques, and transforming data into evidence. (Prerequisites: Minimum grade of C in ACC 311)

ACC 488 Independent Study 1,4 credits

ACC 498 Accounting Internship 1-16 credits

ACC 500 Accounting: Auditing and Risk Assessment 3 credits
This course targets auditing principles and practices, with a focus on risk assessment techniques. Students will gain a comprehensive understanding of the auditing process, as well as the role of risk assessment in ensuring the integrity and reliability of financial statements. Students will learn about the objectives of auditing, the roles and responsibilities of auditors, and the various types of audits. They will also learn to uphold professional standards of integrity and ethics in accounting and auditing practice.

ACC 525 Financial Accounting and Reporting 3 credits
This course offers a thorough study of financial accounting and reporting requirements, focusing on the preparation, analysis, and interpretation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and the International Financial Reporting Standards (IFRS). Students will analyze financial statements in order to forecast future financial performance and evaluate the financial health and sustainability of their organizations. Students will be prepared to effectively communicate financial information to stakeholders, and make informed decisions based on financial analysis and reporting.

ACC 550 Accounting: Regulation and Tax 3 credits
This course focuses on the regulatory frameworks governing financial reporting and the taxation of individuals, corporations, and other entities. Students will learn about the fundamentals of tax planning, compliance, and reporting. The course also provides students with the knowledge and skills needed to navigate complex accounting practices, ensure compliance with regulatory requirements, and optimize tax outcomes for organizations.

ACC 575 Accounting: Enterprise Controls and Processes 3 credits
This course offers an in-depth analysis of internal control systems and operational processes that organizations employ to safeguard assets, ensure compliance with regulations, and achieve operational efficiency. Students will learn how to mitigate risks related to financial statement fraud, and protect the integrity of financial information. They will also explore emerging trends and technologies in enterprise controls, such as automation, data analytics, and continuous monitoring.

Art (ART)

ART 102 2D Design 3 credits
This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.

ART 103 3D Design 3 credits
This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition, basic three-dimensional media are introduced and explored during the different units of the course of study.

ART 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 106 Introduction to Art 3 credits
This course lays the foundation for approaching visual art and visual literacy by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to understanding and appreciating art: Creativity, Purposes and Functions of Art, Visual Literacy and Analysis, and Historical and Global Contexts. Assignments will include creative problem solving, looking at art, and reading, writing and speaking about art using newly acquired vocabulary and knowledge.

ART 109 Digital Methods: Production & Form 3 credits
This course delves into foundational concepts of graphic design while emphasizing the critical role of material sourcing and production methods across varied modalities. Through practical application, students learn to navigate industry-standard software, experiment with diverse production methods, and procure materials tailored to specific design requirements. From preparing production-ready files to experimenting with various form-making techniques, participants hone their skills and gain a deep understanding of the interconnectedness of concept, form, and material.

ART 110 Foundations of Art & Design 3 credits
This course introduces the foundational design elements and principles for two and three dimensional art and design. Compositional problems are introduced and solved in a studio setting ranging from art object making to proposals for grand scale work, including architectural design and fiber art. In addition, varieties of art and design media, tools, and techniques (along with safety considerations) are introduced and explored during the different units of the course of study.

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 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. (Studio Course)

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. This tradition includes prehistoric work, art from ancient Mesopotamia, Egypt, the Mediterranean, Greek and Roman art, along with early Jewish and Christian art through the 14th Century. 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 109)

ART 303 Community Arts 3 credits
This course is designed to introduce students to the history and practice of the field of community arts. Facets of community arts such as the work of individual artists, cooperation and collaboration, social justice concerns, legal aspects, funding issues, and community assets, as well as aesthetic issues will be explored. The variety of community arts programs and genres, locally and nationally, are addressed and researched. Students will also have the opportunity to gain "hands-on" experience within the field through service learning or a collaborative class project.

ART 311 Figure Drawing 3 credits
This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist's vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 111)

ART 321 Painting II 3 credits
This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review and also class participation. (Prerequisite: ART 221 or consent of instructor; studio course)

ART 331 Relief Printmaking 3 credits
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented learning will be assessed primarily through portfolio production and review.

ART 332 Screen Printmaking 3 credits
This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 333 Intaglio Printmaking 3 credits
This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 335 Mixed Media Printmaking 3 credits
This course is designed to familiarize intermediate students with alternative and advanced graphics techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review.

ART 336 Printmaking I 3 credits
This introductory course is designed to familiarize students with the fundamental techniques and concepts of printmaking. Students will build on drawing and composition skills to create editions of prints or simple artist books. Techniques covered may include linocut, collagraph, monoprints, letterpress, screen printing with hand-cut stencils, and cyanotype. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Studio Course)

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. Digital photography will also be explored through a variety of shooting and editing assignments that increase the students' technical and aesthetic knowledge. Window matting is introduced. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART 241 or consent of instructor)

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; studio course)

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; studio course)

ART 370 Mexican Art and Culture 2,4 credits
This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

ART 374 Art of Mexico 4 credits
This course is intended to provide a survey of the history of Mexican art. It is arranged in three parts starting with pre-conquest indigenous cultures, which will be the majority of the course emphasis. It will also include the Colonial Period and Revolutionary Art. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art.

ART 375 Art of Asia 4 credits
This course is intended to provide a survey of the history of Asian art. It is arranged in three parts starting with India and Southeast Asia, then moving to China and finishing with Korea and Japan. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion, trade and political histories are investigated in their relationship to the art.

ART 376 World Art 4 credits
This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art.

ART 382 Graphic Design II 3 credits
This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas. (Prerequisite: ART 282)

ART 383 UX Design I 3 credits
UX Design I introduces students to the human-centered design process, and the broad range of methods and tools used to create useful, intuitive and beautiful products.

ART 384 Typography 1 4 credits
An introductory graphic design study of written communication through the craft and art of letterforms and application of typographic principles. It serves as an introduction to typography as an element in the design process. The course is taught as a skill and an art form. It explores the dynamics of type in context. From the traditions of book design to the frontier of digital and interactive typography, students explore type as a design and communication tool, investigating these contexts through the lens of historical innovation.

ART 387 Art in Secondary Education 2 credits
This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

ART 411 Advanced Drawing 4 credits
This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 111)

ART 421 Advanced Painting 4 credits
This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 321)

ART 430 Multicultural Graphic Design 3 credits
This course aims to expand the design canon by diving into the history-rich world of graphic design through diverse global perspectives. Students will discover how cultural influences shape design principles and practices, with a focus on contemporary multicultural designers.

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 a personal vision in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. The history of photography and critical theory will be emphasized and applied to photographic projects. Learning will be assessed primarily through portfolio development and review as well as class participation. (Prerequisite: ART 241)

ART 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: ED 344 Effective Teacher)

ART 451 Advanced Sculpture 4 credits
This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.

ART 461 Advanced Ceramics 4 credits
This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 361)

ART 472 Modern Art & 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 480 Design: Purpose & Practice 3 credits
This course explores the multiple definitions and roles of graphic design that exist in today's society. Students are encouraged to experiment with innovative visual storytelling techniques and entrepreneurial design endeavors to reflect their unique voices and developing perspectives. (Prerequisites: ART282 and ART384)

ART 481 Topics in Art: _____ 1-4 credits
This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline.

ART 482 Graphic Design III 4 credits
This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio. (Prerequisite: ART 484)

ART 483 UX Design II 3 credits
UX Design II expands students' understanding of the broader field of user experience design and explores the specific application of its principles and methods to design a new software product.

ART 484 Typography 2 4 credits
The culmination of all previously taught typographic competencies, this course focuses on developing type skills applicable to the work a designer is assigned at recognized design and advertising firms. Advanced project work addresses functional as well as expressive typography. The class requires students to develop concepts, present and explain their ideas, and bring their solutions to life. (Prerequisite: Art 384)

ART 485 Graphic Design Senior Projects 1 4 credits
The advanced culmination of all previously taught graphic design skills and proficiencies. Project work centers on complex applications incorporating a wide spectrum of creative solutions to both practical and experimental design problems. Portofolio development and artistic professionalism is stressed. (Prerequisite: Art 482)

ART 486 Graphic Design Senior Projects 2 4 credits
This rigorous studio course is designed to facilitate challenging, individual directions in design and critical thinking. Students map out a plan of study for the semester and work on a series of related ideas that culminate in a cohesive body of work. Students are expected to refine their understanding of contemporary issues and historical approaches related to their specific concept or process, and bring an advanced competency to the technical and formal concerns that inform their work. Through frequently scheduled critiques, and a developed designer statement, an emphasis will be placed on developing a process of self-evaluation to clarify visual choices and express and defend individual artistic points of view. Over the course of the semester students will investigate exhibition design and prepare for the exhibition and presentation of their work. (Prerequisite: Art 485)

ART 487 Art Education Capstone 2 credits
This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artists' philosophies on the nature of art. (Prerequisite: ED 447 or consent of instructor)

ART 488 Independent Study 1-4 credits

ART 489 Mentored Study 1-4 credits
This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor.

ART 491 Theories in Contemporary Art 3 credits
This advanced-level course focuses on contemporary art movements from 1950 to the present. Students are introduced to art theories and ideas that underpin the current art world. Contemporary global art is also introduced.

ART 498 Arts Internship 1-16 credits
This opportunity is specifically required for 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 the assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: ART 301)

ART 499 Art Senior Seminar 1,2 credits
This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student's degree sought. It will normally be the production of a solo exhibition, or of a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student's current work. Individual directions will be developed with the professor and student's advisor. (Prerequisites: ART 311 and ART 441)

Biology (BIO)

BIO 117 Human Anatomy & Physiology for Sonography 4 credits
This course is an overview of the structure and function of the human body. The course introduces concepts of cells and tissues in the context of bone, muscle, and the nervous system. Other major topics include the endocrine, cardiovascular, respiratory, digestive, reproductive and urinary systems, with an emphasis on the spatial relationships between structures and their relevance to sonography. Three lectures and one two hour lab period per week.

BIO 120 General Biology I 4 credits
This course emphasizes inquiry and investigation while introducing students to the unifying theories of modern biological science. Topics considered include foundational mechanisms of matter, energy, cells, genetics, and reproduction. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

BIO 130 General Biology II 4 credits
This course evaluates the current hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity. The major lineages of life are surveyed and compared at the organismal level by considering evolutionary relationships between structure and function. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

BIO 210 Genetics 4 credits
This course focuses on the principles of heredity and the molecular concepts regarding the genome. Major topics include Mendelian genetics, sex linkage, extranuclear inheritance, chromosomal aberrations, structure and function of DNA, regulation of gene expression, mutation, and modern DNA technologies. Problem solving and quantitative reasoning are emphasized. (Prerequisite: 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: BIO 120)

BIO 315 Human Anatomy and Physiology I 4 credits
This course is part one of a study of the structure and function of the human body. Major topics include the introduction to the human body, cells, tissues and skeletal, muscle, and nervous systems. Three lectures and one three hour lab period per week. (Prerequisite: BIO 120)

BIO 316 Human Anatomy and Physiology II 4 credits
This course is part two of a study of the structure and function of the human body. Major topics include the endocrine, cardiovascular, respiratory, digestive, reproductive and urinary systems. Three lectures and one three hour lab period per week. (Prerequisite: BIO 315)

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: BIO 120)

BIO 335 Molecular Biology 4 credits
This course focuses on the principles of modern molecular biology. Major topics to be covered include organization and maintenance of eukaryotic and prokaryotic genes and genomes, the process and regulation of transcription and translation, splicing and processing of RNA, epigenetics, and cellular pathways that maintain homeostasis. Lab included. (Prerequisite: 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: BIO 120).

BIO 350 Medical Terminology 2 credits
This course will help students learn the components of medical terms. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms in order to understand, the word's meaning. Students will be able to apply the meaning of the word to an anatomical structure, physiological function or pathology. This course is entirely online.

BIO 415 Biology of Aging 3 credits
This 3 credit course will focus on theories of human aging from a biological perspective. The structural and functional changes that occur during the aging process will be investigated at several levels: molecular, cellular, tissue, and organ system. The symptoms and clinical management of age-related diseases will also be explored. This course is targeted for students interested in the health sciences and is required for the gerontology minor/certification. (Prerequisite: BIO 120)

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 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 200 Leading in Complex Organizations 3 credits
This course aims to help students unpack the importance of diversity in the modern workplace, and how to leverage the diverse experiences, cultures, and perspectives of their employees as leaders. The course will encourage students to continuously incorporate diversity into their leadership roles and use it to enhance organizational effectiveness.

BUS 220 Project Management 3 credits
This course is designed to learn the highly sought-after skill of project management. The course will focus on key skills such as managing time and human resources, as well as working within budget constraints. Students will learn how to initiate, execute, plan, and close a project. By the end of this class, students will have a strong foundation in the principles of project management and be well-equipped to handle projects in their professional careers.

BUS 240 Leadership, Influence and Negotiations 3 credits
This course will provide key leadership development skills, including how to effectively resolve conflicts among employees, providing a needed competitive edge. The tools and knowledge needed to excel in leadership roles will be integrated to mimic current situations within various settings. Having a strong foundation in the principles of leadership will prepare students to lead in a variety of settings.

BUS 260 High Impact Digital Communications 3 credits
This course enhances students' business communication skills through the creation of a podcast. A key focus will be on how to effectively use words and images to create impactful and meaningful communications. The course will also cover the core pillars of social media marketing, including strategy, planning, and publishing, listening and engagement, analytics and reporting, and advertising.

BUS 270 Modern Marketing 3 credits
This course will develop students' abilities in modern marketing techniques and technologies. The Google Digital Marketing & E-Commerce Certification is a required aspect that is integrated within the course. The certificate of completion will be a testament to the knowledge and skills of current marketing practices.

BUS 300 Principles of Human Resource Management 3 credits
This course provides students with knowledge of advanced principles and practices in human resource management. Building upon foundational knowledge, students will explore key topics and develop skills necessary to effectively align HR strategies with business goals. Students will develop knowledge and skills to manage advanced HR challenges, make informed decisions, and contribute effectively to the success of organizations in an ever-evolving business landscape.

BUS 320 Fundamentals of Accounting 3 credits
This course is designed to develop skills in basic financial accounting practices and the ability to create accounting reports. Students will learn how to use financial information to make data-informed decisions for the future strategy of an organization. The course will cover topics such as the accounting cycle, interpreting financial statements, analyzing accounting principles, and using historical data from prior year accounting reports to create projections for growth strategy and budgeting.

BUS 335 Finance for Managers 3 credits
This course utilizes the use of financial statements and how to use data to manage risk in areas such as investing, borrowing, lending, budgeting, forecasting, and cash management. The course will cover topics such as the frameworks of financial reporting, analyzing financial performance using real-life examples, examining income statements and cash reporting to project risk, and using digital tools to support successful business decision-making, communication, operations, and customer relations. Students will also learn how to critique financial strategy and generate innovative and organizational change strategies using multiple approaches.

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 370 Data Analytics and Visualization 3 credits
From Coursera, "Deriving insights from data and communicating findings has become an increasingly important part of virtually every profession. This Specialization prepares you for this data-driven transformation by teaching you the core principles of data analysis and visualization and by giving you the tools and hands-on practice to communicate the results of your data discoveries effectively. You will be introduced to the modern data ecosystem. You will learn the skills required to successfully start data analysis tasks by becoming familiar with spreadsheets like Excel. You will examine different data sets, load them into the spreadsheet, and employ techniques like summarization, sorting, filtering, & creating pivot tables. Creating stunning visualizations is a critical part of communicating your data analysis results. You will use Excel spreadsheets to create the many different types of data visualizations such as line plots, bar charts, pie charts. You will also create advanced visualizations such as tree maps, scatter charts & map charts. You will then build interactive dashboards."

BUS 385 Entrepreneurship 3 credits
This course is designed to equip students with the skills and knowledge necessary to identify and evaluate business opportunities. Throughout the course, students will learn how to assess the market and evaluate an idea, explore the risks and rewards of entrepreneurship, and leverage experiments to validate concepts and refine their business strategy. Additionally, students will discover the key financial decisions entrepreneurs must make in the early stages of a startup and learn the process of raising capital and how to speak to investors.

BUS 390 Leading Innovation 3 credits
This course is designed for individuals looking to develop the skills necessary to drive innovation and lead organizations and teams through challenging times. Through a combination of theoretical and practical learning, students will learn how to embrace "failure" and use it as an opportunity to grow, foster innovation by combining creativity with practical application, and build and maintain a motivated and cohesive team. Additionally, students will learn how to turn knowledge into action by overcoming common traps that prohibit the implementation of innovation. This course will equip students with the tools and confidence necessary to drive change and achieve success in today's rapidly evolving business environment.

BUS 400 Social Responsibility, Legal Implications, and Business Ethics 3 credits
This course provides students with the ability to make informed decisions that balance ethical business practices and social responsibility with the legal implication of decisions. Students will be able to apply principles of law to contractual agreements, comparing principles of law with social responsibility and ethical values, examine administrative and common law regulations of business, and analyze ethical issues that confront business practitioners from divergent viewpoints.

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 425 Business Intelligence 4 credits
Learn to analyze an organization's raw data to help make organizational decisions. Gain skills with mathematical and statistical tools and concepts to extract actionable and novel knowledge from business data to achieve strategic goals. Explore uses of probability analysis and hypothesis testing, data mining, text mining, business intelligence architecture, data reporting systems, and data visualization tools. (Prerequisite: Minimum grade of C- in BUS 380 and BUS 388)

BUS 435 Leading Change 3 credits
This course explores the theory and practice of change management and the role of leaders in facilitating and managing change. Students will develop a deep knowledge base of various models of change management, leadership skills for leading change, communication and engagement strategies, resistance to change, ethical and social implications of change initiatives, and monitoring and evaluating change efforts. Students will be required to apply practical skills and knowledge to effectively manage change initiatives in diverse organizational contexts.

BUS 455 Strategic Communications 3 credits
This course will provide students with an opportunity to develop and execute communication strategies that align with organizational goals and objectives. Topics covered in the course include audience analysis, message development, communication planning, channel selection, KPIs, and ethical and legal considerations. Students will develop practical skills in analyzing and evaluating strategic communication in real-world scenarios.

BUS 460 Business Intelligence 3 credits
This course is designed to equip students with the skills and knowledge necessary to use data to inform business decisions. Throughout the course, students will learn how to interpret data, recognize trends, detect outliers, and summarize data sets. Additionally, students will analyze relationships between variables, develop and test hypotheses, and craft sound survey questions to draw conclusions from population samples. The course will also provide students with hands-on experience in data analysis. By the end of this course, students will be able to turn data into actionable insights that inform business decisions and drive success in today's data-driven business environment.

BUS 470 Social Intelligence and Leadership 3 credits
This course explores concepts and skills needed to effectively navigate and influence social situations. Key topics include emotional intelligence, effective communication, conflict resolution, team management, and self-regulation. The course unpacks the psychology and sociology of leadership, looking at different leadership styles and the interconnected role they play in diverse personal, cultural, political, and business contexts. Students will engage in self-reflection and evaluate the development of their social intelligence and leadership abilities.

BUS 480 Operations and Quality Management 3 credits
This course will provide students with comprehensive knowledge on topics such as decision-making processes, planning, control of operations, global supply chain, operations, and quality management. It also introduces the fundamental Lean Six Sigma concepts within a business organization. Students will have the opportunity to develop a strategic foundation in which to review the intentional use of techniques, ensuring a positive result upon implementation.

BUS 490 Business Strategies 4 credits
Examine business strategy theories and practical principles to advance innovation and organizational growth. Learn to ethically apply core business and entrepreneurial skills through research, business plan analysis, and field work to solve real world challenges. (Prerequisites: Minimum grade of C- in MKM 386, BUS 415, and BUS 425 or BUS 420, and ACC 384 or ACC 201)

BUS 495 Business Capstone 4 credits
Synthesize and apply program concepts to create and present a multifaceted research project which serves as the professional capstone project for the program. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisite: Minimum grade of C- in BUS 490)

BUS 497 Study Abroad 1-4 credits
International travel course that supports students' program learning with first-hand experience. Students explore business topics of interest, such as marketing, management, leadership or operations from an international perspective.

BUS 498 Business Internship 1-12 credits

BUS 499 Internship 1-16 credits

Business Administration (MBA)

MBA 500 Organizational Leadership and Development 3 credits
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future

MBA 505 Global Economics 3 credits
The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union. Topics will include tariffs and comparative advantage.

MBA 510 Managerial Research Methods and Design 3 credits
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

MBA 515 Applied Business Ethics 3 credits
This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

MBA 520 Integrated Marketing Communication 3 credits
This course will develop marketing strategy and execution of diverse communication tactics critical to all enterprises. Students will examine competitive value propositions for business growth across various markets. Course work will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate how to use and apply multiple marketing tactics.

MBA 525 Strategic Human Resource Management 3 credits
This course looks at human resources management from an operating manager's perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.

MBA 530 Managerial Finance and Accounting 3 credits
This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

MBA 535 Legal Environment for Managers 3 credits
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions

MBA 540 Health Care Policy, Reform, Equity 3 credits
This course examines healthcare policy, focusing on reform initiatives and equity considerations within healthcare systems. Students will examine reform initiatives, ranging from the implementation of universal health coverage models to efforts aimed at improving healthcare delivery and outcomes through payment and delivery systems. Through policy analysis and application, students will assess strategies for promoting health equity, including community-based approaches to healthcare delivery and mitigating access barriers. This course will equip students with the knowledge and analytical tools to critically evaluate healthcare policy proposals, advocate for equitable reforms, and advance innovative health systems.

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 550 Emerging Trends in Health Care Administration 3 credits
This course explores the evolving landscape of healthcare administration, focusing on emerging trends, challenges, and opportunities in the field. Students will examine the intersection of healthcare policy, technology, economics, and organizational management, gaining insights into the dynamic forces shaping healthcare service delivery and administration. Topics will include technological advancements such as integrating electronic health records (EHRs), telemedicine, artificial intelligence (AI), and predictive analytics in healthcare delivery and decision-making processes. Students will gain the knowledge and skills to drive organizational innovation and lead transformative change to improve healthcare delivery, efficiency, and outcomes.

MBA 555 Health Care Informatics 3 credits
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

MBA 560 Health Care Strategic Leadership 3 credits
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations direction in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.

MBA 561 Customer Analysis 3 credits
This course explores the behavior of consumers and the factors that influence their behavior. Analysis of customer decision-making and how marketing strategy can be used to influence those decisions is examined through various theories, models and techniques that attempt to explain the behavior of the consumer. The framework is a buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. The course will also explore consumer insights and shopper marketing to build revenue and grow the business. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of formats including lecture-discussions, case studies designed to illustrate the salient issues as well as readings and texts.

MBA 565 Analytics for Business Intelligence 3 credits
This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. It considers recent developments in the use of internal and external data needed for marketing decisions. This course is intended to explore data mining techniques with the goals: 1) To provide the key methods of classification, prediction, reduction, and exploration that are at the heart of data mining; 2) To provide business decision-making context for these methods; 3) Using real business cases, to illustrate the application and interpretation of these methods.

MBA 570 Marketing Decision Models 3 credits
This course focuses on the benefits of using analytic and modeling-based approaches to marketing decision-making. It offers an applied approach to develop student's ability to work on marketing data, and weigh alternate business decision options based on benefits and costs as well as construct models to aid managerial decisions determining business strategy. This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. Coursework is developed in strategic marketing, new product development, branding, marketing segmentation, sales and trade promotion analysis, pricing, and design of marketing mix, sales force allocation, direct, and internet marketing.

MBA 575 Marketing Strategy Monetized 3 credits
This course focuses on the role of business strategy to create profitable customers by delivering superior value. Strategy becomes monetized during the implementation process which is critical to executing on successful consumer capitalism. This course will develop metrics and systems to utilize in the marketing activities to measure customer value and business return on investment. An outcome of this course is the ability to communicate the value of marketing strategies to executive management regarding ROI. In this course, a hybrid format of lecture-discussions and applied work issues will be incorporated to illustrate the marketing strategy outcomes.

MBA 580 Bridging the IT-Business Gap in a Global Setting 3 credits
Compare technical to non-technical staff in studying ways to build collaborative effectiveness in managing functions and projects. Minimize the barriers to successful intercultural communication by investigating various tools for teamwork in local and global settings. Utilize project case studies and collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

MBA 585 Project and Lifecycle Management 3 credits
Introduce the entire project lifecycle by practicing collaborative development of various project monitoring and reporting tools in a case-study setting: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) communication plan, 5) project schedule, 6) risk register, and 7) quality management plan. Transfer learning objectives to the student's own Management Application Portfolio (MAP) by practicing knowledge retention and by applying concepts from the Project Management Body of Knowledge (PMBOK).

MBA 590 Information Systems Analysis and Communication 3 credits
Create a systemic understanding of business requirements by interviewing key stakeholders and diagramming to communicate process workflow. Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. Create a first draft of the initial phases for the student's own Management Application Portfolio (MAP).

MBA 592 Topics Course: Vocation and Value 1 credit
The student takes a deep dive into vocation through practical exploration of career, as opposed to job, opportunities and aspirations. The student benefits from the "just-in-time" job growth to cultivating their deepest career aspirations. Through reflection and guidance, the student learns to understand their value and skills while effectively telling their vocational story and articulating their servant leadership.

MBA 594 Topics Course: Mastery of Future Industry 1 credit
The student's context for 21st century commerce will become broader, richer, and deeper as they see change, not in singular events but as an interrelated tapestry of complex systems. Beyond simple research they will learn to master an industry of their choice by anticipating unfolding change and discovering rich professional opportunities.

MBA 595 Business Information Systems Security, Risk, and Quality 3 credits
Analyze how information systems are designed to interact with people and carry out business strategy. Design plans to analyze and secure enterprise-wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. Create first drafts of middle and final phases for the student's Management Application Portfolio (MAP).

MBA 596 Topics Course: Reflection and Bridge to Your Future 1 credit
The student examines and reflects on their program learning and professional development. Course tools will measure and illuminate the student's progress in gaining a better understanding of their professional worth and value. The Managerial Application and Portfolio (MAP) articulates that value. The MAP is the bridge that examines and applies an ethical framework to a formalized process that will guide the student's professional and personal life journey.

MBA 605 Operations and Technology Management 3 credits
This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

MBA 610 Tools for Managerial Decision Analysis 3 credits
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making from intuition to predictive analytics. In support of effective execution, students will explore innovative, critical, emotional and futuristic thinking. Students will develop their own tools to become effective decision-makers.

MBA 620 Strategic Leadership 3 credits
This course introduces students to the principal practices and the theorists of contemporary strategic thinking. Students will understand how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles and focus on strategic analysis of their industry and the strategic practices of the organizations in that industry.

MBA 630 Topics in Global Management 3 credits
This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal, and cultural environment, international market analysis, international human resource management, and import/export transactions.

MBA 688 Independent Study 1-3 credits

MBA 700 Strategic Leadership and Managerial Application Portfolio 4 credits
This course introduces students to the principal practices and theorists of contemporary strategic thinking. Students will focus on strategic analysis of their industry and the strategic practices of the organizations in that industry. The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a portfolio.

MBA 705 Managerial Application Portfolio 1,3 credits
The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences and synthesizing activities to build a customized professional portfolio.

MBA 706 Information Technology Management Capstone 3 credits
Integrate and synthesize knowledge, competencies, and skills learned throughout the program. Develop a customized professional portfolio that includes an industry analysis and reflects a synthesis of MBA course work and career experiences.

Chemistry (CHE)

CHE 105 Chemistry for Health Sciences 4 credits
This one-term laboratory course, designed for nursing and health science majors, builds on general chemistry concepts to provide an overview of organic and biochemistry with an emphasis on applications to the chemistry of the human body. Topics include solutions and body fluids, acid-base chemistry, relation between structure and reactivity for biochemical molecules, metabolic pathways, and applications of nuclear chemistry. (Prerequisites or co-requisite: MAT 165 or an equivalent course.)

CHE 115 General Chemistry I 4 credits
Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, atomic theory, periodicity and electronic structure of atoms, molecular/ionic structure/bonding, stoichiometry, reactions in aqueous solution, thermochemistry, and gases. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)

CHE 116 General Chemistry II 4 credits
Continuation of General Chemistry 1. Major topics include phases and phase changes, properties of solutions, rates and mechanisms of chemical reactions, chemical equilibrium, acids and bases, aqueous equilibria, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry. (Prerequisite: Minimum grade of C- in CHE 115)

CHE 221 Organic Chemistry I 4 credits
This course is the first semester of the comprehensive course in organic chemistry. Topics covered include structure and bonding, nomenclature, constitutions and configurations, stereochemistry, instrument methods [e.g. NMR, IR, MS, GC], reaction kinetics and thermodynamics, mechanisms, and the syntheses and reactions of various functional groups of organic chemistry. (Prerequisite: CHE 116)

CHE 222 Organic Chemistry II 4 credits
This course is the second semester of a comprehensive course in organic chemistry. The course includes the reaction mechanisms and multi-step synthetic routes for organic functional groups that include oxygen, nitrogen, and aromatic systems. Additional topics include amino acids and proteins, carbohydrates, lipids and synthetic polymers. (Prerequisite: CHE 221)

CHE 326 Analytical Chemistry I 4 credits
This course builds on fundamental components of the general chemistry sequence. Careful consideration of uncertainty in measurements, error propagation, and accurate use of instruments are emphasized through consideration of chemical concepts including solubility, equilibria, and acid-base reactions. (Prerequisite: CHE 116)

CHE 328 Biochemistry I 4 credits
This course is an introduction to the structure, function, synthesis, and breakdown of biomolecules. Biological processes including enzyme catalysis, bioenergetics, and metabolism are studied at the molecular level. The lab involves students in the production of protein through recombinant DNA technology. (Prerequisite or concurrent: CHE221)

CHE 329 Biochemistry II 4 credits
This course is a continuation of CHE 328. Topics covered include detailed analysis of enzyme mechanisms, catabolic and anabolic metabolism, metabolic regulation, transcription, translation, and protein synthesis. Processes important to modern DNA technology and biotechnology will also be discussed. The lab of focuses on manipulation of DNA, proteins, and microorganisms. (Prerequisite: CHE328)

CHE 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 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 400 Introduction to Early Childhood Education 3 credits
This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

CHD 402 Writing for Educators 3 credits
In this course students enhance their professional skills related to writing.

CHD 410 Growth and Development of Children 3 credits
This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

CHD 411 Child Social and Emotional Growth 3 credits
This course studies the social, psychological and emotional growth of children from prenatal to elementary ages. Issues of attachment, perspective-taking and friendship are discussed. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 422 Human Diversity and Relations 3 credits
The purpose of this course is to expand our understanding of the influences of gender, culture, economic situation, learning styles, and language on the socialization of children, and then how to use this new understanding to form the way we program for and interact with children. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 430 Infants and Toddlers 3 credits
In this course, students will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 435 Developmentally Appropriate Practices in Early Childhood Education 3 credits
This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed. (Prerequisites: CHD 400 and CHD 410)

CHD 440 Children's Play and Learning 3 credits
Theories of Piaget, Parton, Erickson, and Vygotsky are studied to determine how children learn to play and the effect that play has on the child's development. Historical perspectives and effects of play on learning are reviewed. (Prerequisite: CHD 435)

CHD 445 Language Development and Emergent Literacy 3 credits
The research and stages of language development from birth through age seven are extensively explored. Students will understand how to guide children through the language acquisition process. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 450 Children's Literature 3 credits
Using children's books to develop literature-based curriculum is the emphasis of this course. There is a review of authors of children's literature and an exploration of books for a variety of purposes. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 451 Dual Language Learners 3 credits
This course will address the needs of the early childhood classroom professional. The course will move beyond the basics of child development to help educators understand the natural progression of second-language acquisition in young children. (Prerequisite: CHD 445)

CHD 461 Ethics in Early Childhood 3 credits
Classical and historical ethics are explored, as well as the student's personal values system. Individuals face tough ethical decisions with increasing frequency in our society and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 482 Young Child with Special Needs 3 credits
This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to the theories, research, and practical application from the fields of both early childhood education and special education. (Prerequisites: CHD 400, CHD 402, and CHD 410)

CHD 490 Portfolio and Synthesis 3 credits
This course encourages learners to reflect on all they have done in the program through the creation of a portfolio. (Prerequisite: Successful completion of all other courses in the program.)

Christian Ministry (CHM)

CHM 130 Introduction to Christian Ministry 3 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.

CHM 140 Engaging God's Mission for the 21st Century 3 credits
Through an exploration of scriptural, theological, historical and social foundations of Christian mission, students work to develop a personal philosophy of mission and outreach based on Lutheran theology. The course traces the mission of God through the Old and New Testaments and shows God's intent for the Church to proclaim the Gospel throughout the world.

CHM 271 Best Practices for Mission and Ministry 3 credits
Effective ministry requires the thoughtful application of Christian theology in mission and ministry. By rotating topics of theology and practice, students learn to apply Christian theology and best practices in a variety of contemporary mission and ministry settings. Topics may include: Congregational Practices in Mission and Outreach, Community and Neighborhood Outreach, Group Theory and Team Building for Ministry, Leading Change and Transformation in Ministry, and Ministry among Immigrants. The course may be repeated for credit if topics are different.

CHM 272 Using Social Media in Ministry 3 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 studies and real-world implementation of course learnings. (Prerequisite: CHM 130).

CHM 275 Outdoor Ministry 3 credits
This course focuses on the theology, history, and practice of outdoor ministry as a tool for Christian Education. Through an off-campus retreat, students will experience outdoor ministry first-hand, pairing this practice with course readings, this practice with course readings, discussions, and projects to develop a holistic philosophy of outdoor ministry.(Prerequisite: CHM 130)

CHM 276 Sports Ministry 3 credits
Students will examine the inter-relationships between religion and sports with specific attention to opportunities for Christian witness and outreach through robust sports ministry programs. Students will study and design effective approaches for sports ministry with an emphasis on Christian mentoring to athletes. (Prerequisites: THL 100, THL 125, THL 200, or THL 206).

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 332 Mission in Context 3 credits
Students study the practice of Christian mission and ministry within different cultural contexts, paying attention to applying principles of biblical interpretation and a Lutheran understanding of Law and Gospel to the design and implementation of ministry experiences. Through applied projects, students develop a commitment to a reflective practice that respects diverse voices and beliefs. (Prerequisites: CHM 130 and CHM 140)

CHM 350 Youth Ministry 3 credits
Youth ministry addresses a vital issue as the Church serves students in congregations and communities during a formative time of life. Grounded in baptismal theology, this course helps students develop skills to lead a relational and Christ-centered ministry for and with youth in a congregation by addressing the theological, cultural, educational, and administrative foundations of youth ministry. (Prerequisite: CHM 130)

CHM 360 Children's & Family Ministry 3 credits
Children and families are vital, vibrant pieces of the Christian church. This course is designed to help students understand the Biblical, theological, and sociological principles that shape contemporary children's and family ministry in the church. Current and emerging ministry theories serve as a basis for developing engaging ministry practices, experiences, and programs that help ministers serve their youngest members and those who care for them. (Prerequisite: CHM 130)

CHM 365 Confirmation Ministry 3 credits
Exploring junior and adult confirmation in the Lutheran church, students study effective approaches to confirmation programming. Topics include confirmation history, purpose, possible structures, curriculum options, and more. (Prerequisite: CHM 130)

CHM 375 Adult Ministry 3 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.(Prerequisite: CHM 130)

CHM 381 Practicum in Christian Ministries 1 1 credit
A course for Christian Ministry students to begin on-site involvement and learning with a church work professional in a ministry setting. A primary function of pre-internship field work is preparing students for the fourth-year internship experience. (Prerequisite: Full Admission to the LCMS Church Work Program)

CHM 382 Practicum in Christian Ministries 2 1 credit
A course for Christian Ministry students to continue on-site involvement and learning with a church work professional in a ministry setting. A primary function of pre-internship field work is preparing students for the fourth-year internship work. (Prerequisite: CHM 281)

CHM 402 Foundations for Teaching and Learning 3 credits
Students explore the scriptural, theological and historical role of Christian education within the church. This exploration will equip students to teach the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.(Prerequisite: CHM 130)

CHM 422 Leadership in Ministry 3 credits
Leaders in the Christian church prepare others to serve in their local congregations, communities, and beyond. This course prepares students for ministry leadership as they discover the natures of leadership and followership, along with their connection to the Christian faith. Through reflective practice, applied projects, and leadership research, students will determine their leadership style, increase their leadership capacity, and design experiences to equip and empower volunteers. (Prerequisite: CHM 130)

CHM 481 Practicum in Christian Ministries 3 1 credit
A course for students to develop skills learned during the Christian Ministry Internship through field experience in a Christian ministry setting. A primary function of the post-internship practicum is filling gaps in the student's education and experience as identified by the student and his/her program director before Synodical placement. (Prerequisite: CHM 382)

CHM 482 Practicum in Christian Ministries 4 1 credit
A course for students to continue developing skills learned during the Christian Ministry Internship through field experience in a Christian ministry setting. A primary function of the post-internship practicum is filling gaps in the student's education and experience as identified by the student and his/her program director before Synodical placement. (Prerequisite: CHM 481).

CHM 488 Independent Study 1-4 credits

CHM 491 Theory to Action: Capstone in Christian Ministry 3 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 1-6 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.

Colloquy (CLQ)

CLQ 130 Introduction to Christian Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. Students explore structures and roles of the Lutheran Church-Missouri Synod, along with essential skills for effective Christian ministry practice and service. Incorporating scriptural, theological, historical, and social foundations of Christian ministry, students develop a personal philosophy of ministry.

CLQ 140 Engaging God's Mission for the 21st Century 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. Students examine the mission of God throughout the Biblical narrative and its application as the Church proclaims the Christian Gospel today. Through an exploration of scriptural, theological, historical and social foundations of Christian mission, students develop a personal philosophy of mission and outreach rooted in Lutheran theology.

CLQ 150 Foundations for Music Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. The role of Director of Parish Music will be discussed as it relates to the local/congregational levels, as well as the community, district, and synodical levels. In depth-topics will include administrative and leadership roles unique to their individual congregational settings, including but not limited to: overseeing church music ensembles, multi-generational volunteer recruitment, and the creation of festival services.

CLQ 225 Worship for Lutherans 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course provides an in-depth exploration of Lutheran worship practices, traditions, and theology. Students will examine the historical development of Lutheran liturgy, the role of music and sacraments, and the theological underpinnings of worship within the Lutheran tradition. Key topics will include the structure and elements of the Lutheran Divine Service, the significance of the church year, and various Lutheran rites and ceremonies.

CLQ 320 Global Christianity 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course offers exploration of Global Christianity, with a particular focus on the Lutheran tradition and its impact worldwide. Students will examine the historical development and diverse expressions of Christianity as it has spread and evolved across different cultures and continents. The course aims to equip students with the knowledge and analytical skills to understand the unique contributions and ongoing relevance of the Lutheran tradition in contemporary global contexts.

CLQ 332 Mission in Context 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course explores the dynamics of Christian mission and ministry across various cultural landscapes. Emphasizing the integration of biblical interpretative principles and Lutheran perspectives on Law and Gospel, students will learn to craft and execute ministry experiences with cultural sensitivity. By engaging in practical projects, participants will cultivate a reflective approach that honors and includes diverse viewpoints and traditions.

CLQ 350 Youth Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. In this course, students develop skills for leading a relational and Christ-centered ministry for and with youth in a congregation. Students will address theological, cultural, educational, and administrative aspects of leading youth ministry today.

CLQ 358 Christianity and World Religions 1 credit

CLQ 360 Children's & Family Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. In this course, students will develop skills and knowledge for leading essential congregational ministry to children and families. Students will learn Biblical, theological, and sociological principles as well as current and emerging ministry theories that will help them develop engaging ministry practices, experiences, and programs for children and families.

CLQ 365 Confirmation Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. Exploring confirmation in the Lutheran church, students study effective approaches to confirmation programming. Topics include confirmation's history and current state, purpose, structures, curriculum options, and more.

CLQ 372 Mission of God 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course delves into the concept of the Mission of God, exploring its theological foundations and practical implications for contemporary ministry. Students will examine the biblical narrative to understand how God's mission unfolds through history and continues to impact the world today. Through lectures, discussions, and hands-on projects, students explore the role of the church and individuals in participating in God's redemptive work globally and locally.

CLQ 375 Adult Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. Adult learning theory is foundational in the development of adult education for today's church. In this course, students assess and apply theories of adult learning, spiritual formation, effective teaching, and adult spiritual direction strategies to better develop programs designed to serve members in all stages of adulthood.

CLQ 402 Foundations for Teaching and Learning 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. Students explore the scriptural, theological and historical role of Christian education in ministry settings. This exploration aids students as they teach the Christian faith across the lifespan through an intentional implementation of Christian education programs, experiences, and instructional methodologies.

CLQ 422 Leadership in Ministry 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course supports students in ministry leadership roles as they examine leadership and followership theory and practice, along with their connection to the Christian faith. Students reflect on their leadership style, increase their leadership capacity, and design experiences to equip and empower volunteers in ministry settings.

CLQ 442 Instrumental Literature and Methods for the Church 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course covers instructional methods and literature for instrumental ensembles commonly used in worship, including contemporary worship ensembles, brass ensembles, handbell choirs, and more.

CLQ 446 Choral Literature and Methods for the Church 1 credit
This course is designed for students enrolled in an LCMS Colloquy program. This course covers instructional methods and literature for sacred choral music. Emphasis will be placed on accessible literature for church choirs from the Renaissance through Modern eras.

CLQ 478 Commissioned Ministry Internship for LCMS Colloquy I 1 credit
This course is the first part of an internship experience designed for students enrolled in an LCMS Colloquy program. Ministry internship provides DCE, DCO, and DPM students a twelve month, full-time supervised involvement in the educational, outreach, or parish music ministries of a cooperating congregation or cross-cultural organization where they are currently serving. Students will focus on growth and experience in a variety of professional ministry tasks

CLQ 479 Commissioned Ministry Internship for LCMS Colloquy II 1,2 credits
This course is the second part of an internship experience designed for students enrolled in an LCMS Colloquy program. Ministry internship provides DCE, DCO, and DPM students a twelve month, full-time supervised involvement in the educational, outreach, or parish music ministries of a cooperating congregation or cross-cultural organization where they are currently serving. Students will focus on growth and experience in a variety of professional ministry tasks

Communication Studies (COM)

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 110 Interpersonal Communication 3 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 110 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 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 110 or COM 213)

COM 213 Public Speaking 3 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 213 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 215 Social/Mass Communication 3 credits

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 videos and utilize basic metrics applied to online communication tools. (Prerequisite: COM 110 or COM 213)

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 or Concurrent: COM 110 or COM 213)

COM 320 Media and Public Relations 4 credits
Students are introduced to both media relations and public relations as fields of study and as a practice. Students will learn and apply principles of media and public relations, including effective and ethical stakeholder management. Topics addressed include communicating with various media, creating strategic public relations plans, audience analysis, how to communicate risk, and managing crisis situations. Special attention is given to the role of social media.

COM 322 History of Film and Television 3 credits
Students study film and television as it has developed throughout the 19th, 20th, and 21st centuries. Screenings of classic films and television are complimented by class analysis and discussion of how the moving image has changed over time. This is not a production course, as students will focus instead on understanding film theory and aesthetics.

COM 325 Social Media Relations & Analytics 4 credits
Students develop an understanding of the theory and strategic management of social media, especially in the public relations context. By analyzing history, tactics, and current trends, students learn how the public relations process and the goal of relationship building with various stakeholders are impacted by various social media applications. Students also become acquainted with social media tactics in various professional settings. (Required prerequisite: COM 110 or COM 213) (Suggested prerequisite: COM 222)

COM 327 Topics in Communication 2 credits
This course offers students an opportunity to study communication from a variety of contextual perspectives. Topics will vary from term to term. May be repeated.

COM 403 Family Communication 4 credits
Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, health communication, communicating with aging family members and those with disabilities, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: COM 110 or COM 213)

COM 409 Advanced Intercultural Communication Seminar 4 credits
Advanced Intercultural Communication Seminar advances student knowledge and understanding of the various components of intercultural communication competence. The focus is on deeper exploration of intercultural dimensions, communication styles across cultures, intercultural conflict styles, and bridging cultural differences. Students gain experience in several fundamental approaches to and methods of managing intercultural differences and facilitating intercultural competence development including the communication styles approach and the Cultural Detective method. Students take intercultural assessments and an intercultural conflict styles inventory, to understand how their own intercultural experiences have influenced them. Students in COM 409 participate in discussion boards, analyses, research, and activities to promote further growth in intercultural knowledge and skills. (Prerequisite: COM 309)

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 110 or COM 213)

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 110, COM 213, and COM 441)

COM 443 Persuasive Communication 4 credits
Students study and apply persuasive communication theories to the study and analysis of communication events including speeches, posters, films, campaigns, television programs, advertising, social media and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through various forms of human and electronic communication. The major project is an application of theory and research. Research projects may be submitted to professional organizations or an online journal for review. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 110 or COM 213)

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 organizational 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 110 and COM 213)

COM 479 Crisis Communication 4 credits
Address the basic types and elements of crises, and the importance of providing effective leadership and management in those conflict laden times. Intersections with other fields will also be addressed, including public relations, conflict management, and risk management. Analyze the role strategic communication, media relations, power, and organizational culture play during a crisis. Develop tools for dealing with the media in less-than-optimal situations, learn how to develop plans for different critical audiences (both internal and external), analyze effective persuasive methods, and discover ways to utilize effective public relations strategies for communicating the organizational message during a crisis.

COM 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 the 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 110, COM 213, COM 222, COM 325, ENG 121 and permission of communication faculty advisor)

COM 500 Strategic Leadership and Management 3 credits
Examine strategic leadership and management topics, addressing the communication theories, dynamics, research, principles, and practices prevalent in all aspects of organizational life. Utilize leadership and management theories to address challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Group relationships are fostered, creating a collaborative learning environment conducive for personal and professional growth that emphasizes effective communication, problem solving, and healthy decision-making.

COM 510 Persuasive Communication 3 credits
This course covers the principles and practices of persuasion, advocacy, and marketing. Learners explore theories of motivation, attitude, and behavior that guide how an ethical communicator strives to gain compliance; properly advocate for people, values, and ideals; and change attitudes and behavior. Students learn about how research informs marketing and persuasion tactics, and apply key concepts and conceptual frameworks in marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. Students work with a communications plan that addresses a real issue that draws upon the things you have learned in this course. Students also have an opportunity to develop presentation skills through in-class presentations.

COM 515 Corporate Social Responsibility and Ethical Leadership 3 credits
Connects morality, ethics, and values with leadership and influence. Explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals, incorporating these elements into the personal and professional decision-making process. Think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of leadership in the creation of an ethical corporate culture. Assess ethical risk to organizations in the public sphere and develop insights into personal philosophies.

COM 520 Media Strategies 3 credits
Develop a structured approach to understanding and managing internal and external communications. Explore media relations, the research and creation of strategic public relations media plans, audience analysis, media characteristics, media and marketing decisions, and how to manage various communication technology functions and budgets. Special attention given to the role of navigating current and future media landscapes.

COM 525 Digital Communication 3 credits
Explore how digital communication technologies affect interpersonal and organizational communication. Address how to use various digital avenues to reach diverse publics. Integrate digital communication tools into strategic communication plans. Devise an effective digital communications campaign.

COM 530 Interactive Media Mgmt 3 credits
This course explores how emerging interactive communication technologies affect interpersonal and organizational communication. Students are introduced to different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business on global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.

COM 540 Communication Inquiry & Measurement 3 credits
Learn various research methodologies that are relevant and effective in organizational settings. Become an effective organizational change agent. Gather, analyze, and synthesize complex credible information using action research methodologies. Students select a capstone project that will demonstrate, using action research methodology, organizational change management. Utilize change management theory to affect organizational change.

COM 545 Project Management and Analytics 3 credits
Increase leadership effectiveness using resources and tools to manage major projects, analytic performance evaluations, and information from cross-platform projects. Students will utilize project management tools to plan for the successful completion of their capstone project.

COM 550 Communication Strategies for Conflict Management 3 credits
This course provides an overview of the nature and functions of perspectives, viewpoints, and values on conflict, as well as the difficult elements and role of communication in human conflict. Students develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational, and intercultural contexts. Professionals will gain an understanding of patterns, research strategies, and processes associated with conflict management styles with civility. This course addresses how language, perception, gender communication, generational differences, and context influence the conflict process.

COM 560 Intercultural Communication 3 credits
Explore the major concepts, research, theories, and models that constitute intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intra-cultural issues, stereotypes, intercultural transitions, and adaptation.

COM 570 Leadership Communication 3 credits
Analyze how leadership depends on healthy communication skills that nurture a healthy organizational culture. Critical management techniques also rely on understanding those leadership skills essential to work with people in a dynamic interactive culture. Focus on successful leadership and management strategies as part of human interaction, conflict, decision making, problem solving, persuasion, mentoring, collaboration, team building, change management, and facilitation. Explore how to effectively communicate with top executives in an organizational setting.

COM 575 Content Strategy 3 credits
Create a content strategy that develops meaningful, cohesive, engaging, and sustainable communication content to attract and retain target audiences. Develop a strategic perspective on how content is aligned with customer needs and organizational goals. Analyze stages in the content life cycle. Measure content effectiveness using analytics and feedback. Study storytelling, multi-channel, cross-channels, and omni-channel techniques.

COM 585 Strategic Customer Experience 3 credits
Explore the benefits of a customer centric organization through analyzing different strategic models. Craft a customer experience (CX) strategy to aid organizations in competitive markets. Evaluate how brand, technology, internal and external stakeholders, and processes should be successfully communicated. Understand the dimensions of customer value and effectively map the customer journey.

COM 590 Crisis Communication 3 credits
Address the basic types and elements of crises, and the importance of providing effective leadership and management in those conflict laden times. Intersections with other fields will also be addressed, including public relations, conflict management, and risk management. Analyze the role strategic communication, media relations, power, and organizational culture play during a crisis. Develop tools for dealing with the media in less-than-optimal situations, learn how to develop plans for different critical audiences (both internal and external), analyze effective persuasive methods, and discover ways to utilize effective public relations strategies for communicating the organizational message during a crisis.

COM 595 Reflection and Capstone 3 credits
Review and reflect upon the program's courses and capstone project to leverage learning for future success as a strategic leader. Complete and present the program's capstone project.

COM 610 Corporate Responsibility & Ethical Communication 3 credits
This course explores foundations in personal values and mission statements, decision trees in ethical decision-making, and ethical theories and moral philosophies that relate ethics to organizational, mediated, mass media, and interpersonal communication contexts. The course examines the communication components and hindrances to good ethical decision-making. Students learn how to think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of communication in the creation of an ethical corporate culture. Through case studies, readings, and other activities, students are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.

COM 695 Capstone 3 credits
The final course provides an opportunity for students to review and reflect upon the courses and experiences in the program. Additional activities add self-confidence in strategic communication management and leadership skills. Students present the completed Action Research Project they have worked on with the project coordinator, and polish their ARP report in an error-free and thorough submission. Students also continue reading and reflection on their course work and experiences as life skill builders. Students receive feedback from their Action Research Project coordinator and share learning with other students in the final presentation.

Computer Science (CSC)

CSC 101 Introduction to Computer Science 4 credits
Students will be introduced to a wide range of Computer Science topics. Some of the many aspects covered will include computer hardware, programing, operating systems, data analysis, operating systems, cyber security, artificial intelligence, networking, web applications, databases and emerging technologies.

CSC 115 Introduction to Python 4 credits
This course introduces students to problem solving using the Python programming language. Students will learn computer hardware concepts, number systems, and Boolean algebra. The course will cover Python programming constructs such as conditional statement, iteration, function, class and object. Students are expected to take a problem description and write a program in Python that provides a solution to the problem. This course assumes the student has no prior programming experience.

CSC 121 Basics of Technology in Business 2 credits
The purpose of this course is to respond to the technological demands of business today. Students will be equipped with the required knowledge and skills to fulfill basic business needs. A foundation in fundamental tools and emerging technologies will be explored through both practice and theory with a focus on how they can be leveraged for business advantage. A solid base in business information systems will provide students the confidence to generate and manage information for thoughtful and informed decisions. Business efficiency and productivity topics will include emerging and contemporary technologies for data management, business intelligence, and professional communication.

CSC 135 Client-Side Web Development 4 credits
In this course, students will start by learning basic HTML and CSS for building static Web pages, and later use JavaScript to build an interactive Website. Students will also learn about responsive Web development, user experience concepts, and accessibility topics. A prototyping tool will be used for wire framing, designing and prototyping.

CSC 175 Math for Computer Science 4 credits
This course covers mathematical concepts that are widely used in the field of Computer Science, including discrete math, logic, and proofs. (Prerequisite: Minimum grade of C- in MAT 100, or Level 2 on the Math Placement Exam)

CSC 210 Microsoft Excel Core 4 credits
Through Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be challenged to manipulate specific data for informative reporting that is visually, accurately and dynamically representative of the learning objective. To accomplish this task advanced formulas, search strategies, and data analysis tools will be incorporated into learning projects including mastery of Pivot Tables and Pivot Charts. Further studies will include strategies for managing large data sets, linking and importing external data, mitigating security issues, and working toward automation. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.

CSC 222 Introductory Programming with Java 4 credits
This course teaches student problem solving with structured programming techniques using Java. The topics covered includes variables, primitive data types, conditional statements, loops, static methods, file processing, string, arrays, and some concepts of object oriented programming. This course requires that students have some programming background. (Prerequisite: Minimum grade of C- in CSC 115)

CSC 230 Database Design 4 credits
Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, and data warehousing. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. de-normalization), and the emergence of unstructured data systems.

CSC 235 Server-Side Development 4 credits
This course provides an overview of programming and database techniques used in server-side programming. Topics include handling web form data, SQL, database design, security considerations, stored procedures and JSON. (Prerequisite: minimum grade of C- in CSC 135 and CSC 230)

CSC 240 Database Development for Business 4 credits
Analyze database use within a variety of business contexts. Gather requirements for a real-life database that addresses current business strategies and develop a prototypical model that meets stakeholder reporting needs and enhances organizational efficiency. Learn the basics of database design including the relational model and an introduction to SQL queries. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data.

CSC 310 Computer Architecture and Operating Systems 4 credits
This course is designed as an introduction to the functional components of computer systems, including their hardware implementation and management at different levels, and their interaction, characteristics, and performance. The course also covers practical implications for computer programming. (Prerequisite: Minimum grade of C- in CSC 115 or equivalent)

CSC 315 Mobile App Development 4 credits
This course teaches students how to build Android mobile applications from the bottom up using Android Studio and Java. Students will learn Android architecture, how to design user interface, and how to handle user interface events. Other topics include saving and restoring the state of an app and integrating Google Map. The course consists of several small projects giving students the ability to create an Android app incrementally. At the end of the course, students will use knowledge they have learned in the course to build a medium size Android app and to learn the process of preparing and publishing their app to Google Play Store. (Prerequisite: Minimum grade of C- in CSC 222)

CSC 322 Object Oriented Programming in Java 4 credits
This course teaches student problem solving with object oriented programming techniques using Java. The topics include exception handling, generics, object oriented programming, design patterns, and data structures. This course assumes that students already have a good programming background. (Prerequisite: Minimum grade of C- in CSC 222)

CSC 330 Language Design and Implementation 4 credits
The course provides a comparative survey of programming language paradigms. It includes an overview of the properties, applications, syntax, and semantics of selected object-oriented, functional, comparative, and declarative programming languages. (Prerequisite: Minimum grade of C- in CSC 322)

CSC 420 Data Structures and Algorithms 4 credits
This course covers both theory and application of data structures such as lists, stacks, queues, sets, maps, binary search trees, and graphs. The algorithm portion covers time complexing of algorithms using big-O notation, various sorting algorithms, concepts of dynamic programming, and divide-and-conquer algorithms. By the end of the course, students should know to apply the appropriate data structures for a given problem for optimal performance. Students will be able to determine the efficiency of basic algorithms. Students must have a good object-oriented programming background. (Prerequisite: Minimum grade of C- in CSC 322 and MAT 220)

CSC 422 Software Engineering 4 credits
This course introduces students to concepts and tools in software engineering. The topics include software life-cycle models, the phases of software development, design patterns, software architecture and Agile software development. Students will learn various software engineering tools such as integrated development environment, version control systems, and project management software. This course assumes students have a good background in object-oriented programming in at least one programming language.(Prerequisite: Minimum grade of C- in CSC 322)

CSC 435 Advanced Web Application Development 4 credits
This course teaches students Web application development using common tools and frameworks in the current industry. The course covers various front-end libraries and frameworks such as React and Angular and several back-end frameworks and tools such as Python Flasks, Code Igniter Node, and Java Spring Boot. Students will learn both relational databases and NoSQL databases. Students will build various Web applications using various frameworks throughout the term. Students are assumed to have good knowledge of JavaScript, have a good understanding of backend development and of databases. (Prerequisite: Minimum grade of C- in CSC 235)

CSC 450 Computer Science Capstone 4 credits
This course is a capstone course for the Bachelor of Science in Computer Science. The course provides students realistic hands-on software development experience. Students will work in teams to build a medium-size software. Students will use agile software development and tools necessary to support teamwork. This course assumes the student has a good programming background in at least one programming language and is willing to learn new tools and technologies. (Prerequisite: Minimum grade of C- in CSC 422)

CSC 488 Independent Study 1-4 credits

CSC 498 Computer Science Internship 1-16 credits

Computer Science Technology (CST)

CST 500 Enterprise Architecture, Strategic and Technical Research 3 credits
This course provides a comprehensive exploration of Enterprise Architecture (EA), focusing on strategic planning and technical research. It equips students with the skills to design, implement, and manage architectures that align an organization's business strategy, processes, information systems, and technology infrastructure to achieve success.

CST 510 Project Management, Systems Development, and Risk 3 credits
This course offers an integrated study of project management principles, systems development methodologies, and risk management practices within the context of complex global IT projects. This course is designed for students and professionals seeking a comprehensive understanding of how to effectively manage projects, develop robust IT systems, lead diverse multi-disciplined teams, and proactively address project risks for successful project delivery.

CST 520 Database Systems 3 credits
This course offers a comprehensive study of the principles, design methodologies, and practical applications of database management systems to support the enterprise of the future (DBMS). This course is designed for students and professionals interested in understanding the core concepts of database systems and developing the skills to design, implement, and manage databases and datasets for various applications.

CST 530 Artificial Intelligence, High Performance Compute, and Ethical Considerations 3 credits
This course offers an integrated study of the principles, techniques, ethical considerations, and applications of artificial intelligence (AI) in combination with high-performance computing (HPC). This course is designed for students and professionals interested in harnessing the power of advanced computing technologies to develop and deploy AI solutions that can process vast amounts of data and solve complex problems at scale.

CST 540 Cloud Architecture and Infrastructure 3 credits
This course provides a comprehensive study of cloud computing principles, design methodologies, and best practices for architecting scalable and reliable cloud-based, hybrid, and multi-cloud solutions assisting global organizations design and build the architectures and infrastructures of the future. This course is designed for students and professionals interested in understanding how to design, deploy, and manage cloud infrastructure to meet the demands of modern global enterprises utilizing advanced applications and services.

CST 544 Artificial Intelligence in Computer Vision 3 credits
This course is designed for students seeking an in-depth exploration of the latest advancements in artificial intelligence (AI) applied to computer vision. Building on foundational computer vision concepts, this course delves into state-of-the-art AI techniques, deep learning architectures, and advanced methodologies used in solving complex vision tasks. Through a combination of theoretical understanding, hands-on projects, and cutting-edge research, students will gain the expertise needed to push the boundaries of AI in the realm of computer vision.

CST 600 Advanced Algorithms 3 credits
This course gives students the foundational training for the artificial intelligence era. The course offers an in-depth exploration of complex algorithms and data structures, enabling students to develop a deep understanding of algorithm design, analysis, optimization, and automation. This course is designed for students with a strong background in computer science and algorithms who seek to delve into more advanced topics and tackle challenging computational and automation business problems.

CST 603 Security Operations and Risk Management 3 credits
This advanced graduate-level course is designed to provide a comprehensive understanding of security operations and risk management principles within the context of information security. Participants will explore the key components of managing security operations, responding to incidents, and implementing risk management strategies to safeguard organizational assets. The course integrates theoretical concepts with practical applications to prepare students for roles requiring expertise in security operations and risk mitigation.

CST 605 Machine Learning and Artificial Intelligence 3 credits
This course offers an in-depth study of the principles, algorithms, and applications of machine learning and AI technologies. This course is designed for students and professionals seeking to develop a strong foundation in both machine learning and AI and to apply these powerful techniques in solving real-world challenges across diverse domains.

CST 610 Information Technology Audit, Control, and Risks 3 credits
This course provides a comprehensive study of digital governance. Topics include the principles, methodologies, and best practices related to auditing, controlling, managing IT systems, and technology and business risks within organizations. This course is designed for students and professionals interested in understanding the critical role of IT auditing and risk management in ensuring the security, reliability, and compliance of information technology systems

CST 615 Introduction to Data Engineering 3 credits
This course provides an in-depth exploration of the fundamental principles and practices in the field of data engineering focused on the building of tools, transformation, and accessibility of data. This course is designed for students with a basic understanding of data requirements and flows driving towards practitioners to develop the skills necessary to design, build, and maintain data pipelines for handling large-scale data processing and storage.

CST 618 Training Machine Learning & Large Language Models 3 credits
Explore the advanced realms of machine learning and LLM's in this graduate-level course. Delve into the intricacies of the training and development of machine learning and large language models, while gaining a comprehensive understanding of the underlying algorithms, optimization techniques, and cutting-edge methodologies. Through hands-on projects and theoretical exploration, you'll sharpen your skills in effectively training models, preparing you for the dynamic landscape of machine learning and large language model applications.

CST 620 Computer Vision 3 credits
This course provides an in-depth exploration of the principles, techniques, and applications of computer vision as we enter the exciting era of autonomous technologies and products. Computer Vision is a cutting-edge field of study that enables machines to interpret and understand visual information, anomalies, and phenomena from images and videos. This course is designed for students with a strong background in computer science or related fields who wish to delve into the fascinating world of computer vision and its real-world applications.

CST 622 Leadership, Ethics and Bias in Artificial Intelligence 3 credits
This course delves into the ethical considerations, societal implications, and challenges related to the development and deployment of artificial intelligence (AI) systems. Focusing on the intersection of technology and ethics, the course explores the ethical frameworks guiding AI, the impact of bias in AI algorithms, and strategies for responsible and inclusive AI development. Through case studies, discussions, and practical exercises, students will gain a deep understanding of the ethical dimensions of AI and develop the skills to navigate the complex landscape of ethical decision-making in AI applications.

CST 625 Advanced Database Administration 3 credits
This course offers an in-depth exploration of the principles, techniques, and best practices involved in administering and managing complex and large-scale relational and non-relational database systems for global enterprises. This course is designed for students and professionals with a solid foundation in database administration who seek to enhance their skills and knowledge in handling challenging database environments with complex qualitative and quantitative datasets.

CST 627 Deep Learning/Neural Networks 3 credits
Embark on a profound journey into the world of artificial intelligence with our graduate-level course on deep learning and neural networks. This in-depth exploration will equip you with the knowledge and skills needed to unravel the complexities of neural architectures, optimization strategies, and advanced deep-learning techniques. Engage in hands-on projects and theoretical analyses to master the art of designing, implementing, and fine-tuning neural networks. Elevate your understanding of cutting-edge applications and be at the forefront of innovation in the ever-evolving field of deep learning.

CST 628 Asset Security, Security Assessment & Testing 3 credits
This advanced graduate-level course provides an in-depth exploration of two critical domains within the field of information security: Asset Security and Security Assessment & Testing. Participants will delve into the principles, methodologies, and best practices associated with managing and protecting organizational assets, as well as conducting effective security assessments to identify and remediate vulnerabilities. The course combines theoretical foundations with hands-on applications to equip students with the skills required for roles involving asset protection and security testing.

CST 630 Data Engineering Solutions Applications 3 credits
This course is an advanced-level program that builds upon the foundational knowledge of data engineering principles and focuses on practical applications of data engineering in real-world scenarios. This course is designed for students who have completed an introductory data engineering course or have equivalent knowledge and want to delve deeper into the implementation of applied, industry relevant data engineering solutions to address complex data challenges faced by organizations.

CST 633 Autonomous and Smart Product Development 3 credits
This course provides an in-depth exploration of the principles, technologies, and methodologies involved in creating innovative and intelligent products capable of autonomous decision-making and adaptive behavior. This course is designed for students with a background in engineering, robotics, artificial intelligence, or related fields who aspire to design cutting-edge products that leverage autonomous systems and smart technologies.

CST 635 Data Science Tools 3 credits
This course provides an in-depth exploration of the essential tools, software, and programming languages used in the field of data science. This course is designed for students and professionals seeking to gain hands-on experience with the tools that support the end-to-end data science workflow, from data acquisition and preprocessing to analysis, modeling, and visualization.

CST 637 Security Architecture and Engineering 3 credits
This advanced graduate-level course is designed to provide students with a comprehensive understanding of the principles, methodologies, and best practices associated with security architecture and engineering. Participants will explore the design, implementation, and management of secure systems, emphasizing the integration of security measures into the fabric of organizational structures. The course combines theoretical foundations with practical applications, ensuring that students acquire the skills required for roles involving the development and maintenance of robust security architectures.

CST 640 Platform and Product Development 3 credits
This course offers a comprehensive study of the principles, strategies, and practices involved in developing successful platforms and products in the technology industry. This course is designed for students interested in entrepreneurship, product management and development, software development, and those aspiring to build innovative and scalable technology solutions for any industry.

CST 643 Reinforcement Learning 3 credits
This course offers an in-depth exploration of reinforcement learning, a subfield of artificial intelligence that focuses on how agents learn to make decisions through interaction with an environment. Participants will gain a deep understanding of theoretical concepts, algorithmic approaches, and practical applications of reinforcement learning in various domains. Reinforcement learning is a subfield of machine learning that deals with agents learning to make sequential decisions. This course covers algorithms like Q-learning, policy gradients, and deep reinforcement learning, Advancing with applications in robotics, gaming, and autonomous systems.

CST 645 Natural Language Processing 3 credits
This course offers a comprehensive study of the principles, methodologies, and applications of NLP, a branch of artificial intelligence that focuses on the interaction between computers and human language. This course is designed for students and professionals interested in understanding and developing technologies that enable machines to understand, interpret, and generate human language driving comprehensive business and industry outcomes.

CST 648 Communication and Network Security 3 credits
This graduate-level course is designed to provide students with a comprehensive understanding of the principles, technologies, and best practices associated with communication and network security. Participants will delve into the core concepts of securing data transmission, network infrastructure, and communication protocols. The course integrates theoretical foundations with practical applications to ensure students acquire the skills needed for roles involving the design and management of secure communication and network environments.

CST 650 Performance and Requirements Engineering 3 credits
This course offers a comprehensive study of the principles, methodologies, and techniques involved in engineering and managing performance and non-functional requirements of software systems. This course is designed for students and professionals in the field of software engineering who are interested in understanding how to design, analyze, and optimize the performance of complex software applications while meeting various non-functional requirements.

CST 655 Big Data and Data Mining 3 credits
This course offers an in-depth exploration of two interrelated fields: big data and data mining. This course is designed for students and professionals to provide the patterns, practices, and procedures aligned with a solid foundation in data analysis and database concepts, who seek to understand the challenges and opportunities presented by big data and learn how to leverage data mining techniques to extract valuable insights from vast datasets.

CST 657 Identity and Access Management (IAM) 3 credits
This advanced graduate-level course provides a comprehensive exploration of Identity and Access Management (IAM) principles, methodologies, and best practices. Participants will delve into the critical aspects of managing user identities, enforcing access controls, and implementing secure authentication mechanisms. The course is designed to equip students with the knowledge and skills required to design, implement, and manage effective IAM solutions in complex organizational environments.

CST 660 Data Operations for Agile Data Management 3 credits
This course provides a comprehensive study of the principles, practices, and tools related to DataOps, a methodology that combines the principles of DevOps with data management to enable efficient and agile data and business processes. This course is designed for students and professionals interested in streamlining data workflows, improving collaboration between data teams, and maximizing the value of data in an organization through insights and automation.

CST 665 Network Architecture and Analysis 3 credits
This course provides a comprehensive study of the principles, design methodologies, and analytical techniques used in building and analyzing modern computer networks for the present and future global enterprise. This course is designed for students and professionals interested in understanding the intricacies of network architecture and developing the skills to design, optimize, and troubleshoot complex network infrastructures meeting the demands of advanced organizations.

CST 670 Predictive Analytics 3 credits
This course provides a comprehensive study of techniques and methodologies used to predict future outcomes and trends based on historical data. This course is designed for students and professionals with a strong foundation in data analysis and statistics who want to advance their skills in predictive modeling and apply data-driven insights to make informed decisions.

CST 675 Reinforcement Learning 3 credits
This course offers an in-depth exploration of the principles, algorithms, and applications of reinforcement learning, a subfield of artificial intelligence focused on training agents to make decisions in dynamic and uncertain environments based in a reward-like framework. This course is designed for students and professionals interested in understanding and implementing advanced machine learning techniques that enable agents to learn from interaction and achieve complex tasks through trial, error, and rewards-based frameworks.

CST 680 Advanced Agile Portfolio Management 3 credits
This course offers an in-depth exploration of the principles, methodologies, and best practices involved in managing and optimizing IT portfolios and programs using agile principles and practices. This course is designed for experienced IT professionals, project managers, and IT leaders who seek to enhance their skills in aligning IT investments with business goals, delivering value through agile practices, and maximizing the impact of IT projects.

CST 685 Empirical Methods and Data Visualization 3 credits
This course is designed to equip students with the essential skills to conduct empirical research and effectively communicate findings through data visualization. This course is suitable for students and professionals seeking to enhance their abilities in data analysis, research methodologies, and visual representation of data-driven insights.

CST 690 Robotic Process Automation (RPA) 3 credits
This course provides a comprehensive study of the principles, technologies, and applications of RPA in automating repetitive and rule-based business processes. This course is designed for students and professionals interested in leveraging automation to enhance productivity, reduce errors, and optimize business workflows.

Counseling (CONX)

CONX 501 Ethics and Guiding Principles in Counseling 3 credits
Specifically designed for school counselors, this course provides guidance about ethics, laws, and general counseling principles. School counselors will increase their ethics vocabulary and expand on current professional counseling terms. Explore codes of ethics as outlined by both the American Counseling Association (ACA) and the American Psychological Association (APA) and learn how to manage and enforce compliance. Grow in your understanding about informed consent in the counseling setting. Discover the impact of privilege, privacy, rights and responsibilities in guiding students and achieving success in this meaningful and consequential role. This course is offered through the Teaching Channel.

CONX 503 Tools for Today's School Counselors 3 credits
Perhaps more than ever, school counselors are essential contributors to a student's support system. This course will allow you to build practical tools to serve you well in your ever-changing role. Designed for school counselors, school psychologists, and school social workers, the course explores the application of SEL strategies to support student challenges, how to solicit information to collaborate with teachers and families, along with brain-science-based strategies for smart studying. Create tools for teachers and staff to navigate tough conversations about race, gender identity, and how to take action against hate speech. You'll complete this resource-packed course with the confidence to take your role to the next level of being an effective school counselor. This course is offered through the Teaching Channel.

Criminal Justice (CJU)

CJU 405 Minnesota State Criminal Law and Traffic Codes 4 credits
This course will provide the opportunity for developing a basic working knowledge and strengthening individual understanding of the Minnesota Criminal Code by covering procedural law, crimes against persons and property, juvenile offenses, and rights of peace officers. Students will also examine Minnesota Traffic Laws to include driving rules, licensing, specialty vehicles, equipment requirements along with alcohol and controlled substance violations. Additionally, the exploration and discussion will cover key elements of crime, levels of offense, applicable case law, common defenses, and sentencing guidelines. (The course is required for students who intend to take the POST Exam for Minnesota Law Enforcement Officers).

CJU 442 Foundations of the Criminal Justice System 4 credits
This course will offer a robust overview and more profound understanding of criminology designed to provide an extensive emphasis on personal development, by examining career roles, responsibilities, policies/procedures, and administration of various public and private agencies and organizations, involving multiple federal, state, county, local, tribal, and international components, that constitute modern-day Criminal Justice System. Students will explore critical issues affecting multi-cultural populations, administration of justice and develop deeper awareness involving domestic violence intervention, interpersonal communication, and trauma-informed approaches. Students will also explore the evolution of technology approaches, proactive intervention efforts, and community-based treatment programs as well as implications of vicarious/secondary trauma experienced and explore a variety of strategies for practitioner survival mindset.

CJU 446 Research Methods in Criminology and Criminal Justice 4 credits
This course will provide a forum for students to gain an understanding of how academic writers use the writing process to shape initial ideas and effectively communicate in the Criminal Justice System as a whole and develop an understanding and link between criminological theory, qualitative and quantitative research methods, and literature review research analysis and comparison. Students will utilize this course to further their individual reflection while developing and practicing the necessary skills to be successful in accessing criminal justice-related research and statistics that will assist them in balancing this academic program and realizing how these skill sets transition into their Criminal Justice environment. (Prerequisite: CJU 442)

CJU 456 Building an Integrated Criminal Justice System 4 credits
This course is designed to understand the roles of various federal, state, county, local, tribal, and international components of the Criminal Justice System and how these systems work collaboratively. Students will further explore career insights, trajectory, professional networks, and internship opportunities. Students will identify and apply concepts and principles from a system perspective lens through current challenges within the systems and further explore these interlocking systems as change agents, exercising creative problem-solving processes. Through this course exploration, students will develop skill sets to bridge communication and strengthen collaboration between systems. Students will promote a deeper awareness of vicarious/secondary trauma experienced and explore a variety of approaches for practitioner survival mindset. (Prerequisites: CJU 442 and CJU 446)

CJU 461 Constitutional and Criminal Law and Justice 4 credits
This course is designed to explore and develop the understanding and working knowledge of broad and specific variations of federal, state, county, local, tribal, and international components that influence constitutional, criminal, and criminal justice process civil law and how it affects the Criminal Justice System in the modern day. Students will review foundational history, basic concepts, and key participants in the courtroom/trial to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice. Moreover, students will learn and apply practical research strategies to find relevant case law. This course will use an assortment of case studies, individual research, and in-depth group discussions.

CJU 472 Cultural Considerations in Criminal Justice Systems 4 credits
The course is designed to conceptualize the balance between community and Criminal Justice Systems, within the framework of cross-culture and diverse populations albeit related to critical social problems and Criminal Justice System responses to manage and influence them. This course prepares students to explore various vocational fields such as law enforcement, security, courts, corrections, probation/parole, social services, community reintegration, and treatment services by building skill sets to professionally and effectively manage challenging and diverse situations, employing deeper understanding and appreciation for culture uniqueness by acknowledging individual awareness, system-oriented bias, and refining effective communication skill sets.

CJU 475 Ethical Dilemmas and Fundamental Leadership in the Criminal Justice System 4 credits
The course is designed to expose students to ethical decisions and useful leadership traits within the Criminal Justice System by examining the power in discretionary decisions influenced by individual attitudes, values, and beliefs. Further exploration involving concepts such as public service, authority, control, discretion, law, individual liberty and punishment, bias, and cynicism will evaluate alternatives within the multi-systemic Criminal Justice System when solving dilemmas. This course prepares students to acquire skills in moral sensibility and fundamental leadership principles to effectively resolve individual issues in discretionary decision making as it applies to professional codes of ethics and within the boundaries of the law.

CJU 478 Contemporary Issues in the Criminal Justice System 4 credits
The course is designed to afford students deeper focus on current and relevant topics and patterns in today's Criminal Justice System while drawing upon constitutional and criminal law, spirituality, values, and ethics further building innovative problem-solving skill sets to address emerging public safety issues. Further exploration involving concepts such as individual and community behavior, multi-cultural aspects, use of force, suicide by cop, mental illness, body cameras, and the interworking of the multi-systemic Criminal Justice System. Additionally, students will further explore the evolution of the multi-systemic Criminal Justice System brought on by the war on terrorism, rapid technological changes, police accountability, accusations of racial profiling, and the redesign of community policing in the 21st century.

CJU 483 Exploring the Criminal Mind and Identifying Suspect Behavior 4 credits
The course explores the theories and research that define logical components and causes to the criminal mind, including mental health, brain structure and function, and environmental factors associated with identifying suspect behavior and exploring preventative and intervention strategies, and treatment modalities. Students will identify general theoretical frameworks to include Choice Theories, Psychological Theories, Sociological Theories, Life Course Theories, Criminology Theories as well as further examine how past and present understanding of the criminal's behaviors has determined the contemporary responses in our society as well as the final treatment of offenders within the Criminal Justice System.

CJU 487 Delinquent and Criminal Behaviors Across the Life Course 4 credits
This course focuses on issues related to juvenile delinquency and justice, biological and psychological development including the impact adverse childhood experiences, risk/protective factors, criminal exposure, and criminal behavioral perspectives toward adult and elderly criminal behavior response through the lifespan. This course will also examine delinquent and criminal behaviors comparing foundational history, policies, and practices of the juvenile justice and adult criminal systems from prevention, arrest to post-incarceration, and rehabilitation, within the context of federal, state, county, local, tribal, and international components. As well as further analyze elements involving adversity, cultural aspects, victimization, environmental, data statistics and patterns, legal requirements, and community and societal reactions and perceptions of law violations and correctional practices.

CJU 491 Forensic Exploration in the Criminal Justice System 4 credits
This course is designed as a systematic and comprehensive exploratory approach to the evolution of forensic science relative to crime scene management and various technology considerations in Criminal Justice Systems. Students will delve into practical application in a forensic investigation by utilizing foundational theoretical frameworks. Students will research and examine various technologies used in forensic investigation explore risks and vulnerabilities, and examine specialty cases, case law, and require record evaluations involving the evidentiary collection, preservation, analysis, as well as the admission of legal evidence in court. (The course maybe substituted for students who do not intend to take the POST Exam for Minnesota Law Enforcement Officers).

CJU 495 Criminal Justice Experiential Learning eFolio 4 credits
Experiential Learning eFolio is an integral component to enhance a student's total academic experience through a "field apprentice" in a Criminal Justice System setting, receiving academic credit for their work. Designed as a capstone eFolio model used throughout their academic criminal justice program journey, students will institute a plan of observation, study, and participation in a Criminal Justice System setting linking theoretical, conceptual, and practical experiences to examine, challenge, question, and broaden their educational experience. This course will further expose students an opportunity to formalize their career goals. (Prerequisites: CJU 442, CJU 446, CJU 456, CJU 461, CJU 472, CJU 498, CJU 475, CJU 483, CJU 487, CJU 491 or CJU 405)

CJU 498 Criminal Justice Internship 1-16 credits

CJU 500 Administration of Criminal Justice 4 credits
This course is a scholarly consideration of the concepts, principles and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal and political constraints.

CJU 502 Correctional Design in a Changing World 4 credits
This course examines the philosophies, roles, and designs in evolving correctional practices being employed through the 21st century. This will entail exploring the challenge of instilling a cultural shift within the vocation from that of containment and surveillance to one of change agent. Students will be exposed to the most current research and trends while exploring the evolution of Correctional thinking from the now infamous 1974 proclamation that "Nothing Works" to the era of Evidence Based Practices. This will involve not only a thorough look at why individuals enter into and persist in a life of criminality and delinquency, but also why those individuals desist from the lifestyle. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

CJU 505 Reflective Adult Learner & Leadership 4 credits
The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.

CJU 520 Research Methods in Criminal Justice 4 credits
This course is designed to familiarize students with the scope, function of information, and the research process within professional multi-systemic criminal justice leadership. Students will be provided with fundamental concepts and methods in the research literature, building skillsets in consuming literature by critically evaluating and reporting the body of research and statistics on issues related to multi-systemic criminal justice leadership. Critical problem-solving serves as a primary function in further shaping ideas, developing strategies, and effectively communicating solutions and change within the discipline. Students will also reflect on program objectives and personal learning and identify a direct link between the new knowledge they have acquired and their career field.

CJU 543 Contemporary Issues in Criminal Justice Leadership 4 credits
This course is designed to help students identify their own beliefs about the people they work with or who work for them, as well as to focus on the importance of understanding self/others as an integral part of any organizational change. We will examine the needs of people, responses of managers, the importance of how to discipline, alternatives to discipline, and how to work with troubled employees. Furthermore, this course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

CJU 545 Legal and Legislative Issues 4 credits
Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

CJU 570 Applied Ethics in Criminal Justice Leadership 4 credits
This course will review and analyze popular models and real-life examples of ethical decision making criminal justice professionals often encounter and how outcomes can impact entire organizations. Students will be exposed to research, trends, and case studies, providing opportunities to investigate current ethical issues facing criminal justice leaders and managers in organizational settings, as well as critically apply various ethical theories and decision-making frameworks. Discussions relative to Christian vocation, applied ethics, policy development and implementation, as well as value-centered leadership will be explored. A variety of practical application based assignments will demonstrate the integration of a personal and vocation ethic.

CJU 590 Criminal Justice Leadership: Essential Skills 4 credits
In this course, students will develop leadership vision and adaptive solutions, as well as build confidence as active change agents in the multi-systemic criminal justice system. The course will focus on the complex dynamics of criminal justice, including organizational, cultural, socioeconomic, and political influences. Students will explore such policies as financial forecasting, risk decisions under conditions of uncertainty, and vulnerability in managing exposure risks that further impact leadership decision-making. Students will engage in practical, scenario-based learning and develop the best-practice creative problem-solving tactics, techniques, and enhancing the skills needed to be effective leaders in criminal justice.

CJU 596 Criminal Justice Capstone 4 credits
The Capstone course is the concluding event of the program. This course assists students in synthesizing previous coursework and research leading to greater self-reflection, application to their career field, and an assessment of their learning throughout the duration of the program. At the completion of their Capstone course students will be required to complete a comprehensive Capstone project. (Prerequisites: CJU 505, CJU 520, CJU 500, CJU 545, CJU 502, CJU 570, CJU 543, CJU 590, CJU 596)

Curriculum Instruction (CI)

CI 525 Innovation in Learning and Teaching 3 credits
Learners explore the science of learning, the curriculum for K-12 educational environments, and theories and innovation for teaching in diverse classrooms.

CI 560 Curriculum and Instruction in Literacy 3 credits
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

CI 561 Foundations of Literacy 3 credits
A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

CI 562 Literacy Strategies for Grades K-6 3 credits
An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563 Literacy Strategies for Grades 7-12 3 credits
A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

CI 564 Assessment, Evaluation, and Supervision in Literacy Programs 3 credits
Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

CI 570 Writing Across the Content Areas 3 credits
This course focuses on understanding the writing process in order to effectively teach and develop K-12 writers. Instructional methods for incorporating writing across the curriculum, including strategies for writing instruction with English learners and diverse populations are emphasized to support student literacy learning.

CI 575 Teaching Literacy for Diverse Learners 3 credits
This course focuses on the culturally and linguistically responsive teaching of English learners that will promote efficacy and proficiency in speaking, listening, reading, and writing in Standard English.

CI 585 Educational Assessment 3 credits
Curriculum, instruction, and assessment work together to support student learning. In this course, learners develop the knowledge and skills to practice effective assessment of student learning and program quality in educational settings.

CI 587 Reading across the Content Areas 3 credits
This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum.

Data Analytics (DAT)

DAT 505 Ethical Considerations for Data Analysis 3 credits
Explore real-world information science dilemmas and frameworks to identify ethical problems and reach ethical decisions within the context of analyzing data. This course focuses on the ethical use of data for the purpose of utilizing it to fulfill organizational strategies while at the same time meeting legal, moral and ethical standards.

DAT 510 Systems Analysis and Design 3 credits
Learn the overall methodology for information systems development and understand the tools used for requirements determination, use case analysis, process modeling and data modeling. This course explores the method for general technology design, user interface design as well as program design. It includes examining how data analytics is used in the preceding tools and processes as both a tool and an intended outcome. This will be accomplished by looking through the lens of operating in a DevOps organization using agile delivery methods.

DAT 515 Data Visualization & Dashboard Reporting 3 credits
Learn how to prepare data and design meaningful visualizations for effective communication and decision support. Analytical tools such as Tableau, R, and Excel, will be utilized to develop tables, charts, graphs, maps and dashboards for effective data analysis and storytelling.

DAT 517 Machine Learning for Business Analytics 3 credits
Covers machine learning techniques and their application in business, using tools like Python, R, and Scikit-learn. Topics include supervised and unsupervised learning algorithms such as regression, classification, and clustering. Emphasis is placed on predictive modeling, customer segmentation, and demand forecasting for practical business applications.

DAT 520 Digital Transformation and Marketing Analytics 3 credits
Explore the five domains of digital transformation: Customers, Competition, Data, Innovation, and Value. This course will examine how to research, gather, evaluate, organize, and analyze consumer data in an effort to create stakeholder value propositions. Students will examine how to launch a new product by using analytical tools as the primary driver for turning data into assets.

DAT 525 Data Science, Analytics, and Artificial Intelligence 3 credits
This course looks at a managerial approach to understanding business intelligence (BI) systems. Its objective is to help future managers use and understand analytics by providing a solid foundation of BI that is reinforced with hands-on practice. This includes an introduction of business intelligence, data analytics and data science. It explores descriptive, predictive and prescriptive analytics. It identifies big data concepts and tools. It also describes future trends, Analytics and Artificial Intelligence

DAT 527 Business Analytics and Cloud Platforms 3 credits
Focuses on the processing and analyzing large-scale datasets using cloud computing platforms like AWS, Google Cloud, and Azure. Topics include distributed computing frameworks like Hadoop and Spark, with practical applications in cloud-based data storage, processing, and real-time analytics.

DAT 530 Quantitative Research and Statistics 3 credits
Learn the overall process of designing a research study from inception to completion and develop an academic literature review associated with a potential topic of interest for the capstone project. Understand hypothesis testing, how to use the appropriate instruments to collect data, and why reliability and validity are so important to the integrity of a research project.

DAT 535 Programming for Analysts 3 credits
This course in programming provides for a broad range of students who need to work with data. Students will learn basic skills in programs like Python and/or the open-source R statistical package. It introduces the programming of statistical graphics simulation methods, numerical optimization, and computational linear algebra.

DAT 537 Business Process Automation and Optimization 3 credits
Examines the use of automation tools such as UiPath, Automation Anywhere, and Blue Prism to streamline and optimize business processes. Case studies highlight the impact of automation onreducing manual interventions, improving operational efficiency, and driving cost savings in various industries.

DAT 540 Business Intelligence and Decision Support Systems 3 credits
This course provides an introduction to decision support systems (DSS) forbusiness intelligence (BI). It looks at decision-making, data components, model components and the use of user interfaces. It explores designing a DSS using object-oriented technologies and implementing it with a recognition of how to evaluate a deployed system. Executive information and dashboards coupled with group decision support systems will be identified.

DAT 545 Big Data Analytics 3 credits
This class will explore various aspects of big data analytics. Discover tools, technology, applications, use cases and research directions in industry. Initially it will explore challenges in big data and big data analytics. The Big Data Reference Model will be examined. A look at big data analytic tools such as Hadoop, Spark and Splunk will be completed. Looking at predictive models used in analytics and a framework for minimizing data leakage will be explored. Storing big data will be examined plus a study of big data cluster analysis will be done. Finally, non-linear extraction of big data analytics will be described along with data mining and large-scale data clustering.

DAT 547 Database Management Systems 3 credits
This course offers an overall understanding of data management by learning how to design, implement and manage databases along with other data management systems. Data modeling, designing relational databases, entity relationship modeling, entity clustering and the use of SQL languages for extracting important datapoints is explored. Students will learn more about distributed database management systems, and data warehouses to create big data capability in support of data analytics, data science and decision-making.

DAT 550 Advanced Analytics 3 credits
The ability to predict future events is essential for all industries and tools and techniques used for that purpose will be explored in greater detail. Students will explore and apply skills necessary for topics such as trendline and regression analysis, machine learning, risk analysis and simulation, A better understanding on the use of tools and techniques utilized for data mining, forecasting, and spreadsheet modeling will also be explored.

DAT 557 Data Mining and Text Analytics 3 credits
Delves into data mining techniques including association rule mining, decision trees, and clustering, along with text mining using RapidMiner, SAS, and NLTK. Emphasis is placed on extracting patterns, trends, and insights from large datasets and unstructured text, supporting decision-making in areas such as marketing, customer service, and product development.

DAT 560 Prescriptive Analytics and Optimization Techniques 3 credits
Covers optimization techniques for prescriptive analytics, using tools like Gurobi, CPLEX, and Excel Solver. Includes decision-making under uncertainty, linear programming, and simulation-based approaches, with practical applications in supply chain optimization, resource allocation, and production scheduling.

DAT 565 Predictive Analytics and Programming 3 credits
Focuses on predictive analytics methodologies using tools like Python and R, including time series analysis, neural networks, and regression modeling. Emphasis is placed on forecasting trends and behaviors in areas such as financial forecasting, inventory management, and customer analytics.

DAT 570 Data Governance, Ethics, and Security 3 credits
Examines best practices for data governance, ethical data management, and ensuring data security. Tools like Collibra, Informatica, and DataRobot are used to ensure data quality and regulatory compliance, with discussions on GDPR, data privacy, and the ethical implications of data analytics in business.

DAT 575 Real-Time Data Analytics and IoT 3 credits
Explores real-time data analysis using Kafka, Apache Flink, and Azure Stream Analytics. Focus is on analyzing streaming data from IoT devices and applying real-time insights to business decision-making in manufacturing, transportation, and smart cities.

DAT 580 AI-Driven Business Strategies 3 credits
Covers the integration of artificial intelligence into business strategies using tools like TensorFlow and Keras. Focuses on leveraging AI models to automate decision-making, enhance customer experiences, and drive innovation in business operations. Topics include deep learning, AI ethics, and applying AI to gain competitive advantages.

DAT 590 Advanced-Data Analytics and Visualization Tools 3 credits
Explores the use of advanced data analytics platforms such as Tableau, Power BI, and D3.js for creating interactive visualizations and dynamic dashboards. Emphasizes transforming raw data into actionable insights and applying design principles for effective visual communication. Focus is placed on data storytelling and presenting complex analytics results to diverse audiences

DAT 599 Data Analytics Capstone 3 credits
Demonstrate an understanding of data analytics through skills developed in this program. This course will afford students the opportunity to showcase a capstone data analytics project of their choice. Students will identify an issue to be resolved, or an opportunity to be exploited through their analysis. Elements from previous courses will be incorporated for research of a chosen topic and suggest potential solutions or future research to be done. Data will be analyzed and visualizations developed through this process. A faculty panel will judge the final capstone project.

Data Analytics (DATX)

DATX 105 Foundations of Data Analytics I 3 credits
In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results. This online class has optional live sessions. This course is offered through Rize.

DATX 115 Foundations of Data Analytics II 3 credits
This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments. This online class has optional live sessions. This course is offered through Rize. (Prerequisites: C- or higher in DATX105)

Doctoral Studies (DOC)

DOC 7000 Professional Ethics 3 credits
This course examines ethical and sociocultural issues that doctoral students will face during their training and professional practice, emphasizing conceptual frameworks needed to articulate concerns and engage in meaningful dialogue with others. Topics include the application of ethical program leadership, legal issues, evaluation, and planning.

DOC 7100 Research Methods 3 credits
This course explores important practical considerations for applying research methods across diverse fields. Emphasis is placed on effectively accessing, interpreting, and utilizing research in professional and academic settings. The course aims to equip doctoral students with a variety of research techniques, and the skills necessary to conduct research and contribute meaningfully to their respective disciplines

DOC 7200 Quantitative and Qualitative Research 3 credits
This course provides doctoral students from diverse disciplines with an understanding of how data is collected, analyzed, and used in various epistemological, ontological, and methodological contexts within research. Students will explore each approach's philosophical underpinnings, practical applications, and ethical considerations. The course emphasizes developing skills necessary to effectively design, implement, and analyze research studies. This course equips doctoral candidates with the versatility and critical thinking skills needed to navigate the complexities of modern research.

DOC 7300 Action Research 3 credits
This course provides an overview of action research methods to solve problems of practice. Students examine unique and emerging proactive and responsive action research that generates knowledge and results in practical outcomes for participants.

DOC 7410 Seminar 1: Drafting the Dissertation Introduction 1 credit
This course focuses on student progress on their dissertation through the selection of the dissertation topic and type, the assigning of a dissertation chair, and drafting and receiving feedback on Chapter 1: Introduction.

DOC 7420 Seminar 2: Drafting the Dissertation Literature Review 1 credit
This course focuses on student progress on their dissertation through the assigning of dissertation committee members and drafting and receiving feedback on Chapter 2: Literature Review.

DOC 7430 Seminar 3: Drafting the Dissertation Methodology 1 credit
This course focuses on student progress on their dissertation through the drafting and receiving feedback on Chapter 3: Methodology.

DOC 7440 Seminar 4: Finalizing the Dissertation Proposal Manuscript 1 credit
This course focuses on student progress on their dissertation through completing the dissertation proposal manuscript.

DOC 7500 Data Analysis 3 credits
This course delves into data analysis techniques, integrating both quantitative and qualitative methodologies. Students will develop skills within theoretical foundations, practical application, critical analysis, and data visualization and interpretation, with particular emphasis on data analysis techniques for their dissertation.

DOC 7900 Dissertation 0-12 credits
The completion of the Ed.D. dissertation requires a scholarly mindset involving ongoing evaluation, analysis, and synthesis of previous, relevant research as well as one's own work, under the guidance of a dissertation chair and committee. This course provides students the opportunity to explore an important problem that warrants investigation due to its centrality to issues of practice and application.

DOC 8000 Dissertation 0-12 credits
The Ph.D. dissertation is an independent, scholarly work of research completed by the doctoral candidate, under the guidance of a dissertation chair and committee. This course provides students the opportunity to create knowledge and/or test a theory through the demonstration of scientific inquiry, investigative skills, methodological and analysis skills, scientific writing and presentation skills, and ethical behavior.

Diagnostic Medical Sonography (DMS)

DMS 100 Introduction to Ultrasound 1 credit
This course is an introduction to ultrasound basics. It will include a fundamental study of cross-sectional anatomy as it relates to ultrasound imaging, as well as basic scanning principles and ultrasound machine technology. An introduction to ultrasound terminology will also be presented. This course will assist students in beginning to build strong conceptual and scanning skills. (Co-requisites: BIO 117, PHS 112, MAT 165, and ENG 121).

DMS 105 Ultrasound Physics 4 credits
This course establishes the foundation for the understanding of physics of sonography and its impact on interpreting data as well as ultrasound physics principles, hemodynamics, bioeffects, and quality assurance. (Prerequisites: BIO 117, PHS 112, MAT 165, ENG 121, and DMS 100; Co-requisites: DMS 120, DMS 135, and BIO 350).

DMS 110 Abdominal I 3 credits
This course is an introduction to abdominal ultrasound with an emphasis on the role of the diagnostic medical sonographer in practice. The student will have comprehensive discussions of cross-sectional anatomy, liver, and pathology. The student gains experience through participation in scanning labs. 80% is needed in this course to pass the lecture portion of this course. (Prerequisites: DMS 120, DMS 105, DMS 135, and BIO 350; Co-requisites: DMS 140 and DMS 155).

DMS 120 Gynecology I 2 credits
This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Pelvic anatomy, physiology, clinical indications for pelvic imaging, and imaging techniques will be covered in detail. The student gains experience through participation in scanning labs. (Prerequisites: BIO 117, PHS 112, MAT 165, ENG 121, and DMS 100; Co-requisites: DMS 105, DMS 135, and BIO 350).

DMS 130 Abdominal II 4 credits
This course will provide the intermediate student with an understanding of the gallbladder, urinary system, pancreas, and spleen. This is a continuation of the skills and knowledge acquired in Abdominal I (DMS110). The student gains experience through participation in scanning labs. (Prerequisites: DMS 110, DMS 140, and DMS 155; Co-requisites: DMS 160 and DMS 175).

DMS 135 Introduction to Vascular 2 credits
This course is an introduction to the application of vascular ultrasonography. This course provides the basics of the vascular physical principles and instrumentation for pulse-wave and color Doppler. The student gains experience through participation in scanning labs. (Prerequisites: BIO 117, PHS 112, MAT 165, ENG 121, and DMS 100; Co-requisites: DMS 120, DMS 105, and BIO 350).

DMS 140 Ob/Gyn II 3 credits
This course builds on the knowledge and skills taught in Gynecology I (DMS 120). The student will have discussions on first and second trimester, as well as the normal fetal growth and development and fetal anomalies as it applies to the diagnostic medical sonographer. The student gains experience through participation in scanning labs. (Prerequisites: DMS 120, DMS 105, DMS 135, and BIO 350; Co-requisites: DMS 110 and DMS 155).

DMS 150 Small Parts 2 credits
This course is a continuation of Abdominal II (DMS130), and provides the advanced student with comprehensive discussions on small parts anatomy, which includes the thyroid, breast, prostate, and scrotum. The student gains experience through participation in scanning labs. (Prerequisites: DMS 130, DMS 160, and DMS 175; Co-requisites: DMS 180).

DMS 155 Vascular I 3 credits
This course builds on the knowledge and skills learned in Introduction to Vascular (DMS135). This course provides an in-depth study of the vascular structures in the human body, physical principles and instrumentation for color Doppler. Emphasis is placed on understanding anatomy, vascular physics, hemodynamics, and vascular disease. The student gains experience through participation in scanning labs. (Prerequisites: DMS 120, DMS 105, DMS 135, and BIO 350; Co-requisites: DMS 110 and DMS 140).

DMS 160 Ob/Gyn III 2 credits
This course is a continuation of Gynecology I (DMS 120) and Ob/Gyn II (DMS 140), and provides the advanced student with comprehensive discussions in the third trimester, fetal anomalies, and biophysical profiles. The student gains experience through participation in scanning labs. (Prerequisites: DMS 110, DMS 140, and DMS 155; Co-requisites: DMS 130 and DMS 175).

DMS 175 Vascular II 3 credits
This course builds on the knowledge and skills taught in Introduction to Vascular (DMS135) and Vascular I (DMS155). This course provides the intermediate student with a more extensive understanding of vascular anatomy, carotid, and abdominal examinations. The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS130 and DMS160).

DMS 180 Special Procedures and Patient Care 1 credit
A study of interventional procedures is emphasized. Students will review ultrasound films and compose differential diagnoses. Students will research a disease and also enhance skills by using terminology related to sonography. The course introduces the student to basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine and emergency patient care is discussed, as well as universal precautions. (Prerequisites: DMS 130, DMS 160, and DMS 175; Co-requisites: DMS 150).

DMS 200 Medical Law and Ethics 3 credits
This course is designed to define the sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system. (Prerequisites: Acceptance to the Diagnostic Medical Sonography Program, DMS 100).

DMS 250 Comprehensive Review, Diagnostic Medical Sonography 3 credits
This course which integrates the range of skills and knowledge the student has gained in Vascular, Abdomen, and Ob/Gyn sonography. Course content will focus on Abdomen and Ob/Gyn with a comprehensive review of Lecture material learned in previous quarters. Students will complete an abdominal and pelvic proficiency. Final preparation for entry into clinical setting. (Prerequisites: DMS 150 and DMS 180).

DMS 280 Clinical Training 3,9 credits
The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by CSP. (Prerequisite: DMS 250).

DMS 290 Clinical Training 6 credits
The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by CSP. (Prerequisite: DMS 250).

DMS 299 Supplemental Skills For Sonography 0 credits

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.

Digital Marketing (DMCX)

DMCX 200 Viral and Organic Growth 3 credits
Viral and Organic growth have become the gold standard by which content marketing efforts are judged. This type of growth is highly valuable, because it tends to be relatively cost-efficient, and drives brand heat. Companies which generate content that spreads through the internet with minimal effort and cost are among the most successful at growing their brand awareness and consumer base. This course is intended to teach students what drives users to share content, how to build shareable content, and how to run contests and build content marketing plans that lead to viral or organic growth. This course is offered through Rize.

DMCX 300 Social Media Marketing 3 credits
The average consumer spends nearly 2.5 hours per day on social media sites so it is no surprise that having a presence on social media has become a vital component of marketing strategy. Social media marketing allows marketers to connect with customers in unique and powerful ways and so a strong understanding of how social media is used as part of a comprehensive marketing strategy has become a necessity for anyone wishing to enter the field. This course explores how to effectively use social media to move consumers to action in myriad contexts. By the end of this course, students will be comfortable with the principles of social media marketing strategy, and will be able to integrate social campaigns into an effective marketing plan. This course is offered through Rize. (Prerequisite: BUS 270 or MAR 301).

DMCX 350 Email Marketing 3 credits
Email marketing is one of the primary avenues by which modern businesses drive customer acquisition. This course will teach students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation. Students will learn how to write emails that drive customers to take desired actions, and how to structure email campaigns for maximum effect. This course will ask students to build their own marketing campaigns to advertise an imaginary product, and to evaluate and improve existing email campaigns. This course is offered through Rize. (Prerequisite: ENG 121 or equivalent).

DMCX 400 Search Engine Optimization/Search Engine Marketing (SEO/SEM) 3 credits
When a potential customer is looking for a product, how do they find the right one? Often times, they'll ask Google or other search engines. Search Engine Optimization (SEO) and Search Engine Marketing (SEM) help companies become more visible to customers by ensuring that they are among the first companies someone sees when doing initial research. This course is intended to introduce students to the concepts of Social Media Marketing and Optimization, and teach them how to use these tools to drive top-of-funnel growth, also known as lead generation. This course is offered through Rize. (Prerequisite: BUS 270 or MAR 301).

DMCX 425 Marketing Analytics 3 credits
Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. This course is offered through Rize.(Prerequisites: BUS 270 or MAR 301, College Level Math, DMCX 300 or DMCX 350 or DMCX 400).

Dissertation (DIS)

DIS 7001 Dissertation I 2 credits
The first of five dissertation courses. Students further develop the dissertation and complete their comprehensive examination.

DIS 7002 Dissertation II 3 credits
The second of five dissertation courses. Students complete their dissertation proposal.

DIS 7003 Dissertation III 3 credits
The third of five dissertation courses. Students begin to collect and analyze the data for their dissertation.

DIS 7004 Dissertation IV 3 credits
The fourth of five dissertation courses. Students complete the collection and analysis of the data for their dissertation.

DIS 7005 Dissertation V 1,3 credits
The fifth of five dissertation courses. Students complete and defend their dissertation.

DIS 7011 Dissertation Continuation I 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

DIS 7012 Dissertation Continuation II 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status

DIS 7013 Dissertation Continuation III 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status

DIS 7014 Dissertation Continuation IV 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status

Early Childhood (ECC)

ECC 180 MN EC Educators Conf 1 credit
Join the faculty of Concordia University and the Minnesota South District for this annual conference. Choose from over 60 sectionals with tracts geared for infants, toddlers, preschool, kindergarten, primary, school age, administrator as well as general topics to update your knowledge, exchange ideas, and reaffirm your commitment to the education of young children. For more information and conference register see the website: www.csp.edu/earlychildhood or call 651-641-8857.

Early Childhood Education (ECE)

ECE 321 Preschool Education 2 credits
The focus of the course is on developmentally appropriate practices across all curricular areas and developmental domains for three to five-year-olds.

ECE 322 Kindergarten Endorsement Methods 2 credits
Students learn how to design developmentally appropriate learning environments, activities, and strategies for intentional teaching in all curricula areas.

ECE 323 Kindergarten Education 2 credits
The focus of the course includes the development of appropriate learning environments, schedules, routines, learning experiences, and teaching strategies, incorporating all curricular areas and developmental domains.

ECE 324 Language Development and Emergent Literacy 3 credits
This course prepares educators and allied professionals to guide young children through the process of language acquistion and emergent literacy.

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.

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 327 Infant and Toddler 2 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.

ECE 425 Young Children with Special Needs 2 credits
This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique special needs of individual children in the early childhood setting.

ECE 427 Authentic Assessment and Guidance in ECE 3 credits
Students will examine the various methods authentic assessment strategies as a way to assess children's knowledge and skills. Additionally, classroom management strategies will be explored.

ECE 428 Guidance and Assessment 2 credits
Students will examine the various methods authentic assessment strategies as a way to assess children's knowledge and skills. Additionally, classroom management strategies will be explored.

ECE 498 Early Childhood Internship 1-12 credits

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 540 Culturally Responsive Practices in Early Childhood 3 credits
A study of anti-bias curriculum, reflective education practices that build on cultural awareness, ethical decision-making using the NAEYC Code of Ethics, building partnerships with diverse families, and advocating for equitable learning experiences for young children. Effective leadership skills and professional communication is examined.

ECE 541 The Diverse Classroom 3 credits
This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

ECE 544 Language Development and Emergent Literacy 3 credits
Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

ECE 576 Methods, Advocacy, and Leadership in ECE 3 credits
A focus on effective programming methods, advocacy, and leadership in Early Childhood Education.

Echocardiography (ECH)

ECH 100 Clinical Practicum I 1 credit
This course is provided as an opportunity for the student to perform portions of the echo exam, positions, transducer placement and terminology in the clinical setting alongside a clinical instructor. The student will apply the skills learned in Foundations of Echo scan lab in the clinical setting. This opportunity will provide the student clinical environment observation, clinical application of echocardiography and interaction with sonographers, nurses and physicians within the echo lab. (Prerequisites: BIO 117, PHS 112, MAT 165, ENG 121, and DMS 100; Co-requisites: ECH 111, ECH 116, and BIO 350).

ECH 105 Ultrasound Physics 4 credits
This course establishes the foundation for the understanding of physics of sonography and its impact on interpreting data as well as ultrasound physics principles, hemodynamics, bioeffects, and quality assurance. (Prerequisites: ECH 111, ECH 116, ECH 100, and BIO 350; Co-requisites: ECH 156 and ECH 150).

ECH 110 Foundations of Echocardiography 4 credits
This course will cover the history of echocardiography and where/ how it plays a role in the hospital and clinic setting. They will learn about the echo machines and their different make/models. This course will provide an understanding of the machine instrumentation, the different make/ models and the different knobs along with their functionality. Recognition of cardiac anatomy on an echocardiogram and identifying proper 2-D, M-Mode and Doppler techniques and assessment of systolic and diastolic function. This course will cover; maintaining infection control and utilizing standard precautions. Demonstrating age related competencies (ie; adults, pediatric and obstetric patients). Demonstrating appropriate techniques in intensive care environments (ancillary equipment, central venous lines, ET tubes, respiratory ventilators, etc.). Identifying life threatening situations and implementing emergency care as permitted; Emergency conditions and procedures, first aid and resuscitation techniques). Proper patient positions and transferring. Professionalism and communication skills within a health care setting. An introduction to basic cardiac medications. Overview of Allina's Commitment to Care. The student gains experience through participation in scanning labs. (Prerequisites: BIO 115, PHY 112, MAT 165, ENG 120, and DMS 100; Co-requisites: ECH 115, ECH 100, and BIO 350).

ECH 111 Foundations of Echocardiography 5 credits
This course will cover the history of echocardiography and where/ how it plays a role in the hospital and clinic setting. They will learn about the echo machines and their different make/models. This course will provide an understanding of the machine instrumentation, the different make/ models and the different knobs along with their functionality. Recognition of cardiac anatomy on an echocardiogram and identifying proper 2-D, M-Mode and Doppler techniques and assessment of systolic and diastolic function. This course will cover; maintaining infection control and utilizing standard precautions. Demonstrating age related competencies (ie; adults, pediatric and obstetric patients). Demonstrating appropriate techniques in intensive care environments (ancillary equipment, central venous lines, ET tubes, respiratory ventilators, etc.). Identifying life threatening situations and implementing emergency care as permitted; Emergency conditions and procedures, first aid and resuscitation techniques). Proper patient positions and transferring. Professionalism and communication skills within a health care setting. An introduction to basic cardiac medications. Overview of Allina's Commitment to Care. The student gains experience through participation in scanning labs. (Prerequisites: BIO 117, PHS 112, MAT 165, ENG 121, and DMS 100; Co-requisites: ECH 116, ECH 100, and BIO 350).

ECH 115 Cardiovascular Anatomy & Physiology 3 credits
This course will provide an understanding of the embryologic and fetal cardiac development, cardiac chambers, valve anatomy and dynamics, coronary artery anatomy and the relationship of the chambers and the great vessels. They will learn the hemodynamics of the cardiovascular system, ventricular function, pre load and after load conditions and understanding how the conduction system affects the chambers and their function. Students will be able to demonstrate knowledge of normal and abnormal cardiac anatomy and physiology. (Prerequisites: BIO 115, PHY 112, MAT 165, ENG 120, and DMS 100; Co-requisites: ECH 110, ECH 100, and BIO 350).

ECH 116 Cardiovascular Anatomy and Physiology 2 credits
This course will provide an understanding of the embryologic and fetal cardiac development, cardiac chambers, valve anatomy and dynamics, coronary artery anatomy and the relationship of the chambers and the great vessels. They will learn the hemodynamics of the cardiovascular system, ventricular function, pre load and after load conditions and understanding how the conduction system affects the chambers and their function. Students will be able to demonstrate knowledge of normal and abnormal cardiac anatomy and physiology. (Prerequisites: BIO 117, PHS 112, MAT 165, ENG 121, and DMS 100; Co-requisites: ECH 111, ECH 100, and BIO 350).

ECH 150 Clinical Practicum II 2 credits
The intent of this course is to provide the student with an opportunity to perform portions of an echo exam (progression from previous semesters scanning portion), review position, transducer placement, and terminology in the clinical setting. Two-dimensional (2-D) and Doppler skills learned in Foundations of Echocardiography and Adult Echo will be applied in the clinical setting. This opportunity will provide the student clinical environment observation, clinical application of echocardiography and interaction with sonographers, nurses and physicians within the echo lab. At the end of the semester the student will be able to scan a complete 2D echo within 60minutes. (Prerequisites: ECH 111, ECH 116, ECH 100, and BIO 350; Co-requisites: ECH 156 and ECH 105).

ECH 155 Adult Ecocardiography I 5 credits
This course is provided to learn the basics of cardiomyopathies, coronary artery disease, systemic disease that affect the cardiovascular system, pericardial diseases, pulmonary hypertension, cardiac mass/ tumors and diseases of the great vessels. Students will learn 2D, M-Mode and Doppler techniques to interrogate the valvar diseases that coincide with those pathologies as well as organic valvar disease. This course will also cover the congenital abnormalities/corrections that may be seen in an adult echo lab (VSD/ASD/repairs). The student gains experience through participation in scanning labs. (Prerequisites: ECH 110, ECH 115, ECH 100, and BIO 350; Co-requisites: ECH 150 and ECH 105).

ECH 156 Adult Echocardiography I 0-6 credits
This course is provided to learn the basics of cardiomyopathies, coronary artery disease, systemic disease that affect the cardiovascular system, pericardial diseases, pulmonary hypertension, cardiac mass/ tumors and diseases of the great vessels. Students will learn 2D, M-Mode and Doppler techniques to interrogate the valvar diseases that coincide with those pathologies as well as organic valvar disease. This course will also cover the congenital abnormalities/corrections that may be seen in an adult echo lab (VSD/ASD/repairs). The student gains experience through participation in scanning labs. (Prerequisites: ECH 111, ECH 116, ECH 100, and BIO 350; Co-requisites: ECH 150 and ECH 105).

ECH 200 Medical Law and Ethics 3 credits
This course is designed to define the sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system. (Prerequisites: Acceptance to the Diagnostic Medical Sonography Program and DMS 100).

ECH 225 Clinical Practicum III 3 credits
This course will primarily focus on development of students clinical skills for 2-Dimensional and Doppler echocardiography. Clinical Practicum III is devoted to clinical training, allowing students an opportunity to apply didactic classroom instruction and develop their clinical skills. Students will begin to integrate the clinical and echo findings and identify final impressions related to the echo exam. Observational rotations will include intraoperative TEE, Outreach echocardiography, Stress Echocardiography, TEE and contrast echocardiography. 3D and strain rate echocardiography and the role of the sonographer for each procedure will also be included in this course. (Prerequisites: ECH 156, ECH 150, ECH 105; Co-requisites: ECH 255).

ECH 250 Special Procedures 4 credits
This course will introduce other cardiac imaging modalities. This course will introduce Stress Echocardiography, contrast echo, and bubble studies. Students will be introduced to starting a peripheral IV, required supplies, and technique. This class will focus on special procedures that involve echocardiography such as; transesophageal echocardiogram, intraoperative procedures, pericardiocentesis, cardiac catheterization procedures, LVAD device interrogation, and structural heart imaging. This course will also include an overview of 3D and Strain. (Prerequisites: ECH 255, ECH 200; Co-requisite: ECH 275).

ECH 251 Special Procedures 3 credits
This course will introduce other cardiac imaging modalities. This course will introduce Stress Echocardiography, contrast echo, and bubble studies. Students will be introduced to starting a peripheral IV, required supplies, and technique. This class will focus on special procedures that involve echocardiography such as; transesophageal echocardiogram, intraoperative procedures, pericardiocentesis, cardiac catheterization procedures, LVAD device interrogation, and structural heart imaging. This course will also include an overview of 3D and Strain. (Prerequisites: ECH 255, ECH 200; Co-requisite: ECH 275).

ECH 255 Adult Echocardiography II 4 credits
This course will focus on case reviews and the integration of all 2-D and Doppler data. Students will be able to demonstrate application of echocardiographic data and recognize discrepancies in data, ability to identify key findings, ability to create a preliminary report, and effectively communicate the echo findings to the reviewer. (Prerequisites: ECH 155, ECH 150, ECH 105; Co-requisites: ECH 225).

ECH 275 Introduction to Congenital Echocardiography 3 credits
This course will provide the student with an introduction to congenital echocardiography. Students will learn about Cardiac embryology and fetal cardiac circulation. Students will receive an overview of the congenital echo and how the focus is different than the adult echo. Students will learn the most common congenital abnormalities, the etiology, the symptoms, the treatments, and the follow-up imaging. Students will learn the unique windows and information needed for congenital echos and specific diseases. (Prerequisites: ECH 255, ECH 200; Co-requisite: ECH 250).

ECH 280 Clinical Practicum IV 3 credits
Clinical Practicum IV will continue to develop the student's clinical skills and enhance their echocardiographic hemodynamic assessment. The focus of the term will be the ability to integrate 2-D and apply echo data in an accurate patient report. Clinical Practicum IV will introduce students to transesophageal echocardiography, congenital echocardiography and to the field of stress echocardiography. (Prerequisites: ECH 255, ECH 225; Co-requisites: ECH 275, ECH 250).

ECH 290 Clinical Practicum V 5 credits
During Clinical Practicum V, the students will apply previous didactic and clinical training to complete a quality echocardiographic examination. Students will be responsible for integrating echo data, preparing preliminary echo findings and delivering the report. (Prerequisites: ECH 275, ECH 250).

ECH 299 Capstone/Board Review 1 credit
This comprehensive course contains lectures and interactive learning activities to prepare the student to transition from student to employee. The focus is on preparation for national adult echo board exams and demonstrating an understanding of the echocardiography assessment for adult cardiac pathologies. (Prerequisites: ECH 280; Co-requisites: ECH 290).

Economics (ECO)

ECO 103 Macroeconomics 3 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 104 Microeconomics 3 credits
This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will first introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy.

ECO 401 Global Economics 4 credits
This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets. (Prerequisite: FIN 301 and Minimum grade of C in ECO 103)

ECO 498 Internship: 1-16 credits

Education (ED)

ED 201 Foundations of and Introduction to Education 3 credits
This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Admission to the Teacher Education program is completed in this course.

ED 202 Critical Dispositions for Teachers 1 credit
This course is intended for transfer students who have previously taken an introduction to teaching course. It serves as an introduction to Concordia University's teacher eduation program including the rationale and procedures for admission to the program and steps necessary for completion. Admission to the Teacher Education program is completed in this course.

ED 203 Principles 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 level 2 placement on the Math Placement Exam.)

ED 330 Human Diversity and Relations 2 credits
Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

ED 333 Methods in Teaching Elementary Physical Education (Grades K-5) 3 credits
In this course, students learn the principles of effective instruction in physical education for K-5. (Prerequisite: ED 344)

ED 335 Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12) 4 credits
In this course students learn the principles of effective instruction in physical education for grades 6-12. (Prerequisite: ED 344)

ED 336 Educational Psychology 3 credits
This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment.

ED 337 Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12) 3 credits
In this course, students learn the principles of effective instruction in physical education for grades 6-12. (Prerequisite: ED 344).

ED 342 Teaching Literacy 4 credits
A study of the content, philosophy, materials, research, and strategies related to literacy in the K-6 classroom. (Prerequisite: ED 344)

ED 343 Second Language Acquisition 3 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 344 The Effective Teacher 3 credits
The planning, instructional strategies, and assessment that have wide application to effective teaching are examined.

ED 348 Second Language Acquisition 4 credits
This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

ED 351 Teaching Grades 9-12 Mathematics 4 credits
This course emphasizes the content and methods for teaching secondary mathematics. The course includes curriculum design, effective instructional strategies, methods of using technology to enhance student learning, procedures for assessment of student learning, and a high school field experience. (Pre-requisites: MAT 110, MAT 135, and ED 344)

ED 352 Teaching Grades 9-12 Social Studies 2 credits
In this course students learn instructional strategies for effectively teaching social studies in grades nine through 12. (Prerequisite: ED 344 Effective Teacher)

ED 353 Teaching Grades 9-12 Science 2 credits
In this course students learn instructional strategies for teaching science in grades nine through 12. (Prerequisite: ED 344)

ED 354 Content and Methods of Elementary Social Studies 3 credits
This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

ED 355 Teaching Grades 9-12 Communication Arts / Literature 2 credits
In this course students learn instructional strategies for teaching literature, speech, communication, and composition in grades nine through 12. (Prerequisite: ED 344)

ED 356 Teaching Elementary Science and Environmental Education 2 credits
In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science. (Prerequisite: ED 344)

ED 357 Teaching Elementary Social Studies 2 credits
This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

ED 358 K-6 Music Methods 2 credits
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to senior high at the elementary school levels. Students will examine the 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.

ED 359 7-12 Music Methods 2 credits
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to senior high at the secondary school levels. Students will examine the 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.

ED 360 Content & Mthd for K-6 Mathema 4 credits
This course provides an opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: C or better in ED 200)

ED 371 Teaching Practicum 1-4 credits
This course provides an early field experience for students prior to student teaching.

ED 375 Teaching Practicum: Kindergarten Endorsement Methods Field Experience 1 credit
This field experience supplements the Kindergarten Endorsement Methods course. The field experience is completed with a cooperating teacher at the Kindergarten level and often in diverse and urban classrooms. The course is taken upon completion of ECE 322.

ED 382 Foundations for Instructional Strategies for English Learners 3 credits
This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

ED 384 Art Education Theory & Practice: K-12 3 credits
This course guides prospective K-12 school art teachers in accepted methods 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 including budgeting, curriculum development, and classroom management. In addition, the course deals with teaching aesthetics, art appreciation and history, critical program evaluation, research, skill building and idea awareness in both Discipline Based Art Education (DBAE) and Teaching Artistic Behavior (TAB). Students will learn a basic history of art education and justifications for continuing art education in educational settings.

ED 388 Instructional Strategies for English Learners 3 credits
This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff. (Prerequisite: ED 344 and ED 382)

ED 389 Instructional Strategies for English Learners 4 credits
This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff. (Prerequisite: ED 344 and ED 382)

ED 390 S.E.A.T. Seminar 1 credit
This course provides opportunities for the student in the S.E.A.T. program to share cultural experiences, develop skills to navigate the teacher education program, and to ensure successful induction into the profession.

ED 410 Health Methods and Strategies 3 credits
This course is designed to give students the basic principles of effective instruction in health education at the middle and secondary school levels. (Prerequisites: ED 344)

ED 418 Adult Education and Development 4 credits
An overview of adult learning including theories of development, psychological perspectives, program development, and teaching strategies. (Prerequisite: upper level standing)

ED 439 The Inclusive Classroom 2 credits
Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms.

ED 448 Teaching Methods for Elementary/Middle School Movement Education 1 credit
In this course students learn the basic principles of effective instruction in movement education at the elementary and middle levels. (Prerequisite: ED 344)

ED 454 Teaching the Faith 2 credits
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)

ED 464 Student Teaching Parent & Family Education and Capstone Seminar 4 credits
Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents.

ED 470 Health Education for Teachers 2 credits
This course investigates personal and community health issues facing today's school-aged children and adolescents.

ED 471 Student Teaching 1-16 credits
Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.

ED 472 Student Teaching 1-16 credits

ED 475 Teaching 5-8 Mathematics 1 credit
This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

ED 476 Teaching Grades 5-8 Social Studies 1 credit
In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching social studies in grades five through eight. (Prerequisite: ED 344)

ED 477 Teaching Grades 5-8 Communication Arts and Literature 1 credit
In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching literature and the communication arts skills of reading, writing, speaking, listening, media literacy in grades five through eight. (Prerequisite: ED 344)

ED 478 Teaching 5-8 Science 1 credit
This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

ED 481 Introduction to Developmental Adapted Physical Education 2 credits
Learners study disorders that limit student participation in physical education and the adapted developmental approach to addressing the needs of these students in physical education.

ED 485 Assessment of ESL Students 2 credits
This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

ED 486 Assessment of ESL Students 3 credits
This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

ED 487 Reading Across the Content Areas 3 credits
This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum. (Prerequisite: ED 344)

ED 488 Independent Study 1-16 credits

ED 498 Internship 1-16 credits

ED 502 Educational Issues 3 credits
A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.

ED 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 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 516 Family Systems for Educators 3 credits
This course engages students in exploring the best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

ED 521 Educational Research and Applications 3 credits
A survey of qualitative and quantitative research methods and their applications to educational research.

ED 530 Human Diversity & Relations 2 credits
This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour community service field experience that satisfies a portion of the university's human relations requirement is included and required.

ED 535 Introduction to Teaching Children 3 credits
Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

ED 537 Inclusion in Diverse Classrooms 3 credits
Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

ED 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 548 Content and Methods of K-6 Literacy I 3 credits
A study of the content, philosophy, materials, research, and strategies related to emergent literacy in the K-6 classroom.

ED 549 Effective Teaching 3 credits
This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom management, and others.

ED 550 Content and Methods for Teaching K-6 Mathematics 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of mathematics in the K-6 classroom.

ED 551 Content and Methods for Teaching K-6 Science 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of science in the K-6 classroom.

ED 552 Content and Methods for Teaching K-6 Health and Movement 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of health and movement in the K-6 classroom.

ED 553 Content and Methods for Teaching K-6 Social Studies 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of social studies in the K-6 classroom.

ED 554 Curriculum & Instruction 3 credits
A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.

ED 556 Supervision and Improvement of Instruction 3 credits
Theory and practice of supervision of educational programs and personnel with a focus on improvement.

ED 558 Content and Methods of K-6 Literacy II 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

ED 560 Clinical Experience and Professional Foundations K-6 1-6 credits
This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom.

ED 582 Ethics for Educators 3 credits
This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

ED 590 Conducting Research and Completing the Capstone 3 credits
A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

ED 591 Completing Thesis-Option Capstone 1 credit
A review and critical analysis of current educational research with application of active research by the student on a specific question that relates to the program essential question resulting in a thesis-option capstone for publication.

ED 7009 Elementary Level Internship 2 credits
In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the elementary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7010 Middle Level Internship 2 credits
In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the middle level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7011 Secondary Level Internship 2 credits
In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the secondary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7013 Teaching Internship 0-8 credits

ED 7039 Superintendent Internship I 3 credits
The course is the first of two required sequenced courses for candidates seeking a Minnesota District Superintendent license. In the course, students apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university–approved onsite mentor and university supervisor. The experience meets three of the six required internship credits and a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator licenses.

ED 7040 Leadership and Scholarship I 3 credits
This is the first in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to analyze scholarly literature to advance their academic writing.

ED 7041 Leadership and Scholarship II 3 credits
This is the second in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership.

ED 7046 Leadership and Scholarship III 3 credits
This is the third in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership. A literature review is required.

ED 7047 Influences and Assessment of Public Policy 3 credits
This course equips students with the ability to analyze interactions and influences among various policies and organizations. Students learn to analyze power structures and ethics, with a particular emphasis on assessing policy through an equity lens.

ED 7048 Organizational Theory 3 credits
This course provides students with the theoretical perspectives and issues of organizational decision-making, communication, and identity. Students engage with the various leadership strategies and approaches of organizational theory and do so by exploring case studies.

ED 7059 Superintendent Internship II 3 credits
The course is the second of two required sequenced semester courses for candidates seeking a Minnesota District Superintendent license. In the course, students apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university—approved onsite mentor and university supervisor. The experience meets three of the six required internship credits and a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator licenses. (Prerequisite: ED 7039)

ED 7063 Leadership and Scholarship IV 3 credits
This is the fourth in a four-course series. Students examine instructional theory and research to enrich their skills to lead and learning in a variety of organizations. Students demonstrate their leadership competencies for advancing a mission-driven community.

ED 7065 Quantitative Research Methods 3 credits
This course equips students to analyze and evaluate quantitative research. They are introduced to a variety of quantitative research designs with a particular emphasis on descriptive statistics and learn about sampling, measurements, and instrumentation.

ED 7067 Organizational Resource Management 3 credits
This course equips students to align organizational resources of talent, funds, space, and time with the organization's mission. Students explore leadership approaches to maximize an organization's available resources and advances the importance of caring for the employees, including the leader.

ED 7068 Solutions Based Leadership 3 credits
This course enhances students' abilities to integrate problem solving into a management structure to improve decisions and advance initiatives. Students develop skills to face problems and identify solutions for leaders, teams, and organizations.

ED 7069 Strategic Advancement 3 credits
This course advances students' ability to champion an organization's strategic priorities through direction, planning, and decision-making. Students demonstrate their ability to design and implement a strategic plan that involves input, output, and outcomes.

ED 7070 Ethical Leadership 3 credits
This course is rooted in the mission of Concordia University and focuses on the importance of leadership defined by ethical beliefs and values of self, society, and one's organization. Situational case studies are used to develop moral decision-making skills. Key components of the first chapter of the dissertation are developed.

ED 7080 Residency I: Leadership and Problems of Practice 3 credits
This course engages students in a five-day on-campus residency experience to advance their personal equity journey as a leader and to shape their leadership passion into a "problem of practice" for their dissertation. The residency requires learning assignments prior to and following the on-campus time.

ED 7081 Residency II: Dissertation Preparation 3 credits
This course engages students in a five-day on-campus residency experience to advance their scholarly learning through the dissertation. Students complete an outline of their dissertation plan with a focus on methodology and refine their leadership skills focused on equity and servant leadership. The residency requires learning assignments prior to and following the on-campus time.

ED 7082 Research Development 3 credits
This course assists students in refining their research topics, synthesizing relevant research, and writing a draft of Chapter 2 of their dissertation. Students also draft research questions and examine possible research methods.

ED 7083 Qualitative Research Methods 3 credits
This course introduces traditional and exploratory processes of qualitative research, and provides students with the critical analysis tools necessary for doing such research. Students develop skills such as sampling, determining authenticity, data collection, and data analysis.

ED 7084 Research Design 3 credits
This course focuses on research designs and assists students in selecting one in alignment with their proposed research questions. Students advance their understanding of research ethics and data analysis, and draft their dissertation proposal.

ED 7088 Independent Study 0.5-3 credits

ED 7090 Leadership and Scholarship Coaching I 1 credit
This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

ED 7091 Leadership and Scholarship Coaching II 1 credit
This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

ED 7093 Leadership Project 1 credit
This course is only required for students seeking an Educational Specialist degree in Organizational Leadership and not a Doctorate in Education degree. The course is completed after ED 7070 and both residencies, ED 7080 and ED 7081. The course guides students in the development and completion of an applied capstone project aligned to their leadership mission.

Education (EDU)

EDU 505 Trauma and its Impact on Child Development 3 credits
Learners will examine the impact trauma, abuse, and neglect has on child development. Topics include the adverse childhood experiences (ACEs) research, bonding and attachment, prenatal and perinatal forms of trauma, and trauma's impact on the emotional, neurological, social, and physical health of the developing child.

EDU 506 Trauma-Informed Practices and Resilience 3 credits
Learners develop an understanding of what trauma is and how it influences children socially, emotionally, physically, and academically. Topics include indicators of trauma, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, strategies to support teachers, and resilience as a response.

EDU 507 Trauma-Informed Classroom Teachers 3 credits
Learners learn to recognize and respond to trauma and toxic stress and develop strategies for trauma-informed classrooms and behavioral spaces including resilience. Trauma-informed approaches to fostering student, teacher, and family relationships are explored.

EDU 508 Creating a Trauma-Informed School 3 credits
Learners explore the characteristics of school environments that are sensitive and responsive to trauma and toxic stress, professional development for all school caregivers that includes fostering resilience, and the role of families and community partners. The trauma-informed school is envisioned.

EDU 509 Trauma-Informed Intervention for the Education Professional 3 credits
Learners examine and apply trauma-based, empirically supported interventions, supports, and strategies appropriate for children impacted by various forms of trauma (e.g., prenatal, maltreatment, complex, PTSD, and traumatic grief and loss) and learn how to work effectively with and communicate with trauma-exposed children who are impacted by various emotional, behavioral, learning, social, and physical health challenges.

EDU 7001 School Leadership: Foundations I 3 credits
The first of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school and school district organization and leadership approaches and theory.

EDU 7002 School Leadership: Foundations II 3 credits
The second of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school and school district organization and leadership approaches and theory.

EDU 7003 School Leadership for All Learners 3 credits
Students develop the leadership skills to promote, design, and monitor systems that provide equitable and positive learning environments for all learners. The effects of mental health conditions, physical health conditions, and trauma on the learning environment are examined.

EDU 7004 School Leadership for Instruction and Learning 3 credits
Students develop the leadership skills for becoming an instructional change agent and they further their understanding of curriculum, assessment, and instructional practice.

EDU 7005 Organizational Leadership and Management for School Leaders 3 credits
Students develop the skills to align the resources of talent, funds, space, and time with the organization's mission. Leadership approaches to maximize an organization's available resources are explored.

EDU 7006 Strategic Advancement for School Leaders 3 credits
Students develop the ability to champion an organization's strategic priorities through data gathering, direction, planning, and decision-making. They demonstrate their ability to design and implement strategic planning that involves input, output, and outcomes.

EDU 7007 Leadership of a Learning Organization 3 credits
Students improve their ability to lead continuous improvement, increase stakeholder engagement, and develop branding and marketing strategies. They demonstrate their ability to generate and respond to audiences appropriately using traditional and emerging forms of media.

EDU 7008 Ethical and Legal School Leadership 3 credits
Students examine school district policy, state and federal laws, and legal issues affecting schools and school systems. They analyze the importance of leadership defined by ethical beliefs and values of self, society, and one's organization while demonstrating their ability to balance complex community demands in ethical decision making to serve the best interests of all learners.

EDU 7012 District Leadership: Foundations I 3 credits
The first of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school district organization and leadership approaches and theory.

EDU 7013 District Leadership: Foundations II 3 credits
The second of two courses designed to help students focus on recognizing their leadership mission and values and on developing an understanding of school district organization and leadership approaches and theory.

EDU 7014 District Leadership for All Learners 3 credits
Students develop the leadership skills to promote, design, and monitor systems that provide equitable and positive learning environments for all district learners. The effects of mental health conditions, physical health conditions, and trauma on the learning environment are examined.

EDU 7015 District Leadership for Instruction and Learning 3 credits
Students develop the leadership skills for becoming an instructional change agent and they further their understanding of district-level curriculum, assessment, and instructional practice.

EDU 7016 Organizational Leadership and Management for District Leaders 3 credits
Students develop the skills to align the resources of talent, funds, space, and time with the organization's mission. Leadership approaches to maximize an organization's available resources are explored.

EDU 7017 Strategic Advancement for District Leaders 3 credits
Students develop the ability to champion an organization's strategic priorities through data gathering, direction, planning, and decision-making. They demonstrate their ability to design and implement strategic planning that involves input, output, and outcomes.

EDU 7018 District Leadership of a Learning Organization 3 credits
Students improve their ability to lead continuous improvement, increase stakeholder engagement, and develop branding and marketing strategies. They demonstrate their ability to generate and respond to audiences appropriately using traditional and emerging forms of media.

EDU 7019 Ethical and Legal District Leadership 3 credits
Students examine school district policy, state and federal laws, and legal issues affecting schools and school systems. They analyze the importance of leadership defined by ethical beliefs and values of self, society, and one's organization while demonstrating their ability to balance complex community demands in ethical decision making to serve the best interests of all district learners.

EDU 7047 Influences and Assessment of Public Policy 3 credits
This course equips students with the ability to analyze interactions and influences among various policies and organizations. Students learn to analyze power structures and ethics, with a particular emphasis on assessing policy through an equity lens.

EDU 7048 Organizational Theory 3 credits
This course provides students with the theoretical perspectives and issues of organizational decision-making, communication, and identity. Students engage with the various leadership strategies and approaches of organizational theory and do so by exploring case studies.

EDU 7067 Organizational Resource Management 3 credits
This course equips students to align organizational resources of talent, funds, space, and time with the organization's mission. Students explore leadership approaches to maximize an organization's available resources and advance the importance of caring for the employees, including the leader.

EDU 7068 Change Management and Solutions-Based Leadership 3 credits
This course focuses on the theories, strategies, and practices of change management and solutions-based leadership. This course enhances students' abilities to integrate problem-solving into a management structure to improve decisions and advance initiatives. Students will explore the dynamics of organizational change, the role of leadership in facilitating successful transformations, and the application of solutions-based approaches to address complex challenges. Students develop skills to face problems and identify solutions for leaders, teams, and organizations.

EDU 7069 Strategic Planning and Decision Making 3 credits
This course advances students' ability to champion an organization's strategic priorities through direction, planning, and decision-making. Students demonstrate their ability to design and implement a strategic plan that involves input, output, and outcomes.

EDU 7200 Current Topics and Trends in Educational and Organizational Leadership 3 credits
This course examines the evolving landscape of leadership within educational and organizational contexts. Students will engage in critical analysis of contemporary issues, theories, and practices that influence leadership dynamics. Emphasis is placed on understanding the interplay between leadership and emerging trends in technology, globalization, diversity, and policy. Through scholarly inquiry and practical application, students will develop the skills necessary to navigate and lead effectively in complex and changing environments.

EDU 7225 Coaching and Mentoring for Leadership Development 3 credits
This course explores the principles and practices of coaching and mentoring as critical components of effective leadership development. Students will examine various coaching models, techniques, and strategies for fostering growth and development in individuals and teams within educational and organizational settings. In addition to practical applications, the course integrates personal reflection as a key element of leadership development. Students will engage in reflective exercises to assess their own coaching and mentoring styles, identify areas for personal growth, and develop a deeper understanding of their leadership impact.

EDU 7250 Community Engagement and Partnerships 3 credits
This course explores the essential role of community engagement and partnerships for leaders. Students will examine theoretical frameworks, strategies, and best practices for building and sustaining meaningful relationships between organizations and their surrounding communities. Emphasis is placed on collaborative approaches that leverage community resources, enhance stakeholder involvement, and promote equity and inclusion.

EDU 7300 Cultivating Inclusive Environments 3 credits
This course equips students with the knowledge and skills necessary to create and maintain inclusive environments within educational institutions and organizations. Emphasizing practical strategies, learners will study effective methods for fostering engagement and civic responsibility, leading diverse groups, enhancing community well-being, and cultivating inclusive policies and practices.

EDU 7400 Future of Educational and Organizational Leadership 3 credits
This course explores innovations and challenges that will shape the future of educational and organizational leadership. Emphasis is placed on adaptive leadership and visionary thinking to prepare leaders for leading proactively and effectively in a rapidly changing world. The course culminates in a student leadership capstone project, where students will develop a plan to address a future-oriented issue in leadership and reflect on personal leadership growth and future development.

Education (EDUX)

EDUX 500 Assessment Literacy 1 credit
This asynchronous, online K-6 course expands on the 2020-2021 PLC/Data Lead Learning Modules. It is designed to build a rich understanding of the power of assessment to drive instruction through the lens of cultural proficiency using modules in Schoology. Participants will examine how a balanced assessment system is foundational in developing a robust body of knowledge about students' needs and skills. This foundation supports a tiered decision making model leading to the creation of personalized instruction designed to directly target identified academic needs. Participants will examine how various forms of culturally proficient assessment drive instructional insights and decisions. In this 35 hour course we will culminate in a personal plan to effectively integrate a powerful cycle of assessment and instruction to best meet each student's needs.

EDUX 501 Collaborative Literacy: Using the Tools of Cultural Proficiency to Strengthen our Implementation 1 credit
Participants in this K-6 course incorporate the Tools of Cultural Proficiency with Collaborative Literacy to plan for building a rich community of readers and writers that accelerates growth for each student through intentionally planned whole group lessons, targeted independent practice, and personalized conferring. The first seven weeks of this eight week, 35 hour course will consist of asynchronous learning. In the final weeks of the course participants will engage in a synchronous coaching session at their site in order to integrate new learning and plan for implementation during the upcoming school year.

EDUX 502 Understanding Techquity 1 credit
Techquity describes technology use through the lens of equitable practices. This course will support participants by furthering understanding of how to apply technology and the five essential elements of Cultural Proficiency into instructional equity. Throughout this learning participants will have opportunities to synthesize the five essential elements and the 4C's as a means to enhance strong learning environments and technology use. In this course, participants will engage in seven asynchronous modules in Schoology over the course of eight weeks. This EC-12 course will be designed for participants to earn 1 semester credit through our partnership with Concordia University. Each of the learning modules will be designed to support the content, processing, and application of learning up to 35 hours.

EDUX 503 Activating the Tools of Cultural Proficiency into Practice 1 credit
This EC-12 course is designed to build capacity with the Tools of Cultural Proficiency to create, manage, and sustain equitable change. Individuals will focus on understanding the beliefs, values, and assumptions we hold as educators and create Equity Action Plans that are designed to impact the setting where your work is most closely aligned. We will cover this content over the three phases in the course through a hybrid of 3 synchronous sessions along with 6 asynchronous modules that includes 35 hours of learning.

EDUX 504 Filling in the Gaps 1 credit
The foundation of our current educational system has faced unprecedented challenges over the last year. Educators have an opportunity to be a beacon of change. We now have a new awareness of the deficits our students have experienced academically, and as equally important, socially/emotionally/behaviorally. This course provides an opportunity to create and implement change in the academic and social/emotional work we do with our students.

EDUX 505 Understanding Executive Function 1 credit
Adolescence is a time of growth, as well as a time for much needed support in regards to academics and social/emotional health. Often, adolescent difficulties can be directly related to a lagging skill-set in executive functioning. Unfortunately, many parents and educators are not versed in the language of executive functions, and specifically how they relate to and impact ADHD. To implement growth, educators and parents need: access to executive function language and definitions; understanding the impact lagging executive function skills can have on a child's development; and specific, research-based strategies to support students by increasing their executive functioning skills. Educators and families working together can create opportunities to support all of our children with ADHD and executive functioning areas of need.

EDUX 506 Restorative Teacher 1 credit
Participants in this course will learn how to build a tool kit for intentional ways to show up in their everyday lives. We will set intentions for restoring ourselves so that we can show up for those around us. We will begin our first meeting gathering as a community and creating vision boards to ground ourselves. We will use the text "12 Tiny Things" by Barr and Rosher to guide our circle discussions and our weekly reflections. Our two Zoom Circles will focus on the Circle process and lived experience of being in community. This class incorporates self-inquiry and healing. We know that in order to show up for others we first have to show up for ourselves.

EDUX 507 Differentiating for Advanced Learners 1 credit
Participants in this course will learn to plan for how to extend the learning for students who are already proficient. Participants will learn quality differentiation strategies within their core instruction for advanced learners in their classroom. This course begins with examining current thinking about advanced learners and instruction for advanced students. Participants work through self-paced learning modules for leading a differentiated classroom, curriculum compacting, quality questioning, and higher level thinking. Participants plan, teach, and reflect upon a lesson that implements strategies from the course for their final project.

EDUX 508 Feedback to Promote Learning 1 credit
Feedback is a rich source of information for both formative and summative purposes. K- 12 educators' in this class will gain new insights on making decisions about the use of formative assessment to achieve curriculum and student achievement goals. There will be an emphasis on student self-assessment, giving feedback digitally, and grading for learning.

EDUX 509 Genius Hour: Fostering Passion and Inquiry in the Classroom 1 credit
Are you interested in promoting creativity and finding more ways to inspire students in their learning? This course is designed to teach you ways to implement a "Genius Hour" (student selected inquiry project) into your classroom. This blended class format will focus on developing inquiry questions, teaching students how to find good information, and turning research into an action.

EDUX 510 Teaching from the Heart 1 credit
Using the text, Heart!: Fully Forming Your Professional Life as Teacher and Life, plan to dive into the unique aspects of a professional life: happiness, engagement, alliances, risk and thought. Setting aside time to reflect on your professional practice is critical to student success. John Hattie, in his book, Visible Learning, advocates that teachers can make a difference despite other circumstance that may impede learning. Learn more about the degree of impact you have on student learning and how you can make a distinct, positive "heartprint" on students and colleagues.

EDUX 511 Project Based Learning 1 credit
Are you interested in promoting creativity and finding more ways to inspire students in their learning whether it is in the classroom or in Distant Learning? This course is designed to teach you ways to implement Project Based Learning into your classroom. This online class will focus on understanding how Project Based Learning can improve motivation and test scores; how to run and manage Project Based Learning in the classroom, and how to use assessment to guide Project Based Learning.

EDUX 512 Using Questioning Techniques to Differentiate 1 credit
This course is designed to guide K-12 educators' differentiation skills through the application of effective questioning strategies. Research indicates that these techniques enhance critical and higher-order thinking in all students. Participants will learn about different types of questions and how to use them to differentiate curriculum to best meet the learning needs of students. Specifically, educators will explore how to adapt questioning strategies to a particular lesson, ability level, or subject area. Research that supports the use of questions and shows how this can contribute to significant improvements in student learning will be examined during the course, too.

EDUX 513 The Depth & Complexity Framework: Differentiating to Elevate Student Thinking 1 credit
Participants in this course will learn to plan for and implement the elements of the Depth and Complexity Framework to elevate and extend the thinking for students to investigate content with more depth and complexity. Participants will this learn how to use this powerful differentiation tool within their core instruction. Participants work through self-paced learning modules for the prompts for Depth and Complexity, the Content Imperatives, Universal Themes, Thinking Like a Disciplinarian, and Scaffolds and Organizers for Depth and Complexity. Participants will plan, teach, and reflect upon lessons that use the elements of the Depth and Complexity Framework throughout this course.

EDUX 514 Understanding Twice Exceptional Learners 1 credit
The term "twice exceptional" or "2E" refers to intellectually gifted students who have one or more learning needs, such as dyslexia, ADHD, OCD or autism. Twice-exceptional students may think and process information differently. Like many other gifted children, 2E children may be more emotionally and intellectually sensitive than children of average intelligence. At the same time, due to their learning differences, twice exceptional kids struggle with what other kids do easily. This course outlines characteristics of 2E learners, shares the perspective of stakeholders in a 2E child's life, and provides classroom strategies for work with 2E students.

EDUX 515 Students not Meeting Expectations 1 credit
As students transition through their K-12 educational experience, teachers expect students to continually meet grade level expectations (social, emotional, academic, executive functions) and achieve at higher and higher levels. When students struggle to be successful, teachers need to be resourceful, creative and efficient in finding solutions to the child's challenges. For some students, the mysteries are easily solved, but at other times, we are left at a loss on how to best advocate for the student and keep them on track. This course will provide strategies for identifying underlying deficits with a problem solving approach. We will provide tools for scaffolding support and building student capacity when there are recurring, unmet expectations in the classroom. With a greater understanding of a student's areas of need, teachers can create more inclusive learning environments and nurture the interests and assets of all students.

EDUX 516 Nature Matters: The Why and How of Bringing Nature into your Classroom & Life 1 credit
Time spent in, near, and viewing nature matters. World-wide children spend less and less time outside and in natural environments each year--and the Covid crisis has underscored the importance of nature for our health, well-being, and learning. The benefits of nature exposure are significant: better focus with increased knowledge retention, physical and mental health benefits, and improved soft skills such as leadership and environmental ethics development. Research indicates that nature-based learning is even a tool to build equity in the classroom, leveling the playing field across a variety of disadvantaged students. This class focuses on (3) key outcomes: 1) We will explore the "why" behind nature-based learning by examining current research across a variety of contexts and approaches. 2) We will also focus on the "how": from plants inside your school, to your school yard as a classroom, to neighborhood and local natural resources via designing and implementing a nature-based learning project that will get your students outside. 3) We will develop our skills and confidence in connecting with nature nearby so that we can feel comfortable being in nature ourselves and better facilitate nature-based learning experiences for students via dedicated time outdoors exploring, listening, and engaging with nature.

EDUX 517 Teaching with your SOUL 1 credit
Using the text, SOUL!: Fully Forming Your Professional Life as Teacher and Life, (the follow-up to the book, HEART!: Fully Forming Your Professional Life as Teacher and Life) will help you Search for, Overcome, Unify, and Live your own personal and professional soul story. Through research and reflection, you will learn how to use your soul story to help you overcome professional obstacles, and help you become more confident and joyful in your professional life. Teaching with your SOUL will help remind you, K-12 educators of all the positive impact you have had on our students and each other and the reason why we went into teaching.

EDUX 518 Not Light, But Fire: How to Lead Meaningful Race Conversations 1 credit
Using the text Not Light, But Fire; How to Lead Meaningful Race Conversations in the Classroom, and additional articles/ podcasts this course will offer district colleagues the time and guidance to reflect and prepare to facilitate meaningful, productive dialog about race in their schools.

EDUX 519 Engaging the Disengaged 1 credit
Any student can disengage from the school experience. Some students see school as the place that identifies them as being not quite "as good as" their peers. For other students, their academic success and resulting acknowledgements are not enough to maintain a sense of engagement. And some students fly under the radar, while waiting for the school year to be over: they are present, assignments are completed and they pass the grade. This course will cover how to determine the "why" behind academic disengagement, understand underlying challenges which could manifest as a lack of motivation, and strategies to increase independence in the classroom setting.

EDUX 520 Helping Students Succeed with Brain Aligned and SEL Strategies 1 credit
This course outlines the positive impact of well implemented SEL strategies to improve learning, emotional regulation and behavior. The course provides research on student brain development and structure. The course will promote the practice of considering student deficits through an emotional/behavioral co-regulation process. The material covers the shift in student focused management to adult intervention that takes into consideration an adult regulated brain and body responses. Adults will learn how their own self awareness positively impacts students . The goal is for there to be an introduction into social emotional learning themes and how to implement strategies that educators can use when students cope and succeed in their classrooms.

EDUX 521 Reading & Writing with English 1 credit
We will identify practices within the readers and writers workshop that already support our multilingual students. We will explore the opportunities to support multilingual students to build their language proficiency. How can we align our instruction, practice inclusion, be culturally responsive and foster the identities of our multilingual students? In this course you will participate in a book study that will deepen the way that you will be able to support your English Learners in the workshop model. You will create, implement and critique a lesson in your own classroom.

EDUX 522 Family Engagement and Student Success 1 credit
Teachers and schools can develop a culture that welcomes and further encourages parent engagement. This course is for staff who wish to bridge the gap between their students, guardians/parents and the academic setting. Research shows that positive family engagement in schools: is closely linked to better student behavior, increased attendance, higher academic achievement and enhanced social skills for students. The course will look at current research, provide narratives that often go unheard and offer a framework for future planning. It is up to educators and communities to transform the collective mindset and work together to create new opportunities for the caregivers and family engagement in our schools.

EDUX 523 Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls 1 credit
Though anxiety has risen among teens and young adults overall in the last 10 years, studies confirm that it has skyrocketed in girls. Research finds that the number of girls who said that they often felt nervous, worried, or fearful jumped 55 percent from 2009 to 2014 while the comparable number for adolescent boys has remained unchanged. Anxiety disorders are the most common mental health concern in the United States. Over 40 million adults in the U.S. (19.1%) have an anxiety disorder. Meanwhile, approximately 7% of children aged 3-17 experience issues with anxiety each year. Most people develop symptoms before age 21.-NAMI, 2022. Parents and educators are seeking tools to assist our female students when they are with us during their academic day. This course will utilize the book, Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls to understand the impacts of isolation and social anxiety, the importance of peers, social identity, connections, cognition, caring, cooperating, collaborating, and belonging.

EDUX 524 Beginning Reading Instruction 1 credit
Students will build a professional knowledge base based on level 3 seminal research (peer reviewed, replicated in a large scale and/or long term follow-up studies) and the National Reading Panel Report. This course addresses the components of effective reading instruction specific to phonemic awareness and phonics. Students will gain a historical perspective on the history of reading instruction while also diving deep into phonemic awareness and phonics and the research around these topics. Students will learn about the complexity of rhyming, blending, segmenting and manipulating phonemes helps beginning readers, the 44 phonemes that make up the English language in addition to ways to help reach beginning and struggling reading grades K-12. Students will have the chance to implement research into their daily work. Students will receive a three ring binder with course materials on the 1st day.

EDUX 525 Educator Wellness 1 credit
Through research and reflection, K-12 educators will learn how "educator wellness is a continuous, active process toward achieving a positive state of good health and enhanced physical, mental, emotional, and social well-being." (Kanold & Boogren) Educator Wellness is a process of self-reflecting routines for a lifetime of growth - every day, every month, and every school year.

EDUX 526 Restorative Teacher II 1 credit
Participants in this course will learn how to build a restorative mindset and find intentional ways to show up in their everyday lives. We will set intentions for restoring ourselves so that we can show up for those around us. We will begin our first meeting gathering as a community and learning about Restorative Practice and Inquiry of Self. Our two Zoom Circles will focus on the Circle process and lived experience of being in community. This class incorporates self-inquiry and healing. We know that in order to show up for others we first have to show up for ourselves.

EDUX 527 Understanding and Utilizing Research to Support Early Literacy Acquisition 1 credit
This is a foundational course for the classroom, special education, ELD, and interventionists focused on literacy instruction aligned to core content. It will include: • A base layer of understanding of the theoretical framework of a comprehensive literacy model. • Understanding the role of early literacy acquisition as foundational to building a strategic processing system • Understanding the role of phonemic awareness, phonological awareness, and phonics as components of a strategic processing system • Understanding how to use theory and data to inform instructional decisions • Understanding how to best support learners with diverse strengths and needs, building on metacognition

EDUX 528 The Scoop on the Science of Reading 1 credit
What is the science of reading? What's all the buzz about? How does the science of reading align with what we do in Eden Prairie Schools? Participants in this K-12 course will explore the science of reading alongside our curricular resources to examine how we can accelerate growth for each student through intentionally planned, culturally responsive whole group lessons, targeted independent practice, and personalized conferring. The goal of this course will be to integrate new learning and plan for instruction during the upcoming school year.

EDUX 529 Grading for Equity 1 credit
This course is designed for K-12 educators who are interested in exploring and understanding the impact grading practices can have on student learning and equity. This course will provide opportunities for personal reflection on beliefs around grading. Participants will examine historical and current grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. Using the text, Grading for Equity by Joe Feldman, participants will gain insight into intentional shifts schools can make towards grading practices that support student learning and close achievement and opportunity gaps. This course will guide you toward acquiring the emotional resilience you need to feel empowered and thrive in your environment.

EDUX 530 Cultivating Emotional Resilience in Educators 1 credit
As a teacher, it can be challenging to take care of your own needs as the complexities and commitments that teaching brings forward each day circle around us. Using the text, Onward, by Elena Aguilar, you will learn 12 practical habits and dispositions that will give you concrete steps toward rediscovering yourself, your energy, and your passion for teaching. Our 7 week asynchronous course will guide you toward acquiring the emotional resilience you need to feel empowered and thrive in your environment.

EDUX 531 Designing for Culturally Proficiency Practices 1 credit
This course follows the course 'Activating the Tools of Cultural Proficiency.' Participants learned a foundational understanding of the Cultural Proficiency Framework in the first course. In this next course, participants will review that Framework in order to apply those concepts and tools to design an action plan for their setting at school. New tools will be explored to deepen, support and expand the possibilities for strengthening cultural competence and proficiency. Participants will be introduced to tools such as the Liberatory Design Deck, Culturally Relevant Pedagogy and Critical Literacy. The goal is to inspire habits of thinking and build a toolbox of strategies for designing culturally competent experiences with students, families and co-workers.

EDUX 532 Building Thinking Classrooms 1 credit
Participants in this K-12 course will use the book Building Thinking Classrooms in Mathematics by Peter Liljedahl as a roadmap for enhancing learning in their classrooms. Through his research, Liljedahl illuminated fourteen optimal practices for thinking that, when implemented, showed increased student engagement and achievement. Through this 7 week's course, participants can expect to explore Liljedahl's 14 practices, engage in rich math tasks, reflect on their own teaching and instructional practices, and create an implementation plan

EDUX 533 In Control of Being Out of Control 1 credit
This course focuses on behavior management and classroom culture. Through course readings, online resources, and reflections, K-12 educators will learn effective behavior management strategies to use within their classroom. Course discussions will center around classroom culture, roles of teachers and students, and expectation setting.

EDUX 534 ADHD in the Classroom: Helping Children Succeed in School 1 credit
Children with attention-deficit/hyperactivity disorder (ADHD) experience more obstacles in their path to success than the average student. According to the CDC, 9.8% of youth receive a medical diagnosis of ADHD between the ages of 3-17. The symptoms of ADHD, such as inability to pay attention, difficulty sitting still, and difficulty controlling impulses, can make it hard for children with this diagnosis to do well in school. Many educators feel unprepared to navigate the ADHD process with a family, or are unsure how to best assist a child struggling in the traditional school setting. This course will cover the process families take to receive a medical diagnosis of ADHD for their child, how and when an IEP or 504 are needed and implemented, the impact ADHD has on executive functions, and strategies to support our students in the educational setting.

EDUX 535 Dare to Teach 1 credit
A leader is anyone who takes responsibility for recognizing the potential in people, and has the courage to develop that potential. Using the book Brené Brown's Dare to Lead: Brave Work, Tough Conversations, Whole Hearts., you will reflect on how to be a leader who dares to lead, not from a place of perfectionism and self-protections, but from a place of vulnerability, self-awareness, and trust. Daring leadership requires skill building around traits like empathy, connection, and courage.

EDUX 536 Lessons for Learning: Improving Outcomes with Insight from Cognitive Scientists 1 credit
Learning is an incredibly complex behavior. The science of learning or cognitive psychology helps explain how children and youth process information, remember information and how they learn from the environment around them. It includes behaviors like perceiving, attending, thinking and making decisions. This course will explore a variety of aspects of why learning is challenging to students. With that knowledge, the course highlights how educators can improve learning outcomes for students with practical strategies written with the teacher in mind. The course allows teachers to self reflect and apply new knowledge directly to their classrooms.

EDUX 537 Attitude is Everything: Take Control at the Door 1 credit
The art of effective behavior management is very important for a healthy school community, for successful teaching and for the teacher's well being. Having the understanding and tools to solve the classroom wide challenges and individual student behavior is relevant to educators at all levels and in all positions. Behavior problems in schools are common as children and teens learn to test their limits and assert their independence. Understanding the causes of misbehavior and how to deal with them can make a classroom be more welcoming, fair and equitable. This course allows time for observation, self awareness and self reflection. It provides evidence based tools and strategies to positively influence the teacher and the student's daily school experience.

EDUX 538 Bringing Words to Life 1 credit
Vocabulary instruction doesn't have to be boring! Using the text Bringing Words to Life by Beck, McKeown and Kucan K-12 educators will learn the research surrounding vocabulary instruction and the skills and strategies to teach learners from all backgrounds using practical and manageable classroom activities to energize the verbal environment. This 1-credit course combines rich content with practical assignments aimed at integrating learning into the school day.

EDUX 539 Mapping Meaningful Connections 1 credit
Language is the portal to meaning-making, connection, learning, and self-awareness. Having access to the right words can open up the entire world. Our ability to accurately recognize and label emotions is often referred to as emotional granularity. Using the book, Atlas of the Heart, Brené Brown helps build our emotional vocabularies of eighty- seven emotions,along with mapping out the skills for making meaningful connections.

EDUX 540 Nature Matters 2: Greener and Greater 1 credit
Highschool Environmental Studies/English teacher Hillary Wackman and Michael Barnes Ph.D have teamed to develop and co-teach this course as a pre-K through grade 12 professional development course. Their 1-credit course combines rich content with practical assignments aimed at integrating nature-based learning into the school day.

EDUX 541 Dyslexia-Supporting Students with Characteristics of Dyslexia 1 credit
This course is intended to be a collaborative learning opportunity for teachers in District 196 to learn more about dyslexia and characteristics of dyslexia. Participants will apply learning to their teaching environments to promote more inclusive instructional practices for students with dyslexia and/or characteristics of dyslexia. Teachers will also identify and utilize tools that will identify and increase their understanding of the needs of students with characteristics of dyslexia.

EDUX 542 Artificial Intelligence - Next Gen Teaching with A.I. 1 credit
In this graduate level course, participants take a deep dive into the integration of generative artificial intelligence (AI) technology within K-12 Education. Through a blend of theory and practical application,learners gain insights into the implications, strategic implementation, and ethical considerations of generative AI in academic settings. Engaging in multiple inquiry projects, participants refine critical thinking, collaboration, communication, and creative problem-solving skills, fostering interdisciplinary collaboration and innovative exploration of AI's role in academia. (yes, AI helped write this description)

EDUX 543 SEL Foundations and Instructional Practices 1 credit
This asynchronous online course is designed to establish the understanding and practical application of the five social-emotional learning (SEL) competencies from MDE and their relationship to student behaviors. Instructional strategies from this course will cultivate equitable and culturally responsive SEL instruction, ensuring that all students, regardless of background, can thrive academically, socially, and emotionally.

EDUX 544 Understanding Academic Language & Multilingual Learning 1 credit
Join our course designed for K-12 educators seeking to deepen their understanding of multilingualism and how this relates to instruction. Through this transformative experience, participants will explore strategies for fostering language development across the curriculum, learn about the impact of multilingualism on learning, and set goals towards implementation of culturally responsive teaching practices. This course offers insights and practical tools to create inclusive learning environments where all students thrive.

EDUX 545 OL & LA: Online Language and Literacy Academy 1 credit
OL&LA (The Online Language & Literacy Academy) is an asynchronous course that personalizes professional learning for literacy by integrating cutting-edge reading science with techniques tailored to a wide range of students, including those with diverse language backgrounds like Multilingual Learners, English language variety speakers, and students with dyslexia. Participants form an intellectual community (cohort) as they reflect on the course content, including readings from research and from CORE's Teaching Reading Sourcebook, Third Edition, and Assessing Reading: Multiple Measures, Revised Second Edition. The highly engaging modules, completed on your own time during the course dates, include video models, narrated screencasts, interactive activities, simulations, reflections, self-checks, and online discussion forums. Depending on the course pathway purchased, participants can have direct contact with a personalized CORE facilitator that includes three live webinars.

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 540 Pedagogy: Curriculum and Instructional Leadership 3 credits
A review of the arts and science of teaching and learning, educational issues, curriculum, and instructional leadership in the contemporary K-12 settings. 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.

EDL 550 Leadership and Human Resources Management in Education 3 credits
A study of school leadership and human resource management on the impact of successful learning of all students in educational settings.

EDL 552 Management of Human and Financial Resources 3 credits
A focus on educational leadership theory and practice related to the management of human and financial resources.

EDL 553 Educational Policy and Administration 3 credits
A study of the educational leader's role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

EDL 556 Supervision and Improvement of Instruction 3 credits
A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

EDL 557 Financial Resources 3 credits
A study of leadership and management of the fiscal resources of contemporary schools.

Educational Technology (ET)

ET 500 Principles of Digital Teaching and Learning 3 credits
A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.

ET 505 Exploring Classroom Technology Tools 3 credits
An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

ET 510 Virtual Classroom 3 credits
The study of various social media modes to engage the learner and enhance instruction.

ET 515 Professional Development and Leadership in Educational Technology 3 credits
A focus on leadership and professional development in planning and integrating educational technology.

ET 520 Field Experience: Course Development 1,3 credits
Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting.

English (ENG)

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 121 College Writing 3 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. For Oregon students, this course meets the writing-intensive requirement for the State of Oregon.

ENG 156 Introduction to Literature 3 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 121)

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 225 Creative Writing I 4 credits
This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities.

ENG 226 Journalism 3 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 121)

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. (Prerequisite: ENG 121)

ENG 320 Writing for the Job (and Life) You Want 3 credits
In this inspiring, real-world course, students will develop the tools and skills of professional writing for career readiness in a wide range of industries and other opportunities. Taught by an award-winning professional writer and marketing consultant, this course is designed to demystify the professional writing and distribution field and help connect the dots between college and life after graduation. Students will learn the principles of content planning, creation, curation, as well as a personal branding, and working in collaboration with others. Through this course, students will develop the confidence to approach, manage, and succeed at virtually any type of professional writing assignment at every stage of their career.(Prerequisite: Minimum grade of C- in ENG 120 or ENG 121)

ENG 323 Topics in Creative 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 creative writing styles and genres. Topics include poetry, flash fiction, memoir, travel writing, and literary journalism.

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 121)

ENG 325 Creative Writing I 4 credits
This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities.

ENG 326 Topics in Writing 2 credits
This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.

ENG 329 Topics in Professional 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 professional writing styles and genres. Topics include technical writing and grant writing.

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. (Prerequisite: ENG 121)

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 360 Survey of British Literature 3 credits
This survey course covers literature from the Anglo-Saxon period through postcolonial Britain and the present day. Selected readings lead to discussions about the development of the English language, the growth of nationalism and its reflection in literary works, the characteristics of literary movements and their major authors, religious tensions and the monarchy, canon formation, the rise of the novel, the fight for women's rights, and the effects of colonialism. (Prerequisites: ENG 121 or equivalent)

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. (Prerequisite: Minimum grade of C- in ENG 121)

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. (Prerequisite: ENG 121)

ENG 368 Shakespeare 3 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. (Prerequisite: ENG 121)

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. (Prerequisite: ENG 121)

ENG 370 Survey of American Literature 3 credits
This course surveys American literature from the colonial period to the present. It takes a historical approach that emphasizes the literature in relationship to a socio-historical framework, with a particular emphasis on Puritan foundation, Enlightenment thought, Romanticism, Realism, Modernism and Postmodernism. (Prerequisites: ENG 121 or equivalent)

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. (Prerequisite: Minimum grade of C- in ENG 121)

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. (Prerequisite: ENG 121)

ENG 380 Classical Western Literature 3 credits
Through selected readings, this course introduces students to some of the foundational texts of Western literature. Students will begin with ancient Greek mythology, Homeric epics, and Greek tragedies. They will move on to Roman mythology as depicted in Virgil and Ovid. The course will end with The Inferno by Dante, the great Italian Medieval poet. (Prerequisites: ENG 121 or equivalent)

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. (Prerequisite: ENG 121)

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. (Prerequisite: ENG 121)

ENG 420 Persuasive Writing on Contemporary Issues 3 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. (Prerequisite: ENG 121)

ENG 425 Creative Writing II 4 credits
This is an advanced course that requires students to probe more deeply into the elements of short fiction, poetry and creative non-fiction. In addition to producing original creative work, students will read a variety of literary texts and selected works on the craft of creative writing. This class will be run as a workshop. (Prerequisites: Minimum grade of C- in ENG 325)

ENG 440 Literary Theory 4 credits
In this course students become familiar with various critical theories about literature including structuralism, deconstruction, cultural criticism (especially as related to third world literature), feminist theory and psychoanalytical theory. It prepares them to read critically and helps them to develop their own critical stances. (Prerequisites: Minimum grade of C- in ENG 121 and an upper-level English course)

ENG 445 Literary and Critical Theory 3 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 121 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.

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 121)

ENG 495 Seminar in Global Literature 3 credits
Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, this seminar will explore themes common around the world in forms distinctive to diverse cultures. The particular geographical area and/or theme will vary from semester to semester. As part of the seminar, students will write a major research paper. (Prerequisites: ENG 121 or equivalent)

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. (Prerequisite: ENG 121)

ENG 499 Senior Capstone Project 2 credits
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 works of fiction 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 works of fiction 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 works of fiction and have their work critiqued by their peers and instructor in a workshop setting.

ENG 525 Studies in the Scope and Ethics of Contemporary Creative Nonfiction 3 credits
This course will investigate various examples of published creative nonfiction, such as the memoir, travel writing, personal essays and narrative journalism. Specific authors and genres may vary from semester to semester. Students will also explore the ethical issues inherent in writing creative nonfiction.

ENG 530 Advanced Workshop 4 3 credits
Students will write original works of fiction 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 works of fiction and have their work critiqued by their peers and instructor in a workshop setting.

ENG 545 The Culture of Writing, Editing, and Publishing 3 credits
Students will explore the culture of writing, editing and publishing.

ENG 550 Researching and Writing about Literature 3 credits
Students will research and write a 25 page extended critical essay on a literary topic approved by their instructor.

ENG 555 Thesis 3 credits
Students will write a book-length manuscript that is either a novel or a short story collection.

English as a Second Language (ESL)

ESL 520 Language and Society 3 credits
This course focuses on the concepts and skills needed to develop cultural understanding of and communication with speakers of other languages. The impact of cultural, linguistic, ethnics, regional, and gender differences in the classroom is examined and strategies to involve the families and communities of English language learners are explored.

ESL 531 Second Language Acquisition 3 credits
This course addresses major topics of second language acquisition, including the processes of first and second language acquisition; the similarities and differences among child, adolescent, and adult language acquisition; the developmental progression of students with limited English proficiency; and program models and strategies for second language instruction.

ESL 540 Foundations for Instructional Strategies for English Learners 3 credits
This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

ESL 541 Instructional Strategies for English Language Learners 3 credits
This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

ESL 550 Assessment of English Learners 3 credits
This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

English as a Second Language (ESLX)

ESLX 501 Teaching with Games for Multilingual Learners 3 credits
This course explores the world of learning and play specifically designed for multilingual learners (MLLs). As educators, we're always searching for effective ways to help students learn and practice as they learn a new language. In this course, we'll delve into the potential of using digital games as a tool for language instruction. Explore the captivating realms of game-based learning and gamification, discovering how they can enhance language acquisition and make the learning process engaging and enjoyable. Gain insights into the types of games teachers are using in MLL courses, and explore the challenges and opportunities of implementing digital games in your own classroom. By the end, you'll be equipped with practical ideas to level up your teaching skills by using games with multilingual learners. This course is offered through the Teaching Channel.

ESLX 507 Listening Skills for English Language Learners 3 credits
Learning English can be challenging! This course explores proven English Language Learner (ELL) listening strategies designed to make instruction more effective and efficient. Discover how teachers of students who are ELL can boost their confidence by teaching them how listening improves their English skills. Explore how to make informed decisions and ways to adapt teaching methods that encourage students to rely on proven English language acquisition. Study how to measure Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and comprehensive input strategies to ensure students who are ELL are on the right track. Uncover the many ways students gradually gain proficiency in their new language, and watch them reach, fly, and soar! This course is offered through the Teaching Channel.

ESLX 508 Teaching Writing Skills to Students Who Are ELL/MLL 3 credits
This course equips educators with the necessary knowledge and skills to effectively scaffold content and facilitate the development of writing skills in students who are English Language Learners (ELL) (this term is in the process of changing to Multilingual Learners (MLL) and you will see us use both ELL and MLL interchangeably). Participants will explore a variety of strategies and best practices to create a supportive learning environment that fosters language acquisition and enhances writing proficiency. Through a combination of foundations, and practical applications, participants will gain a deep understanding of how to address the unique needs of ELL/MLL students in the writing process. This course is offered through the Teaching Channel.

ESLX 511 Making Content Accessible for your English Language Learners 3 credits
As school demographics change, teachers are challenged to address the needs of an ever-expanding variety of English language learners. In this course, you will discover strategies, templates, and activities to build a toolkit for working with ELs in your classroom. Explore the importance of academic conversations and teaching academic language in your classroom while implementing different scaffolds, vocabulary, and background knowledge activities. Most of all, you will learn how to create a collaborative environment that focuses on advocacy for creating a positive learning environment for ALL students, while making the content more comprehensible for students who may struggle with language. This course is offered through the Teaching Channel.

ESLX 512 World Language Differentiation for Heritage and Native Speakers 3 credits
Students who are heritage or native speakers bring a wealth of knowledge to school and the classroom, especially in World Language class! This course will expand your toolkit to include the Language Experience Approach (LEA), oracy, and a wealth of differentiation possibilities; many of which can also be used with students identified as gifted and talented! Through connections to the ACTFL 5 C's, you'll revise and create inclusive activities and lessons that can showcase the voices and gifts of students who are heritage or native speakers. You'll also have a chance to interact with others via a Padlet, sharing tips, stories, and strategies to succeed in your role as a cultural mediator. Finally, you'll learn different ways to scaffold your instruction for all learners to reinforce skills and make success attainable. Explore ways to meet the needs of both students who are heritage or native learners, along with general language learners, in the same World Language classroom with this practical course! This course is offered through the Teaching Channel.

ESLX 513 Empowering Multilingual Newcomers with Language and SEL Support 3 credits
Welcoming newcomer students – immigrants or refugees– to our classrooms requires targeted and compassionate interventions to foster feelings of belonging and empowerment. This survey course offers insights, ideas, and strategies to support student newcomers and their families. You'll create a resource guide for families, and a Newcomer Kit to empower students to navigate their new school. Explore language development strategies with multi-cue and comprehensible input approaches to learning English, and deepen your awareness of the needs of newcomer students with learning disabilities. Plan language input and output strategies as practice opportunities for English language development. You will leave this course with a broad appreciation for empowering student newcomers and their families with the tools they need for success in their new schools and communities. This course is offered through the Teaching Channel.

English Language Arts (ELAX)

ELAX 506 Write On! Using Personal Narrative in the Classroom 3 credits
Personal narrative writing is a common writing unit found in K-12 classrooms but it can feel like there are a million different pathways and methods for teaching it! While some students hunger for opportunities to complete personal writing, other students recoil at the idea of writing about their own lives. In order to meet all students' diverse needs and feelings about personal narrative writing, a variety of strategies and approaches are necessary to best support them—that's where this course comes in! In this course you will examine a variety of strategies for teaching personal narrative writing in the classroom. Then, examine the potential risks of personal writing for students, and discover ways to be intentional about introducing personal writing tasks in your classroom. Discover how to practice developing and adapting personal narrative writing lesson plans by viewing creative writing activities and mentor texts to scaffold student learning. By the end of the course, you will know fresh strategies for personal narrative, like podcasting and oral storytelling, and will have revolutionized your personal narrative writing unit to best meet students' needs. Write on! This course is offered through the Teaching Channel.

ELAX 508 Cultivating Creativity with Literacy 3 credits
Creativity and literacy are essential skills necessary for success in the 21st Century. To foster communication, cooperation, and critical thinking among students in today's world, it is important to weave these two skills together seamlessly. In this course, you will explore the link between creativity and literacy, as well as important thinking habits that serve as a foundation for both. You will learn strategies to integrate the arts into your literacy block, analyze how student choice and self-direction facilitate students' creative agency, and you'll even get to explore your own creativity through the review of an art piece of your choice. Ultimately, by combining creativity and literacy, you will empower students to become proficient communicators, cooperative collaborators, and discerning critical thinkers who can navigate the challenges of our rapidly evolving society. This course is offered through the Teaching Channel.

ELAX 510 Learning Life Lessons with Literature 3 credits
This course will focus on the importance of emotional intelligence (EI) and social and emotional learning (SEL) including the use of literature to teach it. As a participant, you will learn how to assess SEL and EI, create a new routine to do so, and then use the assessment results to plan the next right instructional step. Through a variety of resources, you will explore diversity, equity, and inclusion in social and emotional learning. After creating your own list of literature to disrupt bias, stereotypes, and prejudice of traditionally marginalized groups, you will plan a lesson to include a children's book to teach a non-academic concept. Complete the course with a new vision for using literature to teach and positively impact your students. This course is offered through the Teaching Channel.

ELAX 511 Innovative Makerspaces for All Students 3 credits
Imagine a room full of carefully selected tools and materials that students can tinker and play with, then use to create! Makerspaces are exceptionally beneficial to education by allowing students to drive their own learning through design processes, so they can change the world! In this course you will understand the purpose, application, and benefits of maker spaces, and identify ways to ensure the space is accessible, and representative of all students. You'll know the right tools and materials with which to stock your makerspace, and learn both the Design Process and SCAMPER to help students frame their ideas. Whether you work with a makerspace or want to create one, this course will help you to bring additional innovation to your students' learning experience. This course is offered through the Teaching Channel.

ELAX 513 Content Writing Skills for College Readiness 3 credits
Reading and writing are fundamental skills needed to thrive in college, and in life. With a focus on disciplinary literacy in the secondary classroom, educators can invite students to engage deeply in the academic disciplines like science, history, the arts, and even math. In this course, you will learn the importance of disciplinary literacy in the acquisition of academic knowledge and explore specific strategies to enhance reading, writing, listening, and speaking in your content area. Design opportunities to implement writing conferences, provide formative feedback, and utilize mentor texts to model disciplinary thinking. You'll leave this course with applicable strategies to teach students how to read, write, think, and talk like an expert in the field. This course is offered through the Teaching Channel.

ELAX 514 Building Literacy Through Read-Alouds 3 credits
A classroom read aloud provides opportunities for teachers to model and develop key components of reading development. Through this course, you will learn to plan engaging and interactive read alouds to build background knowledge, support language comprehension, develop vocabulary, and increase verbal reasoning. Explore the components of an interactive read aloud, including strategies for before, during and after reading. You'll also learn how to use the read aloud routine to support social emotional learning, including empathy and understanding about identity differences. By mastering the art of interactive read alouds, you can nurture reading development, and also cultivate empathy and empower your students to become confident, compassionate learners. This course is offered through the Teaching Channel.

ELAX 515 Visualize Success with Graphic Novels 3 credits
Get ready to embark on an exciting journey into the world of graphic novels! This engaging experience will show you how to unlock the immense potential of graphic novels as a powerful educational tool. You'll develop a sell sheet to showcase the merits of graphic novels, and explore innovative techniques in visual learning to boost student learning. Take the time to discover a treasure trove of captivating graphic novels to use with students, along with teaching tips and strategies tailored specifically to graphic novels. To top it all off, you'll create an activity that guides students through the basics of crafting their very own comics or graphic novels. Prepare to transform your teaching and captivate your students with the artistry and wonder of graphic novels! This course is offered through the Teaching Channel.

ELAX 521 Demystifying the College Application Essay 3 credits
The college application process can seem like a brave new world with a different set of rules and expectations, but that is not the case! This course aims to demystify the college application essay and empower educators and students to use writing skills they already possess in order to write an engaging, dynamic, and successful narrative. Throughout the course, participants will learn tips and tricks for teaching students how to write college application essays using a variety of information from universities and will explore activities for teaching about the college application essay in the classroom. Educators will reflect on topics that have implications for the college essay process like using mentor texts to spark creativity, using artificial intelligence (AI) when writing college essays, and will even discover how the Supreme Court's recent rulings impact the purpose of the college application essay. By the end of this course, teachers will have a variety of approaches to teach about the college application essay as well as new awareness around its increasingly complex future. This course is offered through the Teaching Channel.

ELAX 522 Empowering Students to Create Persuasive Arguments 3 credits
Unlock the critical components of argumentation and gain essential vocabulary to dissect, comprehend, and construct persuasive arguments in this compelling course all about persuasion. Learn how to create engaging activities, lead dynamic discussions, and how exercises in argumentative writing teach logic, reasoning, evidence, evaluation, and persuasive communication. Design a mini lesson based on respectful discourse that fosters constructive conversations with differing points of view. You'll leave the course understanding how persuasive communication can be a transformative skill in students' academic and personal life. This course is offered through the Teaching Channel.

ELAX 524 Refresh Your Grammar Instruction 3 credits
Grammar instruction has evolved beyond the traditional diagramming sentences and "drill and kill" lessons. Research suggests that grammar should be infused within context and writing skills, making it applicable, enjoyable and engaging for students of all ages. In this course, you'll learn engaging strategies that focus on parts of speech, mentor sentences, and punctuation. We'll provide you with creative resources, such as memes, beloved texts, and engaging activities, that you can use to improve your students' writing skills while reinforcing grammar instruction. Both teachers and students will have fun while learning, and you'll finish the course prepared to refresh your grammar game for students. This course is offered through the Teaching Channel.

ELAX 534 Focus on Phonics for Effective Reading, Writing and Spelling 3 credits
Go back to the basics with a fresh focus on phonics. Effective phonics instruction requires specific teaching and learning targets bolstered by understanding reading development and the instructional models used historically. Through a review of reading fundamentals and direct phonics instruction, teachers will learn proven strategies of practice and repetition to support readers struggling with letter and word decoding automaticity. By investigating formative assessments for phonemic awareness and phonics, teachers will activate reading, writing, and spelling tools and teaching strategies with an eye on student engagement for better overall reading comprehension and achievement. This course is offered through the Teaching Channel.

ELAX 535 Writer's Workshop:Engaging Students Using Mentor Texts and Writer's Notebooks 3 credits
What's up with writer's workshop? Even though it's a proven framework for writing instruction, successful implementation remains a mystery and challenge for language arts teachers at all grade levels. This course will help teachers renew their intentions to make writer's workshop a classroom reality. Focus on background and strategies for implementing writer's workshop, then connect the writing process with two powerful tools: the writer's notebook and mentor texts. Explore options and applications to create a workshop model based on current classroom structure and needs. How do I create and maintain an effective writer's workshop to support students' writing development? This course will spark energized answers and opportunities for improved teaching and learning of writing! This course is offered through the Teaching Channel.

ELAX 536 Building Successful Readers: A 3 credits
Tired of your students' eyes just "glossing over" the pages as they read? This course will enable teachers of all content areas to teach their students how to be better readers. Examine 40 proven strategies that help students develop their vocabularies, comprehend informational and narrative texts, and engage in meaningful discussions of what they read. This course is offered through the Teaching Channel.

ELAX 537 Building Successful Readers in all Content Areas 3 credits
Tap into a wealth of techniques to help your primary students improve reading comprehension. Real-life reading comprehension strategies and dozens of scenarios demonstrate effective ways to: select the perfect books, model think alouds, assist students in making important connections, and empower your students to having a meaningful conversation about the texts they are reading. Watch your students become thoughtful and independent readers! This course is offered through the Teaching Channel.

ELAX 538 Literacy and Learning 3 credits
Designed to provide a balanced approach to early childhood literacy, this course explores strategies for teaching oral language, vocabulary, phonological awareness, word recognition, comprehension, and writing skills. Learn ways to engage young learners through play and technology integration, as well as suggestions for how to connect with families and to encourage literacy at home. This course is offered through the Teaching Channel.

ELAX 539 Solving the Reading Puzzle: Using Assessment to Drive Intervention 3 credits
Learning to read is a challenge, and teaching reading is too! This course will help you boost student achievement in reading especially with those students struggling to learn to read and read to learn. Participants will learn about reading assessment including screening, diagnostic assessment and progress monitoring. Additionally, they will connect assessment data to differentiating instruction and intervention in the five areas of reading. Course participants will come away with a better understanding of how reading assessment drives remediation and instructional planning, as well as many resources to help students solve the puzzle of reading! This course is offered through the Teaching Channel.

ELAX 540 Vocabulary Instruction and Word Learning for Secondary Content Areas 3 credits
Vocabulary development is a critical skill for all academic achievement, yet it's an often-overlooked part of instruction, especially in the content areas. This course offers a review of research to support vocabulary instruction using words carefully selected from existing curriculum and standards in any content area. Direct instruction leads students to vocabulary growth, improved comprehension of challenging texts, and word-learning skills that will extend beyond high school. Word mastery and confidence is built from daily routines that engage students with new words in a classroom environment that promotes and practices word-learning skills. This course is offered through the Teaching Channel.

ELAX 541 Increasing Comprehension with Close Reading in Your Classroom 3 credits
Close reading is a vital literacy skill for meeting Common Core standards that require students to answer text-dependent questions and understand complex texts. This course offers an opportunity to study and practice a powerful literacy framework using six Notice and Note Signposts for fiction. Explore the signposts (text features) to help you forge a deeper connection between your students and the fiction they read. Join the journey that will lead your students to increased engagement, reading comprehension, and productive independent reading through a transformational practice of close reading of fiction. This course is offered through the Teaching Channel.

ELAX 542 Victorious Vocabulary Instruction for Remarkable Reading 3 credits
Vocabulary development is an essential skill for reading and overall academic achievement, yet it's a commonly neglected area of instruction. This course provides a review of research that supports daily vocabulary instruction using words selected from existing curriculum or any content area. Explicit, consistent instruction leads students to vocabulary growth and a greater love of language. Word mastery and confidence is achieved from daily routines that engage students with new words in a classroom community that promotes academic risk-taking. Planning, teaching, and assessing components are covered for teachers who want to inspire their instruction with a love of words their students need to know. This course is offered through the Teaching Channel.

ELAX 543 Five Keys to Reading Instruction 3 credits
Learning to read is a critical process for all students, and finding the best strategies to teach it can be a challenge. This course will look to research from the National Reading Panel and other literacy experts to strengthen your teaching practice and increase young students' mastery of the key areas of reading– Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. You'll explore tried and true teaching strategies that can support all tiers of the Response to Intervention (RTI) framework, including the unique needs of your English Learners. Build a strong foundation in teaching reading and reading development! This course is offered through the Teaching Channel.

ELAX 544 World Language Teaching Methods 3 credits
Rediscover foundational theories and practical strategies for second language acquisition. Focus on reading, writing, listening, and speaking methods that successfully encourage learners across ages, experience levels, and language backgrounds. This course is designed to expand awareness of practical resources, including appropriate use of student-centered activities for language instruction. Whether you are new to teaching foreign languages or ready for new inspiration, this course will take you to the next level! This course is offered through the Teaching Channel.

ELAX 545 Magnifying Reading Intervention Through Science and Research 3 credits
Looking for evidenced-based instruction and intervention methods to assist learners with reading challenges like dyslexia? Course 5150: Magnifying Reading Intervention Through Science and Research is filled with content to better equip you as you plan and implement interventions and develop lessons and strategies for your learners. In this course, you will investigate the science of reading, multi-sensory intervention, and the importance of phonemic awareness, phonological awareness, and decoding. Dig into the use of explicit, systematic, and sequential approaches to reading instruction and discover strategies and methods to use with students with disabilities including ideas for adaptation and modification of content. As a course participant, you will construct lessons using the gradual release of responsibility model and implement these multi-sensory lessons with your learners for next day impact. Join us as we take a closer look at reading intervention and instruction for students with and without disabilities. This course is offered through the Teaching Channel.

ELAX 546 Headings, Highlights, and Other Active Strategies for Comprehending Digital Texts 3 credits
Digital reading...our students do it all the time: infographics, blogs, digital texts, and websites, but do they really understand what they are reading? In this course, you will learn techniques for improving online reading comprehension by designing digital texts with best practices in mind. You will discover active learning strategies to fully engage students in their reading. Finally, you will uncover tricks and tools to invigorate student collaboration around digital content through group annotation and academic discourse. You'll come away with simple, actionable ideas for next day implementation, and your students will love it. This course is offered through the Teaching Channel.

ELAX 547 Crack the Shakespeare Code 3 credits
Whether you are new to Shakespeare, or need a refresh of your Shakespeare instruction, this course challenges you to set the stage for a positive and engaging experience for your students using the Bard's classic plays. You'll connect Shakespearean themes to our current world, and create an interactive assignment to help students decipher Shakespeare's language. Use collaborative routines like Hexagonal Thinking to examine connections between characters and plot lines. Finally, you'll investigate Shakespeare's relevance in the world today, and consider the use of more representative texts to teach universal themes. This resource-packed course will breathe new life into your Shakespeare instruction, and connect students with this giant of European literature. This course is offered through the Teaching Channel.

ELAX 548 The Legacy of Racial Injustice 3 credits
Learning about racial injustice and teaching about race takes courage. It is not a simple task to look at our nation's history and to explore the truth. Films are a powerful teaching tool, and in this course you will watch the documentary, "True Justice: Bryan Stevenson's Fight for Equality," which describes, explains, and teaches about the legacy of racial injustice in the Black community during specific times in our nation's history. As teachers, we must learn about racial injustice in the Black community so we can teach students, so we don't repeat our mistakes, and so we can work towards healing. In this brave, honest course, teachers will go on an eye-opening exploration of resources that support teaching hard history. Designed for all educators and humans who seek to understand the roots of racism and what we can do to create a brighter future. This course is offered through the Teaching Channel.

ELAX 549 Shifting Your Focus to the Science of Reading 3 credits
The excitement and intrigue around the Science of Reading has many educators looking for clear and concise guidelines on just what to teach and how. This course helps to sort through the research, providing a pathway toward more impactful instructional practices. With 6 manageable, yet powerful shifts grounded in decades of research, you'll learn to apply high-leverage practices to support oral language development, phonemic awareness, phonics, and word-solving skills– all key components for comprehension. You'll develop a systematic phonics scope and sequence including formative assessment opportunities that create a framework for early reading instruction. Dive into the science of reading to help unlock the alphabetic code that enables students to read with greater confidence and less struggle. This course is offered through the Teaching Channel.

ELAX 550 Best Practices in Teaching Expository Writing 3 credits
What's one skill you could impart to students, that willclarify their thinking, improve learning, and be used daily throughout theiradult life too? The humble expository essay: 5 paragraphs of structured andfactual information supporting a thesis. This course provides guidance for ELAand content area educators looking for engaging ways to improve both studentexpository writing, and writing instruction. Using key resources and examples,you'll learn to differentiate between the typical structures of expositorywriting, deep dive into each component of the expository essay, and navigatethe use of AI tools like ChatGPT to enhance your writing instruction. Resourcesare also included for scaffolding and support for struggling writers, Englishlearners and students who are neurodiverse, along with strategies and insightsto refresh your writing instruction. Let's ensure students can master thislifelong and essential skill through the expository essay! This course is offered through the Teaching Channel.

ELAX 551 Building Comprehension with the Science of Reading 3 credits
If you are a new or experienced educator grappling with how to teach reading comprehension, this course was designed for you! Grounded in the research on the Science of Reading and Scarborough's Reading Rope, the course leads participants to a deeper understanding of comprehension and offers practical strategies to strengthen instruction. You'll explore evidence-based instructional practices to nurture skilled reading focused on vocabulary, syntax, text structures, background knowledge, and levels of understanding. Learn to design lessons aligned with the Blueprint for Reading Comprehension and adapted to the needs of diverse learners. Ideal for K-8 educators, this foundational comprehension course will give you the knowledge you need, so you can determine where to start and what to teach. This course is offered through the Teaching Channel.

ELAX 552 Assessment of Literacy 3 credits
This course on literacy assessment will help you become a proficient consumer and user of classroom-based assessment and assessment data. Participants will explore the purposes of assessment and the types of assessment tools, learn how to administer and use valid and reliable, formal and informal assessments of literacy and related skills, examine how to effectively interpret the results of assessments, and learn how to communicate assessment results in a variety of contexts. This course is offered through the Teaching Channel.

ELAX 553 Instruction in Literacy 3 credits
This course is designed to prepare teachers with the knowledge and skills to design and deliver effective, research-based literacy instruction aligned to the science of reading for a diverse community of learners. Participants will learn how to design and deliver instruction focused on the core components of reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, that lead to proficient and motivated reading behavior for all students. Course participants will learn how to provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students. They will also discover how to manage speaking and listening opportunities that lead to more active, equitable and academically-oriented conversations for all students. In addition, participants will understand the role of classroom literacy instruction in a multi-tiered system of support and learn how to work with colleagues to provide evidence-based interventions for students who struggle as readers and writers. This course is offered through the Teaching Channel.

ELAX 554 Materials for Teaching Literacy 3 credits
This course is designed to assist teachers in selecting and evaluating materials for teaching reading, writing, and related skills. Participants will explore characteristics of effective literacy programming and instruction. They will learn to use evidenced-based criteria to select and organize print and multimedia resources for teaching reading and writing to all children. Teachers will discover how to use a variety of print and multimedia resources to engage students as readers and writers. The course provides opportunities to examine how to best provide culturally responsive literacy instruction that promotes all students' cultural competence through inclusive and equitable literacy learning opportunities. This course is offered through the Teaching Channel.

ELAX 555 Processes and Acquisition of Literacy Skills 3 credits
This course is designed to provide teachers with the foundations related to literacy processes and acquisition. Effective literacy teaching begins with a deep understanding of the component processes associated with reading and writing and the ways that students develop into skilled and motivated readers and writers. The course is organized along five major themes: the component processes involved in reading and writing; the nature and structure of the English language; the ways that native English speakers and English learners differ in the ways they read and write; the developmental phases associated with learning to read and write for native English speakers and English learners; and the many factors that influence literacy development. Where appropriate, students in this course will also explore how to assess literacy processes and acquisition. This course is offered through the Teaching Channel.

ELAX 556 Literacy in the Content Areas II 3 credits
All educators are literacy teachers especially when reading, writing, speaking, and listening can be used to reinforce learning around content area topics. From new literacies to good old fashioned vocabulary instruction, this course covers exactly what you need to implement research-based methods for literacy in the content areas. Discover how writing, reading comprehension, and discipline-specific inquiry impact student growth and motivation. Find strategies and resources aligned to topics like metacognition, inclusion, and so much more! This course is offered through the Teaching Channel.

ELAX 557 Literacy in the Content Areas I 3 credits
This course provides a base of knowledge for educators to deepen content area learning through literacy concepts. With several strategies and video examples, participants will investigate foundational concepts and extend their learning to plan and implement multimodal, standards-based lessons and activities in writing, vocabulary, and reading comprehension. Take literacy and learning in the content area to the next level with reflection, resources, and classroom application. This course is offered through the Teaching Channel.

ELAX 558 Unlocking World Languages through Comprehensible Input 3 credits
Uniquely designed by a seasoned world language teacher for world language educators, this course explores the Comprehensible Input (CI) approach, which emphasizes authentic resources and the use of the target language 90% of the instruction time. Explore ways to align and implement proficiency-based practices within your curriculum, and develop micro-goals to positively impact world language instruction. Learn how to develop intentional tasks, and use hexagonal thinking to promote interactive collaboration in the target language. The course will challenge and empower teachers in all languages, both ancient and modern, to make intentional and impactful changes to your teaching practices. This course is offered through the Teaching Channel.

ELAX 559 What Every Educator Needs to Know about the Science of Reading 1 credit
Whether you teach at the secondary level, upper elementary, or work with early learners, you know reading is a foundational skill that has a huge impact on student achievement. This course aims to unpack the body of research known as the "Science of Reading" and provides specific evidence-based strategies for teaching reading at all grade levels and in all subject areas. You'll learn how reading develops in the brain, review a framework for explicit, systematic and sequential instruction, and explore the 8 strands of Scarborough's Reading Rope that intertwine to enable skilled reading, including background knowledge, vocabulary, phonological awareness, and decoding. Gather resources, view examples, and gain fresh ideas to teach reading strategies with confidence and clarity! This course is offered through the Teaching Channel.

ELAX 560 Refresh Your Language Classroom with Active Learning 3 credits
This course for World Language teachers features active learning strategies, a level up in learning for, bi-lingual, multilingual, and dual immersion programs. Active learning offers major benefits to learning, including increased student motivation and retention, and improved critical thinking and interpersonal skills. Through exploration of engaging grammar activities and "sponges" to optimize learning time, you'll discover how to both incorporate new techniques into your lessons, and differentiate content for students with special needs. Additionally, the course will guide you to further your knowledge of strategies that promote active learning when teaching languages. By taking this course, you'll re-energize your classroom, taking students to a new level in language learning! This course is offered through the Teaching Channel.

ELAX 561 Explicit Writing Instruction with the Science of Reading in Mind 3 credits
Just as the Science of Reading describes the many complex components working together to result in skilled reading, the Science of Writing details the essential elements of a comprehensive writing curriculum. Teachers of all subject areas, in elementary or secondary classrooms, can support writing instruction through evidence-based, practical strategies. You'll explore everything from using phonics and orthography to inform spelling, to explicit routines to build sentence and paragraph composition, as well as the study of literary devices, writer's craft, and text structure. Learn to weave writing into the content areas like science, history/social studies and even math, with strategies to teach note-taking, summarizing, and writing about reading. Full of downloadable and ready-to-use resources, this course will help you build and broaden your writing instruction skills. This course is offered through the Teaching Channel.

ELAX 562 Effective Fluency Instruction for Skilled Reading 3 credits
Discover innovative ways to incorporate fluency practice into reading instruction! This course will empower educators with the knowledge and tools to enhance reading fluency in their students. You'll explore the latest research on how the brain learns to read and discover how decoding, vocabulary, comprehension, and fluency interconnect to create proficient readers. Gather evidence-based strategies focused on modeling, repeated reading, coaching, and understand how the inclusion of performance can support expression and prosody. To help pinpoint underlying skill gaps, you'll investigate the use of assessments and learn how small group instruction can help differentiate learning, providing tailored support for students with varying needs. By the end of this course, you will be equipped with the knowledge and practical skills necessary to help every student become an engaged, fluent reader. This course is offered through the Teaching Channel.

ELAX 563 Love, Literacy, and Liberation in the Culturally Inclusive Classroom 3 credits
When asked to describe how you feel about your students, a word like "love" would come as no surprise. But, what does it mean to practice revolutionary love, the kind of love that is backed by action and intentionality? In this course, you will reflect on your own current teaching practice by participating in an audit of your curriculum and literature resources, school policies, and practices. Based on these results, you will develop a variety of lesson plans, activities, and initiatives to support students' linguistic diversity, reading and writing development, and family and community engagement. By the end of the course, you will not only have more tools for literacy instruction, but you will also have a new understanding of what it means to be a culturally inclusive educator who not only believes in love but enacts it! This course is offered through the Teaching Channel.

ELAX 564 Motivate, Celebrate, and Innovate with Secondary ELA Instruction 3 credits
Each secondary ELA student is unique in their own literacy skill development, relationship with reading and writing, values, beliefs, and stamina—mix all of these ingredients together and put state standards, student motivation, and engagement on top, and it can feel like a recipe for chaos. Fortunately, there are a variety of tools to streamline your instruction! In this course, participants will explore fresh instructional strategies and tools for differentiating content in the secondary language arts classroom. Prepare to fill your recipe box by exploring new grading and assessment practices, identifying motivation and engagement strategies for secondary students, and utilizing opportunities to collaborate with colleagues to make the hard work of secondary ELA sustainable. Whether you are a new or experienced ELA educator, come explore, share, and grow with colleagues who teach the same content as you! This course is offered through the Teaching Channel.

ELAX 565 Systematic and Explicit Phonics Instruction for Early Reading and Writing Success 3 credits
Teaching phonics requires an in-depth understanding of the processes and science behind learning to read, however many educators indicate gaps in their knowledge-base. This course helps bridge the divide with opportunities to explore the foundational underpinnings of phonics– the alphabetic principle, letter-sound correspondence, spelling patterns, and more advanced phonics skills like syllable division and morphology. You'll learn about assessment structures to evaluate the needs of individual students and use our lesson template to design differentiated whole and small group instruction. You'll gather strategies and routines for teaching irregular high-frequency words, learn the best approaches for incorporating decodable texts in your instruction, and support student practice applying letter-sound relationships through reading and writing. Perfect for general educators, interventionists, support specialists and special educators, this transformative course ensures you're better equipped to address student errors with explicit and targeted instruction so that students come away with a strong foundation for future reading success. This course is offered through the Teaching Channel.

ELAX 566 The Gold Stars of Reading Instruction 3 credits
Learning to read is a critical process for all students, and finding the best strategies to teach it can be a challenge. This course will look to research from the National Reading Panel and other literacy experts to strengthen your teaching practice and increase students' mastery of the essential "gold star" areas of reading–Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. You'll explore tried and true teaching strategies that can support all tiers of the Response to Intervention (RTI) framework, including the unique needs of your English Learners. Build a strong foundation in teaching reading and reading development with the Gold Stars of Reading Instruction! This course is offered through the Teaching Channel.

ELAX 567 Six (More) Practices to Shift Your Focus to the Science of Reading 3 credits
With the conversation about the Science of Reading centered on beginning readers, upper elementary educators have been left to wonder what the research says about intermediate reading instruction. This course presents upper elementary teachers with foundational research, practical strategies, and cheerful encouragement to meet the advancing needs of diverse learners. It is a continuation of knowledge building gathered from the author's first text, which is the anchor for course 5227: Shifting Your Focus to the Science of Reading and focuses on early reading instruction. We encourage participation in both courses (though not required) as each helps educators grow their knowledge to cover the spectrum of skills from the alphabetic principle and phoneme-grapheme connections, to listening comprehension and sight word memorization (included in the PK-3 course).This course is offered through the Teaching Channel.

ELAX 568 Structured Vocabulary Practices for Robust Word Learning 3 credits
One of the key contributors to language comprehension is the breadth and depth of vocabulary knowledge a student brings to a text or topic. In fact, it's the bridge! In this vocabulary course, you'll learn about the features of evidence-based vocabulary instruction, including routines for introducing new words, protocols for prioritizing words, and strategies for active processing of vocabulary knowledge. As part of a 4-part framework for word learning, you'll also learn ways to engage students with independent word learning actions like using context clues and unpacking word parts with morphology. And to encourage word play that builds the mental lexicon, you'll design a fun word challenge for students! Ideal for 3-12 general educators, support specialists, and content area teachers, this foundational vocabulary course will equip you with the knowledge you need to deliver structured and robust vocabulary instruction aligned to the science of reading. This course is offered through the Teaching Channel.

ELAX 569 Beyond the Book: Creating a Comprehensive Unit for Stamped 3 credits
Young Reader's Editions of texts provide an incredible opportunity to teach students new ideas in developmentally appropriate ways; however, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study…until now! This inaugural course in the Beyond the Book Series will walk you through the process of designing and creating an instructional unit for Stamped: Racism, Antiracism, and You by Jason Reynolds and Ibram X. Kendi. Using Backwards Design and Universal Design for Learning (UDL) best practices, you will create a variety of learning activities and a final project to create a dynamic, engaging unit! Identify key themes and quotes and explore multimedia resources to support further investigation of historical events and ideas. By the end of this course, you will have a completed unit of study, and feel energized, confident, and ready to teach Stamped: Racism, Antiracism, and You! This course is offered through the Teaching Channel.

ELAX 570 Beyond the Book: Creating a Comprehensive Unit for Braiding Sweetgrass 3 credits
Young Reader's Editions provide an incredible opportunity to teach students new ideas in developmentally appropriate ways. However, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study…until now! This course in the Beyond the Book Series allows you to design an instructional unit for Braiding Sweetgrass. Identify key themes and quotes and explore multimedia resources to build background and content-area knowledge. Then, using best practices in Backwards Design and Universal Design for Learning (UDL), develop a variety of learning activities and a final project to create a dynamic, engaging unit! By the end of this course, you will have a complete unit of study, and feel energized, confident, and ready to teach Braiding Sweetgrass. This course is offered through the Teaching Channel.

ELAX 571 Beyond the Book: Creating a Comprehensive Unit for Born a Crime 3 credits
Young Reader's Editions of texts provide an incredible opportunity to teach students new ideas in developmentally appropriate ways. However, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study…until now! This course in the Beyond the Book Series allows you to design and create an instructional unit for Born a Crime. Explore historical information and multimedia resources about apartheid, including connections between apartheid and present-day human rights issues. Identify key themes related to identity and belonging, and analyze the text using a variety of comprehension strategies. Then, using best practices in Backwards Design and Universal Design for Learning (UDL), create a variety of learning activities and a final project to create a dynamic, engaging unit! By the end of this course, you will have a complete unit of study, and feel energized, confident, and ready to teach Born a Crime. This course is offered through the Teaching Channel.

ELAX 572 Transform Reading Instruction with Tech Tools 1 credit
This dynamic course equips educators with the knowledge and strategies to effectively integrate digital tools into their reading instruction. Explore a curated collection of AI-powered resources and interactive platforms like Magic School AI, and innovative techniques to enhance literacy development at a range of grade levels. From strategies to digitize vocabulary instruction to collaborative annotation tools for deepening comprehension, you'll discover how to create rich and engaging learning experiences that empower every student to become a confident and successful reader. (This course is offered through the Teaching Channel)

Family Science (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 200)

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 200)

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 200; Concurrent with FAS 498)

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 200)

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 200; concurrent with FAS 498)

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 200)

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 200; concurrent with FAS 498)

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 200)

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 200)

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 200)

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 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.

FAS 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.

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. It is highly recommended that students take MAT 110 or have a basic understanding of statistics before taking this course. (Prerequisites: Minimum grade of C- in ACC 201 or ACC 384)

FIN 311 Corporate Finance II 4 credits
This course continues the examination of various corporate finance topics from Corporate Finance I. Special focus is given to long-term financing, including bonds, preferred stock, common stock and the optimal capital structure. Students also explore capital budgeting and the cost of capital and dividend policy. (Prerequisite: CSC 210 and Minimum grade of a C in ACC 201 and FIN 301)

FIN 411 Investments and Capital Markets 4 credits
This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are analyzed. Various investment methodologies are discussed. International investing, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN 301)

FIN 413 Money and Banking 4 credits
Gain a deeper/broader view of the financial system and financial markets as you explore the evolution of money, money creation, inflation, the economy and the development of the banking system. The course determines the impact of money on Classical, Keynesian and Monetarist theories as well as on financial institutions and financial intermediaries. (Prerequisites: ECO 103, CSC 210, ACC 201, FIN 301).

FIN 488 Independent Study 1-4 credits

FIN 498 Internship 1-16 credits

FIN 500 Finance: Wealth Management 3 credits
This course offers a comprehensive overview of the key concepts, strategies, and tools used in wealth management. Students will learn to set goals, assess risk tolerance, explore asset allocation, and construct portfolios. Emphasis will be placed on understanding the trade-offs between risk and return, as well as the importance of diversification in building resilient investments. Students will be prepared for roles in wealth management and financial advisory firms, banks, trust companies, and other financial institutions serving high-net-worth clients.

FIN 525 Corporate Finance 3 credits
This course focuses on the theories, tools, and techniques used in corporate financial management. Students will learn about the role of financial markets and institutions, the principles of capital budgeting, and the importance of financial statement analysis in corporate decision-making. Through an exploration of these concepts, students will be able to make informed financial decisions, optimize corporate financial strategies, and create sustainable value for shareholders.

FIN 550 Finance: Investment Analysis 3 credits
This course offers an advanced exploration of topics in investment analysis, including strategic and tactical asset allocation, performance evaluation, and behavioral finance. Students will analyze financial data, evaluate investment alternatives, and develop strategies to achieve specific financial objectives. The course also equips students to construct diversified investment portfolios, and make informed investment decisions in diverse market conditions.

FIN 575 Fintech 3 credits
This course offers a comprehensive exploration of the intersection between finance and technology, including the innovations, disruptions, and opportunities brought about by advancements in digital finance. Students will learn how technology is being leveraged to create new financial products and services, streamline operations, and enhance the customer experience. In addition, students will examine regulatory frameworks governing Fintech companies, as well as ethical considerations related to data privacy, cybersecurity, and financial inclusion.

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.

Greek (GRK)

GRK 211 Beginner Greek I 4 credits
Students begin their study of the fundamentals of Greek grammar.

GRK 212 Beginner Greek II 4 credits
Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK 211)

GRK 213 Biblical Greek I 3 credits
Students begin their study of the fundamentals of Greek grammar.

GRK 214 Biblical Greek II 3 credits
Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK 213)

GRK 325 Readings in Biblical Greek 3 credits
Through reading key biblical Greek texts, build their skills in the translation of biblical Greek and analysis of grammatical forms.

GRK 488 Greek Independent Study 1-4 credits

Health Care (HCR)

HCR 220 Epidemiological Foundation 4 credits
This course is designed to provide students with a historical background in epidemiological studies. The course will expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. The course will also cover material related to general research methods, statistics, and trend analysis in an effort to identify evidence-based practices in health care settings.

HCR 250 Leadership Communication 4 credits
This course emphasizes leadership communication processes with a focus on leadership skills and strategic planning. Specific topics include decision making, problem solving, conflict and change management, and how to cultivate a supportive work environment. Presentation and interviewing skills will also be highlighted.

HCR 300 Strategic Leadership of Resources, People and Teams 4 credits
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

HCR 325 Compliance and Regulatory Requirements 4 credits
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

HCR 340 Health Care Information Systems 4 credits
This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

HCR 350 Healthcare Diversity and Global Issues 4 credits
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

HCR 400 Health Care Finance 4 credits
Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of healthcare payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a healthcare organization.

HCR 425 Health Care Economics 4 credits
This course examines the discipline of health care economics as students study demand management; concepts of efficiency, production, and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. This course also reviews how the economic behaviors of health care consumers and suppliers, particularly in the United States, affect the manner in which scarce resources are allocated.

HCR 435 Ethics and Decision Making in Health Care Environments 4 credits
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

HCR 440 Legal Environment for Healthcare Managers 4 credits
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

HCR 498 Health Care Internship 1-8 credits

Hebrew (HBR)

HBR 311 Beginner 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 Beginner 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)

HBR 313 Biblical Hebrew I 3 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 314 Biblical Hebrew II 3 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 313)

HBR 325 Readings in Biblical Hebrew 3 credits
Through reading key biblical Hebrew texts, build their skills in the translation of Biblical Hebrew and analysis of grammatical forms.

History (HIS)

HIS 122 World History 3 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.

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 215 Introduction to History 3 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 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 222 Leaders in American Society 3 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 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 235 USA to 1877 3 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 238 USA since 1877 3 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 268 Introduction to Latin America 3 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 289 European History 3 credits
This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

HIS 317 Topics in Literature and History 4 credits
This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature.

HIS 320 Minnesota History 2 credits
This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota's place in the global community.

HIS 325 U.S. Business History 4 credits
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

HIS 330 America's Civil War: 1845-1877 4 credits
This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln's leadership, battles and military strategies, soldier's lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.

HIS 332 The Cold War: A Global Perspective 4 credits
This course examines the causes, actions, and results of a conflict between the world's superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.

HIS 334 US Foreign Policy 4 credits
This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.

HIS 339 Race and Ethnicity in American History 4 credits
This course examines those who came or were brought to the United States through the slave trade, economic, social, and political dislocations in different parts of the world and more personal factors. Various modes of assimilation and diversity will be discussed, as will the stories of many of the different peoples who have served to create the citizenry of the United States.

HIS 340 Slavery and Freedom in the Americas 4 credits
This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."

HIS 341 The Civil Rights Movement in the U.S. 4 credits
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

HIS 355 Themes in World History 4 credits
This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Pre-Req waiver can be signed by professor).

HIS 367 Women's History 4 credits
An analysis of the social, political, and economic role of women in America and around the world. This course will cover both the history of women as well as contemporary issues concerning gender and equality. Global issues and themes will be accentuated.

HIS 372 The Second World War 4 credits
The Second World War seen from economic, social, military and political points of view; other topics include the causes of the war and the various post-war problems. European or American perspective depending on the instructor. No prerequisites.

HIS 382 Hitler's Germany 4 credits
From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period, 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany's role in a larger European context.

HIS 385 Britain since 1688 4 credits
Beginning with the Glorious Revolution of 1688, this course explores themes such as the rise of Britain to a world power in the eighteenth century, the impact of the Industrial Revolution and imperialism, the Victorian world view, two world wars and the Thatcher Revolution of the 1980s. Emphasis is placed on understanding Britain's role in a larger European and world context.

HIS 389 The Holocaust 4 credits
This course will introduce students to the history of the Holocaust and to individuals who embodied those issues. We will examine the historical development of anti-Semitism, German political and cultural history of the 19th and 20th centuries and the actions taken against Jews that culminated in the attempted implementation of a final solution to the Jewish question. Course will consist of lectures, readings and discussion, with occasional guest speakers and films.

HIS 390 Vietnam War 4 credits
This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America's role in the conflict; international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington's initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war's legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.

HIS 393 Modern China, 1911-present 4 credits
This course will study the effects of Western colonialism, the Sino-Japanese War, and World War I on China, and trace the development of the modern Chinese state, including the formation of the People's Republic of China and Taiwan. Empahsis will also be placed on China's relations with other countries around the world, as well as its treatment of ethnic minorities within its own borders.

HIS 395 History and Politics of Modern Asia 4 credits
In-depth study of selected topics in contemporary Asian history, government, and politics. Primary focus will be on India and China, but other historical and political topics, issues, and countries will be covered.

HIS 401 Research and Writing in History 4 credits
This serves as the research and writing capstone course for History majors and minors. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

HIS 403 Introduction to Professional Studies 1-2 credits
History, Political Science, and pre-law students will be introduced to and given opportunities to tour and work in a variety of professional settings: archives, museums, professional record-keeping centers, law offices, etc. Students may use this class to select, an internship site or think more broadly about vocational opportunities in the discipline.

HIS 487 Readings Seminar 2 credits
Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings-seminar topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

HIS 488 Independent Study 1-4 credits
Independent study provides a more flexible educational experience for the student as well as college credit for work done outside the conventional classroom setting. These courses are generally designed and supervised by a faculty member. Students are responsible for completing an application form that specifies course goals, objectives, projected outcomes, learning strategies, and evaluation procedures. The student's advisor, course instructor, department chair, and the dean must approve the proposal.

HIS 498 Internship 1-16 credits
Students participate in internships in state and local government agencies, archives, museums, and related fields of interest under supervision of staff members of the department of history.

Hmong (HMG)

HMG 101 Introduction to Hmong Studies 2 credits
Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

HMG 110 Introduction to Hmong History 4 credits
This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.

HMG 201 Hmong Culture and Society 4 credits
Through a combination of lectures and field work experiences, students will gain a better understand of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.

HMG 202 Hmong Literature and Art 4 credits
In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.

HMG 255 People and Culture of China 4 credits
China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the people and culture of China. Students will learn about the Chinese language, literature, history, religion, economics, politics, education, arts and other aspects of Chinese culture. Students will receive an orientation and become acquainted with the course objectives prior to the course. Classroom instruction and cultural appreciation will be integrated with a cultural tour of Beijing, Xi'an , and other major Chinese cities and sites. Visits to the great wall of china, the temple of heaven, the summer palace, Tiananmen Square, the forbidden city, and the Lama Temple. Excursions will be made to local markets, a Chinese cooking class, a river cruise, a site visit to a Chinese school, the Terracotta Warriors, and a Hmong village. Particular attention is given to the Hmong experience in two comparative contexts: China, and the United States.

HMG 301 Hmong Cosmology and Belief 4 credits
This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.

HMG 303 Issues in the Hmong Community 4 credits
In this course, students will learn, analyze, and discuss about issues affecting the Hmong community.

HMG 327 Reading and Writing for Hmong 2 credits
Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.

HMG 328 Reading and Writing for Hmong-Intermediate 2 credits
With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.

HMG 488 Independent Study 1-4 credits

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 515 Strategic Human Resources and Measurement 3 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 525 Recruitment, Selection, and Retention 3 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 535 Compensation and Benefits 3 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 545 Human Resources Information Systems and Technology Management 3 credits
This course provides an in-depth exploration of HRIS and technology management in the context of modern organizations. Students will evaluate the role of HRIS in automating typical HR processes, such as recruitment, onboarding, performance management, training, and compensation. The course also addresses emerging trends and technologies shaping the future of HRIS, such as advancements in artificial intelligence (AI), machine learning, and predictive analytics and their potential applications in HR functions. Students will have the knowledge and skills to effectively evaluate, implement, and manage HRIS solutions, leverage technology to drive strategic HR initiatives and contribute to organizational success in a digital and data-driven world.

HRG 550 Research Methods and Design 4 credits
This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.

HRG 560 Finance for Human Resources Leaders 4 credits
This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.

HRG 570 Legal Environment for Human Resource Leaders 4 credits
This course covers legal employment issues that Human Resources leaders face in operating organizations in today's complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.

HRG 580 Human Resources Action Research at Work 4 credits
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.

Human Resource Management (HRM)

HRM 200 Employment Law 2 credits
Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.

HRM 310 Managing in Organizations 4 credits
Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.

HRM 320 Advanced Human Resource Management 4 credits
The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.

HRM 325 Survey and Research Methods 4 credits
Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

HRM 350 Legal Issues in Human Resources 4 credits
Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.

HRM 352 Staffing the Organization 4 credits
How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation and retention.

HRM 353 Compensation and Benefits Systems 4 credits
How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.

HRM 382 Human Resource Management and Employment Law Overview 4 credits
Gain insight into the pivotal role Human Resources plays in helping organizations be successful, and the competencies that drive HR leadership accomplishment. Learn the essential functions of HR and their relationship to employee and manager effectiveness. Examine the role of HRIS systems and the technology that supports HR. Explore the historical underpinnings of HR and the evolution of employment law. Understand the application of employment law to the present-day workplace — including interviewing, selection, compensation, performance management, and workplace interactions.

HRM 400 Recruitment, Selection, Onboarding, and Inclusion 4 credits
Describe workforce forecasting, recruitment, selection, onboarding, employee relations, and retention — and how they contribute to human capital differentiation. Identify contemporary approaches to internal and external recruiting, candidate tracking, and employment laws associated with recruiting. Explain job analysis within the context of selection, and the employer's legal responsibilities in the selection process. Formulate best practices for new hire organization entry, socialization, and onboarding that fosters diversity and inclusion. Articulate the positive performance implications related to successful candidate onboarding. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 405 Strategic Compensation Systems 4 credits
Study the fundamentals of employee compensation and benefit systems. Examine all aspects of compensation system design and administration — including initial strategy-setting, addressing internal equity/external competitiveness, and pay communication. Identify compliance and regulatory issues that affect pay and the employment laws that govern compensation. Determine the basic elements of employee benefits including the difference between statutory and voluntary benefits and best practices for managing employee benefits. Discover how to design competitive compensation approaches that support organizational strategy and objectives. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 410 Organizational Development and Change 4 credits
Explain diagnosis, design, development, implementation, and evaluation of OD initiatives. Determine what drives change, how organizations transition through change, and manage resistance to change. 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. Apply the ADDIE model (assess, design, develop, implement, evaluate) and best practices for conducting and evaluating training and measuring ROI. Describe how technology has expanded learning opportunities, the potential it represents for organizational improvement, and how it impacts HRD and OD. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 435 Business & Personal Ethics 4 credits
This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up this class with their own statement of ethical beliefs.

HRM 440 Human Resources Planning, Data Analytics and Performance Management 4 credits
Practice proactively solving complex Human Resource issues through data-driven planning, research, solution identification, and performance management. Describe the planning process and how it is fueled by individual, team, and organizational data analytics. Examine human capital measurements including leading and lagging indicators that inform good decision-making and minimize biases. Create a Human Resource scorecard using multiple data points determine how to convey the importance to organizational leadership and employees. Practice the role of a results-driven HR leader through clear communication of performance expectations and results. Explain how to manage when performance standards are not met at the individual, team, and organizational levels along with relevant laws that govern the process. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 456 Training and Development 3 credits
This course focuses on the fundamental concepts and practices necessary to design, deliver, and evaluate effective training programs. Students will explore topics such as conducting training, evaluating training outcomes, calculating training return on investment (ROI), linking performance and career development needs to training, and understanding the role of training and learning management systems as a competitive advantage.

HRM 460 Employment Law 3 credits
This course provides students with an overview of employment law and its implications for human resource management. Students will explore key legislation, including the Americans with Disabilities Act (ADA), Fair Labor Standards Act (FLSA), Family and Medical Leave Act (FMLA), labor laws, Occupational Safety and Health Act (OSHA), Fair Credit Reporting Act (FCRA), Immigration Reform and Control Act (IRCA), Title VII of the Civil Rights Act, and the Worker Adjustment and Retraining Notification Act (WARN Act). Students will gain a solid understanding of their rights and responsibilities as HR professionals in ensuring legal compliance and promoting fair and inclusive workplaces.

HRM 465 Managing Total Rewards 3 credits
This course will equip students with the knowledge, skills, and competencies necessary to effectively manage compensation and benefits programs, make informed decisions, and ensure compliance with regulatory requirements in an evolving business environment. Students will explore key concepts, principles, and strategies related to compensation management, including base pay systems, compliance and regulatory issues, compensation philosophy, pay increases, incentives, internal equity, market-based strategies, and salary survey analysis.

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 and the strategic Human Resource professional. Identify skills and competencies needed to perform at the strategic level. Recognize the strategic strengths and challenges of organizations and how HR can contribute to competitive differentiation. Describe the importance of partnering with business leaders across the organization to improve organization efficiencies and effectiveness. Discover the role Human Resources has in adapting to the changing face of organizations as it relates to globalization, sustainability, and social responsibility. Gain perspectives on employment laws that govern global workforces and best practices for building multi-cultural acceptance. (Prerequisites: Minimum grade of C- in HRM 382, HRM 410, and HRM 440)

HRM 475 Staffing, Recruiting, and Performance Management 3 credits
This course explores the critical role of employee relations and staffing management in creating a positive work environment and ensuring legal compliance within organizations. Students will delve into topics such as career development as a retention tool, employment laws governing employment relationships, managing a multigenerational workforce, resolving disputes and complaints, workplace privacy, HR's role in staffing management, performance management, recruitment practices, selection methods, and compliance matters.

HRM 480 Strategic Human Resource Management 3 credits
This course explores the dynamic field of strategic HR management, equipping students with the knowledge and skills necessary to drive organizational success through effective people management and the use of a human resource information system. Students will examine various topics, including change management, competitive strategy, HR performance metrics, organizational development, trends in HR, managing workforce changes, mergers and acquisitions, outsourcing, rightsizing/downsizing, sustainability, and the environmental context of business. By exploring these key areas, students will gain a deep understanding of how HR practices contribute to organizational effectiveness and sustainability.

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 HumanServices 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 543 Foundations in Trauma and Stressor Related Disorders 3 credits
Trauma- and stressor-related disorders (e.g., reactive attachment disorder, disinhibited social engagement disorder, post-traumatic stress disorder, acute stress disorder, and adjustment disorders) are a collection of serious and complex psychiatric conditions that develop in some individuals following traumatic or stressful life event exposure (e.g., adverse childhood experiences, complex and developmental traumas, manmade and natural disasters, interpersonal and community violence, car accidents, painful medical procedures, etc.). This course is designed to increase understanding of the causes, characteristics and symptoms, consequences, comorbid disorders, and differential diagnostic issues of trauma-and stressor-related disorders in order to promote trauma-informed approaches and practices within human service, criminal justice, forensic behavioral health, telehealth direct support, and other allied field settings. This course will emphasize communication, screening, and intervention strategies appropriate for client-based populations living with these disorders. A section of this course will also examine the impact these disorders have on special needs populations (e.g., autism, fetal alcohol spectrum disorder, intellectual disability, traumatic brain injury, and serious and persistent mental health disorders). Empirically-based research findings and case study examples will be discussed throughout this course.

HSV 543` Found Trauma Stressor Disorder 3 credits

HSV 548 Neurobiology of Trauma and its Impact on the Developing Brain 3 credits
Early-life exposure to trauma (e.g., adverse childhood experiences and complex trauma) and toxic stress can significantly alter structural and functional brain development and contribute to lifelong cognitive, emotional, behavioral, and physical impairments. This course will examine the impact prenatal (e.g., alcohol and other substances in utero, nutritional deficiencies) and postnatal (e.g., neglect, abuse, poverty, placement instability) traumas have on child brain development. Emphasis will be placed on topics including attachment, executive function, Theory of Mind (ToM), social-emotional processing, and language development. A section of this course will also examine the role and impact trauma and adversity have on stress hormone functioning and how this can lead to the hypothalamic-pituitary-adrenal axis (HPA axis) dysfunction. Trauma-specific interventions and approaches supporting positive children's brain development following exposure to adversity will be discussed during this course in order to promote and increase competency around the provision of trauma-informed care (TIC).

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 561 Forensic Behavioral Health Aspects of Trauma 3 credits
Trauma histories are common among persons involved in the criminal justice system (e.g., intervention, detainment, arrest, confinement, and probation), legal (e.g., criminal trials and problem-solving courts), and forensic (e.g., forensic behavioral health and forensic state psychiatric hospital) settings. When such issues have not been appropriately identified and managed, impacted individuals are at an increased risk of exhibiting traumatic stress reactions (e.g., irritability, aggressiveness, avoidant behaviors), which may contribute to counterproductive outcomes such as self-destructive behaviors, poor impulse control, and an increased risk of antisocial and criminal behavior. This course will examine the implications trauma exposure has on persons and family structure involved in these various systems with the goal of increasing awareness and understanding of the importance of utilizing trauma-informed approaches and practices when working with criminal justice and forensic behavioral health populations. Emphasis will also be placed on the role, and impact trauma has on juvenile and adult legal proceedings (e.g., competency to stand trial, criminal responsibility, and sentencing) as well as on children involved in child welfare and protection matters (e.g., child maltreatment, allegations of abuse, termination of parental rights, foster care placement).

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 567 Trauma and its Impact on the Family System 3 credits
Trauma and other adverse life events can impact entire family systems, resulting in significant distress for all immediate and extended members. Regardless of the type of trauma experienced (e.g., intergenerational trauma, parental abuse or separation, death of a loved one, collective trauma, witnessing a traumatic event, etc.), the adverse effects can be wide-ranging, long-term, and contribute to a host of social, emotional, behavioral, and physical health challenges. When such issues have not been properly identified and supported, impacted families are at an increased risk of attachment and communication breakdowns, conflict, separation, and familial violence. This course will examine the implications trauma exposure has on families involved in criminal justice, forensic behavioral health, and human service settings. Strengthening family resilience and Trauma-specific interventions and approaches to support those impacted by trauma and adversity will be discussed during this course to promote stability, increase resilience, and heal within the family system.

HSV 578 Trauma Informed Practice, Self-Care, & Resilience Strat for Human Service & Teleconsulting Care Prof 3 credits
Professionals working within various criminal justice, forensic behavioral health, and human service settings are frequently exposed to traumatic and stressful contexts. As such, it is imperative for professionals employed in these settings to practice ongoing self-care and maintain a high level of resilience. This course focuses on examining ways for professionals, including practitioners who provide teleconsultation services and organizational leaders, on building resilience and self-care practices (e.g., incorporating deep breathing, meditation, sleep, nutrition, work-life balance, limiting media and screen time exposure, etc.). Emphasis will be placed on topics including burnout, secondary and vicarious trauma, and compassion fatigue. A section of this course will also review the psychophysiology of resilience, stress, empathy, validation, joy, gratitude, happiness, and sleep and the implications these topics have for the helping professional.

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. (Prerequisite: Final Course in Program)

Information Technology Mgt (ITM)

ITM 305 Introduction to Computer-Based Information Systems 4 credits
This class will explore organizational strategy and competitive advantage for using Information Systems. In doing so, Ethics, Privacy and Information Security will be examined along with determining how to manage data and knowledge. Exploring telecommunications, networking and e-business will be accomplished along with discovering mobile computing. Finally identifying strategies for customer relationship and supply chain management as well along a look at business analytics and its value proposition.

ITM 342 Project and Lifecycle Management 4 credits
This class will explore the business strategies that drive projects in companies. An identification demonstration of the triple constraints of scope, time, and cost using the tools and artifacts of the PMI Waterfall Methodology will be complete. Understanding how to manage stakeholders by gaining champions and securing team consensus and buy-in will be pursued. Identifying and demonstrating knowledge of how to manage a Scrum Team using the tools and artifacts of the PMI Agile Methodology will be offered.

ITM 345 The Evolution of Agile Management 4 credits
This class will explore the change required to become an Agile Organization. An understanding of how change is expedited rapidly and how products are delivered iteratively to support the inertia of the organization. Determining how organizations have to change to facilitate an Agile environment will be examined. The new modality of how developers and business employees work together will be offered and how to maximize work not done. An understanding of how teams self-organized will be reviewed.

ITM 400 Managing Technology Organizations 4 credits
This class will provide for a determination of who the people are and what business systems are utilized in tech-intensive organizations. There will be an exploration of growth dynamics of technology organizations. Identifying strategies used to manage technology organizations and understanding the processes of innovation plus its application in a technical environment will explored. Determining how to manage talent focusing on technology leadership and how to manage change in a technology organization will be identified.

ITM 410 Foundations of Cyber Security and Network Defense 4 credits
This class will initially explore Information Security Governance and Compliance. Security operations will be examined along with the foundations of Incident, Threat and Vulnerability Management. Cyber defense will be explored in-depth to include how Malware and Intrusion Detection is conducted, what countermeasures are put in place to foil cyber attacks and bad actors plus how Forensic Investigations are conducted to further determine protections for the network. Finally, how a secure enterprise is maintained based on how all the cyber security services work together. (e.g. HIPPA, SOX, GLBA).

ITM 420 Applied Systems Analysis and Design 4 credits
This class will Identify the Systems Analysts role in Information Systems Development Understanding the tools used for Requirements Determination, Use Case Analysis, Process Modeling and Data Modeling is completed. Exploring the method for general technology design, User Interface Design and Program Design will be completed. Examining how new technology is implemented will round off this class.

ITM 425 Digital Transformation of Business 4 credits
This class will explore the five domains of digital transformation: Customers, Competition, Data, Innovation and Value. Identifying how to harness customer networks and how to build platforms not just products will be determined. An identification of how to turn data into assets and the exploration of innovation by rapid experimentation will be pursued. Understanding how to adapt a Value Proposition while learning how to master disruptive business models will be discovered.

ITM 434 Fundamentals of Artificial Intelligence 4 credits
This class will explore the fundamental ideas of Artificial Intelligence (AI) to include its history, symbolic AI, along with computational intelligence. It will look at specific methods of AI including logic-based reasoning, structural models, synactic pattern analysis, pattern recognition and cluster analysis, neural networks and cognitive architecture. Issues in AI will be examined and how theories of intelligence in Philosophy and Psychology are applied. Future prospects for AI will be examined.

ITM 435 Business Ethics for Information Technology 4 credits
The conduct of technical and business professionals is considered from a moral and ethical perspective. Students develop their capability and depth as a reflective practitioner by using a rich framework for processing ethical decisions. A rare opportunity is provided to prepare a personal moral and ethical statement as a foundation for future decision-making.

ITM 440 Applied Research Project 4 credits
Learn to integrate business and technological knowledge to address an actual worksite need or problem. Through a capstone project gain experience in problem identification, solution selection, cost-benefit analysis, requirements gathering, options analysis, and success measurement. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisites: Minimum grade of C- in ITM 400, ITM 402, ITM 410, and ITM 425)

ITM 500 Business Technology Strategy 3 credits
This course introduces strategic and operational planning for the application of information systems with heavy emphasis on the alignment of information strategy to business strategy. An introduction to the four schools of strategic thought and how they relate to strategic planning and decision-making is identified. A review of the application of strategic models for the purpose of deploying corporate strategy is explored. This course draws upon current work, training or internship experience.

ITM 505 Ethics in Information Technology 3 credits
This course explores real-world information technology dilemmas and frameworks to identify ethical problems and reach ethical decisions. Its objective is to us these skills, grounded in ethical theory, to make informed decisions within fast-paced and emerging business environments.This course draws upon current work, training or internship experience.

ITM 510 Research in Information Technology 3 credits
As part of a research project identify the critical role I.T. plays in organizational development. This course will explore how to employ action learning to improve the competitiveness of the organization. Defining IT challenges from an operational and strategic perspective the class will explore adaptive learning technique by offering proven educational theories and practices to foster the required changes in your staff. Research of existing organizational learning theories and the historical problems that occur with companies will be conducted to understand how to research these issues and provide solutions for technology enablement of the business. This course draws upon current work, training or internship experience.

ITM 517 Computer Based Information Systems 3 credits
This course offers a holistic introduction to Information Systems (IS). It examines how organizational strategies are intertwined with the delivery of supporting technologies and informs on ethical and privacy obligations for all IS professionals. Students will learn the main tenets and knowledge that drives cyber security, data management, IT networking, E-commerce, and mobile computing. Social Computing, Customer Relationship and Supply Chain Management structures are also explored along with the symbiosis between big data, cloud computing and business analytics that drive all modern business initiatives and operations.

ITM 520 Procurement & Asset Management 3 credits
Learn financial tools leaders use to create value as they make technology decisions for their organizations. Apply these tools to business cases from the technology industry to increase skills in making data informed decisions. This course draws upon current work, training or internship experience.

ITM 530 Leadership Information Technology 3 credits
Explore leadership essentials, proven effective within the technology sector and beyond, and learn to distinguish when to lead and when to manage. Use these skills, recognizing leaders are found at all organizational levels, to ethically lead change and innovation. This course draws upon current work, training or internship experience.

ITM 535 Business Intelligence and Data Analytics 3 credits
Understand and describe the business intelligence (BI) methodology and concepts as well as the various types of analytics. Explore, analyze and visualize the data necessary for managerial decision making. Explore emerging technologies and their impact on analytics, BI, and business decision support. This course draws upon current work, training, or internship experience.

ITM 540 Information Security 3 credits
Analyze how information systems are designed to interact with people and carry out ethical business strategy. Design plans to secure enterprise#wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development.This course draws upon current work, training or internship experience.

ITM 545 IT Project Management 3 credits
This course identifies how to deliver on new ideas and strategies by practicing traditional and agile methodologies and processes that help bring new products and services to the market. It builds on differing strategic approaches and project management techniques to manage innovation so that competitive strategy and new ideas can be realized. An understanding of the DevOps model that facilitates an effective organization and how it relates to delivering new products and how to leverage it will be explored. This course draws upon current work, training or internship experience.

ITM 547 Database Management 3 credits
This course offers an overall understanding of data management by learning how to design, implement and manage databases along with other data management systems. Data modeling, designing relational databases, entity relationship modeling, entity clustering and the use of SQL languages for extracting important datapoints is explored. Students will learn more about distributed database management systems, and data warehouses to create big data capability in support of data analytics, data science and decision-making.

ITM 550 Technology Management and Innovation 3 credits
Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing.This course draws upon current work, training or internship experience.

ITM 555 Capstone 3 credits
This course integrates knowledge learned throughout the program. Demonstrate an understanding of content obtained by completing a research paper addressing an issue in an industry. Ethically incorporate technical and business knowledge skills through identifying key issues by doing a thorough search of academic and practitioner knowledge to support a stated thesis. This course draws upon current work, training or internship experience. This course draws upon current work, training or internship experience.

ITM 560 Data Science and Data Analytics 3 credits
This course looks at a managerial approach to understanding business intelligence (BI) systems. Its objective is to help future managers use and understand analytics by providing a solid foundation of BI that is reinforced with hands-on practice. This includes an introduction of business intelligence, data analytics and data science. It explores descriptive, predictive and prescriptive analytics. It identifies big data concepts and tools. It also describes future trends, privacy and managerial considerations in Analytics.

ITM 562 Business Statistics 3 credits
This course in data analysis and statistical inference requires no background in statistics. Its objective is to provide individuals the basic statistical tools for analyzing and interpreting data. It will explore how to define and collect data. It will provide guidance in organizing and visualizing variables, defining numerical descriptive measures and understanding statistical probability. It will look at testing techniques such as Hypothesis Testing, Two sample and one-way ANOVA tests, Chi-Square Tests, Simple Linear Regression and Multiple Regression. A review of Descriptive, Predictive and Prescriptive Analytics and how it is supported by statistical inference will be reviewed.

ITM 564 Programming for Analysts 3 credits
This course in programming provides for a broad range of students who need to work with data. It uses the open-source R statistical package. It introduces the programming of statistical graphics simulation methods, numerical optimization, and computational linear algebra.

ITM 566 Business Intelligence and Decision Support Systems 3 credits
This course provides an introduction to decision support systems (DSS) for business intelligence (BI). It looks at decision-making, data components, model components and the use of user interfaces. It explores designing a DSS using object-oriented technologies and implementing it with a recognition of how to evaluate a deployed system. Executive information and dashboards coupled with group decision support systems will be identified.

ITM 568 Big Data Analytics 3 credits
This class will explore various aspects of Big Data Analytics. It will look at the tools, technology, applications, use cases and research directions in the field. Initially it will explore challenges in big data and big data analytics. The Big Data Reference Model will be examined. A look at big data analytic tools such as Hadoop, Spark and Splunk will be completed. Looking at predictive models used in analytics and a framework for minimizing data leakage will be explored. Storing big data will be examined plus a study of big data cluster analysis will be done. Finally, non-linear extraction of big data analytics will be described along with data mining and large-scale data clustering.

International Programs (ITS)

ITS 102 Foundations for International Students 1 credit
This course will focus on building the skills and knowledge international students need to be successful while studying in the US. By the end of the course, students will be better prepared to be successful in their education endeavors at Concordia. This course will require students to gain introductory knowledge of intercultural theory as well as apply course concepts through written assignments, group work, and presentations.

Italian (ITA)

ITA 101 Intro. Italian Lang & Culture 3 credits
Learning the basics of Italian and the culture of Italy.

ITA 102 Introduction to Italian Language and Culture 3 credits
Introduction to Italian Language and Culture 102 gives a broad overview of this fascinating and ancient culture and the basics of the Italian language. It is a continuation of ITA 101 and will prepare students to study abroad in Italy and provide them with the basic tools to survive linguistically and to understand some of the basics of the Italian culture.

ITA 488 Independent Study 1-4 credits

Kinesiology (KHS)

KHS 110 My Best Life: Strategies for Wellness 3 credits
Want to learn how to live your best your life? This course will provide you with the opportunity to assess your current lifestyle while examining major public health issues. You will be exposed to a broad range of consumer issues and information relating to various aspects of healthy living. Through critical analysis and reflection of engaging in health-conscious behaviors, you will learn how to develop strategies for improving your own wellness. Come join this wellness journey!

KHS 126 Cross Country-Intercollegiate Men 1 credit

KHS 127 Cross Country-Intercollegiate Women 1 credit

KHS 128 Football-Intercollegiate 1 credit

KHS 129 Volleyball-Intercollegiate 1 credit

KHS 130 Cheerleading 1 credit

KHS 132 Soccer-Intercollegiate Women 1 credit

KHS 133 Golf-Intercollegiate Women 1 credit

KHS 134 Golf-Intercollegiate Men 1 credit

KHS 136 Basketball-Intercollegiate Men 1 credit

KHS 137 Basketball-Intercollegiate Women 1 credit

KHS 138 Baseball-Intercollegiate 1 credit

KHS 139 Softball-Intercollegiate 1 credit

KHS 140 Indoor Track & Field-Intercollegiate Men 1 credit

KHS 141 Indoor Track & Field-Intercollegiate Women 1 credit

KHS 142 Outdoor Track & Field-Intercollegiate Men 1 credit

KHS 143 Outdoor Track & Field-Intercollegiate Women 1 credit

KHS 144 Lacrosse-Intercollegiate Women 1 credit

KHS 145 Swimming & Diving 1 credit

KHS 146 ESports 1 credit

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 225 Foundations of Exercise and Sports Science 4 credits
In this course, students will start their mentoring journey, learn the basics of being a successful KHS student, explore professional qualities and skills for success in the field, understand the sub-disciplines of kinesiology, and create a personal development plan. This is the first course in the major and can be taken with other KHS course.

KHS 300 Applied Nutrition 4 credits
The study of the interaction of humans with food. Nutritional concepts, current consumer issues in nutrition, nutritional needs through the life cycle, and international nutritional concerns and issues are studied.

KHS 310 Drug Education 2 credits
Pharmacological and etiological foundations, schedules, classifications, theoretical approaches to dependency, addiction and tolerance together with intervention and prevention strategies are studied. This course is designed to provide students with applicable knowledge and role playing experience in the area of drug use and abuse. Students will develop a broad based knowledge of the various types of drugs and how they are being used today medically and on the street. The students will also be asked to participate in discussions designed to raise their awareness of drug use/abuse and assist them in developing the skills and habits necessary to refrain from the negative impacts of use/abuse.

KHS 311 Functional Anatomy 4 credits
This course employs a regional approach to human anatomy and emphasizes the role of the musculoskeletal system in producing movement. Elements of the nervous, cardiovascular, and respiratory systems are also considered. Kinematic features of common athletic movements are explored.

KHS 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 325 Exploring the Science of Sport, Health, and Wellness 3 credits
This overview course in kinesiology, designed to meet the general education social science requirement, explores the dynamic relationship between human movement and societal factors. Students will investigate and gain an appreciation for how movement impacts individual and community health. The curriculum covers various topics, including the history of sport, health, and wellness, the role these play in different cultures, and the socio-economic factors that influence access. Students will explore contemporary issues such as the impact of technology on physical health, the psychology of exercise, and the role of physical education.

KHS 375 Sociology of Sport and Exercise 4 credits
This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

KHS 390 Sport Management 4 credits
Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

KHS 391 Law & Sport 4 credits
This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

KHS 392 Marketing and Fundraising 4 credits
Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the 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
Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

KHS 420 Program Administration 2 credits
Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with.

KHS 435 Sport and Exercise Psychology 4 credits
Psychology of sport and exercise 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. (Prerequisite: KHS 474)

KHS 465 Introduction to Sport Analytics and AI 4 credits
This course will educate students on the utilization of AI technologies and data to take objective and measured decisions when it comes to managing athletes, fans, or entire sport-related organizations.

KHS 472 Athletic Training, Injury Prevention, and Safety 4 credits
The practical study of procedures for the care and prevention of injuries sustained during physical activity, including First Aid and Safety principles as dictated by the American Heart Association and the American Red Cross. Designed as a course for students pursuing careers in athletic training, teaching, coaching, physical therapy, or other related fields. Instruction will include lectures, informational presentations, and hands on experience.

KHS 473 Biomechanics 4 credits
This course examines the physics of human movement. Content areas include the structural mechanics of bone construction, muscle contraction, ligament, and tendon plasticity and elasticity. Sport implement mechanics and the mechanics of environmental conditions (e.g. friction, air, and water resistance) are also explored. Sport performance issues will also be analyzed for mechanical efficiency.

KHS 474 Exercise Physiology 4 credits
The physiological basis for human performance and the effects of physical activity on the body's functions are examined in theory and application. Content areas include cardiovascular and respiratory response to exercise, metabolism, body composition, temperature regulation, principles of training and conditioning and the resulting adaptations of the human body, special populations, and exercise prescription.

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)

KHS 479 Coaching Pedagogy 2 credits
This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs.

KHS 482 Advanced Athletic Training 4 credits
This course is geared for the athletic training student pursing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Preferred prerequisite: KHS 472)

KHS 488 Kinesiology Independent Study 1-4 credits

KHS 490 Senior Professional Seminar 1 credit
This seminar course serves as the senior outcomes exam for all KHS majors. The course emphasizes professionalism, teamwork, and leadership, as it provides final preparation for student transition to job or graduate school. (Prerequisite: senior status)

KHS 498 Internship 1-12 credits
This course provides students with practical experience in applying their knowledge and skills, and the opportunity to reflect on the relevance and application of their studies to professional practice.

KHS 503 Coaching Theory and Practice 3 credits
This course introduces students to theories, models, and practices of coaching as well as coaching principles and practice and how they contribute to effective coaching. Students will explore the context of coaching within the broader professions of team sports and one-on-one training.

KHS 510 Human Resource Management 3 credits
Discusses critical aspects of human resource management as it relates to sport organizations. An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems.

KHS 513 Scientific Principles of Strength and Conditioning 3 credits
The course provides an in-depth examination of the principles and practices of strength and conditioning as they apply to athletic performance. Throughout the course, the student will learn advanced concepts in exercise physiology, functional anatomy, sports nutrition, and risk management, and will be exposed to the latest research and trends in the field. The course will equip the student to become a leader in the field of strength and conditioning and apply ethical standards in high stakes performance environments.

KHS 514 Exercise and Fitness Assessment 3 credits
This course is designed to provide the student with advanced knowledge in the theory and practice of evaluating physical fitness. The course will cover a range of techniques for assessing cardiovascular fitness, muscular strength and endurance, flexibility, and body composition, as well as the selection and maintenance of the equipment or advanced technology used for these assessments. In addition to these advanced skills, the course will also delve into more specialized areas such as the assessment of special populations including athletes and individuals with disabilities.

KHS 515 Management and Leadership 3 credits
Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, and decision making. Students will examine their individual management and leadership styles as they relate to sport management administration. This course will analyze how leadership is not only different from management but also more effective in today's workplace.

KHS 520 Sport Finance 3 credits
The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a sport management setting.

KHS 523 Scouting and Recruiting 3 credits
This course provides insight as to what it takes to identify, qualify, and recruit prospects for a sport team. Students will examine effective recruiting operations from identifying prospects to recruiting players while maintaining compliance with rules and regulations.

KHS 524 Advanced Program Design for Special Populations 3 credits
This course is designed to give students an understanding of exercise principles and programming for special populations such as children, aging adults, and clients with temporary or permanent physical or cognitive conditions. The student will gain the knowledge and skills needed to design customized programs with modifications, progressions, and regressions based on individual needs. Additionally, students will learn how to evaluation tools and the resulting data to assess a program's effectiveness. The guidelines for training special populations provided by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) will be highlighted in this course.

KHS 525 Facility and Event Management in Sport 3 credits
This course takes a multi-disciplinary approach to the theories and practices of facility design, construction, and operations. The course will examine a wide variety of both indoor and outdoor sports facilities including stadiums, gymnasiums, golf courses, fitness centers, and athletic fields. Students will also examine event management and programming within the context of stadium and arena management.

KHS 530 Research Methods 3 credits
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced.

KHS 533 Sport Media and Technology 3 credits
This course will examine the relationships between the sport industry, media, and technology. The course will explore various mediums such as radio, television, online forums, blogs, and social media, in terms of their history, function, impact, and ethical implications in the sport industry. Students will also examine the importance of technology in sport and how to integrate this knowledge into sport business.

KHS 535 Sport Marketing 3 credits
This course will examine the application of marketing principles in the sport industry. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sponsorships, branding, promotions, and event marketing.

KHS 540 Legal Aspects of Sport 3 credits
Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities, and business. The course will examine risk management strategies along with law related to operation and administration of sport-related programs. Students will explore case studies relating to the legal aspects of sports.

KHS 545 Ethics and Sociology in Sport Management 3 credits
This course explores the ethical and sociological issues in sport and recreation settings. Students will critically analyze problems and issues from an ethical and sociological perspective. Students will further examine contemporary case studies to think reflectively about the topics presented in the course in relation to present life experiences and future plans.

KHS 550 Sport Sales and Fundraising 3 credits
Sales is an essential revenue producing function for any commercial organization. Sport and recreations have a unique marketing relationship of product and inventory with the consumer and marketplace. The course is designed for the student to learn the theoretical concepts and the application of skills and practices associated with the sports sales process. Through readings and lectures, the course will examine the rationale regarding the benefits and disadvantages of various sales and promotional methodologies. This course will then concentrate on promotional and sales strategies, campaigns, and techniques.

KHS 553 Data Analytics for Sport 3 credits
This course explores the theory, development, and application of analytics in sports. Students will learn about analyzing and interpreting sport data through exploratory data analysis and presentation graphics, showing real world implications for athletes, coaches, team managers, and the sports industry. The class will discuss the application of analytics in sports for purposes of in-game strategy, player performance, team management, sports operations, among many other topics.

KHS 565 Capstone 3 credits
The capstone course provides the sport professional with the opportunity to synthesize the learning which has taken place throughout the program. It further focuses upon the practical application of knowledge within the industry. The capstone will serve as an assessment of student learning within the Master of Arts in Sport Management and Master of Science in Coaching and Athletic Administration.

KHS 570 Ethics and Sociology in Sport and Exercise Science 3 credits
In this course, the student will examine the complex ethical issues that arise in the field, including issues of fairness, equality, and social justice. In addition, the student will explore ways in which social and cultural factors shape our understanding and experience of physical activity and sports. Topics will include issues related to gender, race, class, and disability in sport and exercise, as well as the ethical implications of research and practice in the field. The student will critically analyze problems and issues from an ethical and sociological perspective.

KHS 575 Statistics in Kinesiology 3 credits
Students will examine the concepts, methods, and usage of statistical data within the context of kinesiology research.

KHS 580 Mechanisms of Skilled Neuromuscular Behavior 3 credits
This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

KHS 585 Advanced Functional Anatomy & Biomechanics in Exercise Science 3 credits
In this course, the student will delve into the complex relationships between the structure and function of the human body and how it moves. The course will cover a wide range of topics, including the anatomy of the musculoskeletal system, the mechanics of movement, and the principles of biomechanics. The student will also learn about the various forces that act on the body and how they affect movement and function.

KHS 590 Psychology of Sport and Exercise 3 credits
This course is designed to provide advanced training in the psychological factors that influence participation and performance in sport and exercise settings. The course will cover topics such as the psychological impact of injuries and other setbacks. In addition, the course will delve into more specialized areas such as the psychological effects of competition, psychological skills training, and the role of emotions in sport and exercise performance.

KHS 595 Clinical Exercise Assessment 3 credits
In this course, students will learn how to select appropriate 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 Advanced Exercise Physiology 3 credits
Exercise physiology is the scientific study of the physiological responses to physical activity and the effects of exercise on health and performance. In this course, the student will engage in detailed exploration of physiological and biochemical responses to exercise, including changes in cardiovascular, respiratory, and metabolic systems and the advanced use of technology. The course will also cover advanced topics on the effects of physical activity on various health outcomes, including weight management, cardiovascular disease, diabetes, and mental health.

KHS 605 Advanced Nutrition and Metabolism 3 credits
This course builds upon the foundational concepts of nutrition to explore more advanced topics in the field. The student will delve into the complex relationships between nutrients and the body's metabolism. The course will cover a wide range of topics including the metabolism of individual nutrients such as carbohydrates, proteins, lipids, vitamins, and minerals. The student will also learn about the various metabolic pathways and how they work to produce energy, synthesize biomolecules, and maintain homeostasis. Additionally, the student will learn about the principles of nutrition and how to apply them to real-world situations, such as designing healthy nutrition plans for different populations. The course will also delve into the role of nutrition in various diseases and conditions, including obesity, diabetes, cardiovascular disease, and cancer. The student will learn about the relationship between nutrition and these diseases, as well as strategies for preventing and managing them through nutrition and lifestyle interventions.

KHS 610 Research Methods 3 credits
This course is designed to provide the student with a thorough understanding of the research methodologies used in the field of kinesiology. The course will cover both quantitative and qualitative research methodologies, including topics such as research design, data collection and analysis, interviewing techniques, case studies, and action science. In addition to these technical skills, the course will also introduce students to the philosophy, ethics, and politics of research, helping them to understand the broader context in which research is conducted. The student will be well-equipped to design and conduct research in the field of kinesiology, and to critically evaluate the research of others.

KHS 615 Advanced Exercise Prescription 3 credits
This course will delve into the complex relationships between exercise, physical activity, and health. The course will cover a wide range of topics, including the physiological and psychological effects of exercise, the principles of exercise prescription, and the factors that influence exercise adherence. In addition to discussing the effects of exercise on health and well-being, the course will also cover the role of exercise in the management and prevention of various diseases and conditions, such as cardiovascular disease, diabetes, and obesity with diverse populations. The student will learn about the evidence-based guidelines for exercise prescription in these and other conditions, and how to apply these guidelines to develop safe and effective exercise programs for individuals with these conditions.

KHS 620 Master's Capstone 3 credits
This capstone course in kinesiology provides students with the opportunity to apply their knowledge and skills throughout the graduate program to current, real-world situations. The course will focus on the practical application of kinesiology concepts within the industry and will serve as a culminating assessment of student learning. Students will have the opportunity to analyze and synthesize theoretical and research concepts from multiple perspectives, integrate scientific research to identify and analyze problems or trends, and model ethical decision-making in their work.

KHS 7000 Current Issues and Trends in Kinesiology 3 credits
This course prepares students to analyze current problems, issues, and trends impacting kinesiology professions. The emphasis is on selecting and discussing emerging and controversial topics from research and everyday experiences that lead to action. Leadership principles are examined as students develop and identify leadership strategies, tools and applications to successfully implement a personal mission and vision statement.

KHS 7010 Medical Aspects of Exercise and Disease Prevention 3 credits
This course utilizes an epidemiological approach to examine the relationship between physical activity and health and/or disease outcomes. Emphasis is on the role of exercise in preventative medicine. Topics include the impact of exercise on various diseases, and the effect of various medical conditions on the ability to participate in vigorous exercise and competitive sports.

KHS 7020 Exercise and Health Behavior Change 3 credits
Advanced analysis of theoretical health behavior models and their application to physical activity behavior. Includes practical techniques, tools and interventions (e.g., counseling skills, motivational interviewing) to enhance exercise adherence and motivation across the lifespan.

KHS 7030 Professional Ethics and Program Management in Kinesiology 3 credits
This course examines ethical and socio-cultural issues that kinesiology students will face during their training and professional practice emphasizing conceptual frameworks needed to articulate concerns and engage in meaningful dialogue with others. Topics include the application of ethical program management, financial management, legal issues, and evaluation and planning.

KHS 7100 Cardiovascular Responses to Exercise 3 credits
This course examines the effects of acute and chronic exercise on the cardiovascular system, with an emphasis on understanding the regulatory mechanism that controls the cardiovascular system at rest and in response to aerobic and resistance exercises.

KHS 7110 Neuromuscular Aspects of Exercise Physiology 3 credits
This course provides an in-depth analysis of the structural basis for muscular contraction, regulation of energy metabolism during exercise, and adaptations of the neuromuscular system in response to aerobic and resistance exercise.

KHS 7120 Advanced Exercise & Sports Nutrition 3 credits
This course examines the role of nutrient selection, metabolism, and timing play in supporting and improving health and human performance. Topics include nutrient bioenergetics, optimizing nutrient timing, micronutrients and macronutrients, ergogenic aids, thermoregulation, fluid balance, and weight management.

KHS 7130 Advanced Exercise and Sport Psychology 3 credits
This course is designed to prepare students to apply practical and theoretical psychological principles to individuals participating in exercise and sport. Emphasis is placed on theory and research on motivation, personality, cognition, self-efficacy, leadership effectiveness, attributions, attitudes, and group dynamics.

KHS 7200 Advanced Biomechanics in Exercise Science 3 credits
This course examines qualitative and quantitative elements and physics of human movement. Content areas include the structural mechanics of bone physiology, muscle mechanics, and connective tissue principles. Sport techniques and environmental conditions (e.g., friction, air, and water resistance) are also explored. Biomechanical implications of sport and fitness skill performance will be analyzed for mechanical efficiency and effectiveness.

KHS 7210 Advanced Exercise Physiology 3 credits
The physiological responses to exercise performance and the effects of physical activity on the body's functions are examined in theory and application.

KHS 7220 Advanced Mechanisms of Skilled Neuromuscular Behavior 3 credits
This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

KHS 7230 Advanced Exercise Prescription 3 credits
This course focuses upon the design of individualized exercise programs and prescriptions in health and disease. Knowledge of skills necessary for safe and effective application of these prescriptions for members of diverse populations as well as the prevention and maintenance of chronic disease are emphasized.

KHS 7240 Advanced Strength & Conditioning 3 credits
Students examine the essential physiological and biomechanical basis of resistance training principles and how they can influence training and program design. Topics include exercise techniques (resistance training, flexibility exercises, plyometrics, speed and agility), training adaptations, program design, structure and function of body systems, and techniques for evaluating various aspects of fitness.

KHS 7501 Nutrition for the General Population 3 credits
This course will introduce students to the biochemical, physiological, and microbiological basics of general human nutrition. Students will gain an understanding of the relationship between nutrition and health by reviewing topics such as the nutritional needs of special populations, sociocultural influences of nutrition, community nutritional applications, and major public health concerns related to nutrition. Students will learn how to evaluate nutritional information or misinformation to create goals and apply publicly available guidelines or tools to dietary plans.

KHS 7511 Vitamins and Minerals 3 credits
This explores the metabolism of vitamins and minerals essential for health throughout the lifespan. Specific topics will include nutrient bioavailability, absorption, and proper micronutrient intake. The health effects of inadequate or excessive micronutrient intake will be covered along with methods to estimate nutrient requirements and upper limit levels.

KHS 7513 Scientific Principles of Strength and Conditioning 3 credits
This course focuses on the scientific principles of exercise physiology, biomechanics, and motor behavior behind foundational training principles and how they can influence performance for athletic populations and individual exercisers. Students will critically analyze scientific literature to develop evidence-based training and program design to enhance sport performance and fitness.

KHS 7514 Exercise and Fitness Assessment 3 credits
Students will learn how to select appropriate physical fitness tests and conduct physiological assessments on members of diverse populations and varying levels of work capacities. Topics covered will include muscular strength and endurance testing, cardiovascular endurance testing, flexibility assessments, body composition analysis, and posture assessments.

KHS 7521 Nutrition Assessments and Analysis 3 credits
In this course, students will gain an understanding of the methods and approaches to conducting nutrition assessments of individuals throughout a lifecycle. Students will learn best practices and applications in evidence-based dietary, biochemical, and anthropometric assessments. An in-depth overview of the rationale of use, advantages, disadvantages, and validity of each assessment will be completed.

KHS 7524 Program Design for Special Populations 3 credits
This course provides in-depth study on variety of special populations, including older adults, individuals with chronic conditions such as cardiovascular disease and diabetes, individuals with disabilities, and individuals who are recovering from injury. Topics will include an overview of the health conditions and physical limitations associated with each special population, as well as the best practices for designing safe and effective exercise programs.

KHS 7531 Nutrition for Weight Management 3 credits
This course will review current evidence-based strategies to manage overweight and underweight individuals. The genetic, metabolic, and psychological factors affecting weight management will be covered. Students will gain knowledge and skills in assessment techniques, treatment options, and prevention strategies.

KHS 7541 Dietary Trends and Special Populations 3 credits
This course will provide students with an understanding of the ever-changing aspects of nutrition science, including emerging diets and controversies such as fad diets and supplementation. Additionally, students will learn about nutrition applications for special populations such as athletes and those with infectious or chronic diseases. Students will develop skills in the evaluation and interpretation of nutrition-related claims in both popular media and scientific studies.

KHS 7550 Qualitative Research in Kinesiology 3 credits
This course provides an in-depth examination of qualitative research, including research designs, data collection strategies, analysis, interpretation, and evaluation methods.

KHS 7595 Clinical Exercise Assessment 3 credits
This is a comprehensive course designed to equip students with the knowledge and skills necessary to perform assessments and design exercise programs for patients with various medical conditions. The course covers the principles of exercise physiology and provides an overview of the assessment process, including history-taking, physical examination, and functional testing.

KHS 7600 Quantitative Research in Kinesiology 3 credits
This course provides an overview of quantitative research, including research designs, data collection strategies, analysis, interpretation, and evaluation methods.

KHS 7606 Physiology of Skeletal Muscle 3 credits
This course will provide students with an in-depth understanding of the structure and function of skeletal muscle. This course covers the anatomy and physiology of muscle fibers, myofibrils, and sarcomeres, as well as the role of motor neurons in muscle contraction. Students will learn about the mechanisms underlying muscle function and the effects of different types of exercise and physical activity on skeletal muscle. The course also covers strategies for measuring and monitoring skeletal muscle function, including muscle strength and endurance, muscle size, and muscle activation.

KHS 7608 Exercise and the Endocrine System 3 credits
This course will examine exercise and endocrine system physiology. Basic principles about the endocrine system will be covered as well as the effects of exercise training, detraining, and disease on this system. The physiological principles and mechanisms of the endocrine system will be reviewed including endocrine organs and hormone classifications. The influence of exercise, nutrition, and disease on endocrine function will also be covered.

KHS 7650 Mixed Methods Research in Kinesiology 3 credits
This course provides an overview of mixed methods research, including research designs, data collection strategies, analysis, interpretation, and evaluation methods.

KHS 7700 Advanced Topics in Statistics (Experimental Design) 3 credits
This course covers a selected advanced topic in statistics. This course examines various designs that can be applied to a study that results in valid and objective conclusions.

KHS 7800 Action Research in Kinesiology 3 credits
This course provides an overview of action research methods in order to solve a kinesiology problem. Students examine unique and emerging proactive and responsive action research that generates knowledge and results in practical outcomes for participants.

KHS 7810 Applied Measurement and Evaluation Techniques in Kinesiology 3 credits
This course examines advanced testing procedures for collecting and analyzing data while applying results to real-life situations in kinesiology. Topics including testing techniques for knowledge, skill, fitness, and attitudes. The emphasis is on evidence-based decision making that can be applied to professions in kinesiology.

KHS 7820 Research Methods in Kinesiology 3 credits
This course explores important practical considerations for applying quantitative and qualitative kinesiology research. Emphasis is placed on real-world examples of how research is effectively accessed, interpreted, and used in professional kinesiology settings.

KHS 7830 Advanced Research Seminar in Kinesiology 3 credits
This course builds on the previous course, but with an intentional focus on the dissertation topic of interest for each student. In-depth research strategies, data reliability and credibility, and the IRB process are discussed and completed during this course. Students schedule the dissertation proposal during this course.

KHS 7900 Seminar 1 - Drafting the Dissertation Introduction 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on selecting the dissertation topic, identifying a dissertation advisor, and drafting an Introduction.

KHS 7901 Seminar 2 - Drafting the Dissertation Literature Review 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on forming the dissertation committee and drafting the Literature Review.

KHS 7902 Seminar 3 - Drafting the Dissertation Methodology 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on drafting the Methodology.

KHS 7903 Seminar 4 - Finalizing the Written Dissertation Prospectus 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor, placing special focus on drafting a dissertation prospectus.

KHS 7950 Dissertation 3-12 credits
The dissertation is an independent, scholarly work of research completed by the doctoral candidate, under the guidance of a dissertation committee. A dissertation demonstrates a candidate's ability to undertake scholarship in his or her field through intellectual endeavor and the application of research skills. The completion of a dissertation requires a scholarly mindset involving ongoing evaluation, analysis, and synthesis of previous, relevant research as well as one's own work. A dissertation involves exploring an important problem that warrants investigation due to its centrality to issues of practice and application.

KHS 8000 Dissertation 1-12 credits
The dissertation is an independent, scholarly work of research completed by the doctoral candidate, under the guidance of a dissertation committee. The dissertation will create knowledge and/or test a theory through the demonstration of scientific inquiry, investigative skills, methodological and analysis skills, scientific writing and presentation skills, and ethical behavior.

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 501 Leadership, Management, Influence, and Change 3 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 533 Project and Quality Management 3 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 553 Organizational Culture Management 3 credits
This course explores how leaders manage the soft, relationship skills of organizational life to leverage their experience and practical research as they successfully influence innovative, disciplined, and well-led organizations. Topics explore strategies to a) assess an organization's culture and climate; b) develop a continuous flow talent management mindset incorporating Training & Development methods throughout the organization; c) motivate and positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing, improving, influencing, and (re)allocating talent; d) explore the concepts and theories related to change management and improvement; and e) develop skills to influence, plan, and implement changes for improving organizational life in both corporate and nonprofit settings.

MLM 555 Leadership and Management Research, Synthesis and Reflection 4 credits
This course offers students the opportunity to leverage their learning from the entire program. They will reflect their learning related to leadership, management, and social influence on topics relevant to their professional organizational setting. Students will also complete significant final steps in their research and present a formal report on their action research project.

MLM 589 Contextual Global Experience 4 credits
This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. (May be substituted for MLM 552.

MLM 599 Independent Study 1-4 credits

Management (MAN)

MAN 101 Introduction to Business 2,4 credits
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN 120 Business Fundamentals and Entrepreneurship 2 credits
Learn what it means to be an entrepreneur while exploring foundational concepts in management, marketing, economics, and finance/accounting. Create a full business plan for a small business in class, making daily decisions about the business in a dynamic environment.

MAN 201 Business Analytics 2 credits
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis. (Prerequisite: MAT 110)

MAN 202 Analytics, Modeling, and Techniques 2 credits
Apply tools and techniques learned through statistical modeling and visualizing data to improve skills in predictive and prescriptive analytics. Structured and unstructured data will be examined through data mining, web mining, text mining and sentiment analysis. (Prerequisites: MAT 110 and MAN 201)

MAN 204 Legal Environment of Business 2 credits
This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions.

MAN 205 Fundamentals of Analytics 3 credits
Learn the key aspects and best practices of data analysis by exploring the fundamentals of gathering and analyzing data. Create visualizations and dashboard reports utilizing large data sets associated with an industry of choice, such as, finance, health, sports, criminal justice, among others. Microsoft Excel and Tableau will be utilized throughout the course for data visualizations while a basic understanding of the R and Python languages will be explored. A basic understanding of statistical measures may be helpful for this course but not mandatory for successfully mastering these concepts.

MAN 301 Organizational Behavior 4 credits
Understanding human behavior begins with understanding yourself. Learn how your personality type or learning style affects the way you process information and make decisions. Use projects, small group discussions, and class activities to discern the best way to build teams and manage people, who have different styles of leadership, motivation, and problem-solving. This course dives into management functions, motivation styles, team building, and change management concepts.

MAN 302 Operations and Quality Management 2 credits
This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. the production process includes the management of equipment and machinery, facilities, materials management, inventory control, scheduling, and lean operations. Quality includes quality control and quality management including six sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed. (Prerequisite: CSC 121 or CSC 210).

MAN 350 Global Management 4 credits
This cross functional course will build on management principles and apply them to global opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control.

MAN 370 Leading Nonprofit Organizations 4 credits
Explore how to lead nonprofit organizations using effective leadership and administration practices. Examine the role of nonprofit boards and leaders in meeting community and organizational needs. Learn to strengthen nonprofit organizations through financial accountability, marketing, and strategic planning. This course is offered in the fall of odd numbered years. (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 103, MAT 110, ACC 201, MAN 301, FIN 301, MAN 205)

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 420 Managing Volunteers and Fundraising 4 credits
Learn the difference between managing paid employees and managing volunteers, and discover how strategies in volunteer management fits your own management style. Explore innovative approaches to fundraising and then put these ideas into action as you organize a fundraiser for a local nonprofit organization. This course is offered in the spring of even numbered years. (Prerequisite: MAN 301)

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 courses is for seniors only. (Prerequisite: MAN 301, CSC 210 or CSC 121)

MAN 488 Independent Study 1-4 credits

MAN 498 Internship 1-12 credits

MAN 499 Senior Outcomes 0 credits

Management and Leadership (MAL)

MAL 402 Team Leadership 4 credits
Learn how team functions affect organizational effectiveness. Through hands-on team exercises, practice developing team culture, decision-making, increasing productivity, providing critical feedback, and resolving conflict in groups. Students develop strategies to lead and build productive teams. (Prerequisite: Minimum grade of C- in MAN 301 or HRM 382)

MAL 404 Leading Change 4 credits
Develop the skills needed to support innovation and improvement in organizations. Design an organizational change plan, create a vision, manage the communication, and identify the barriers to effective implementation of the change. Explore the impact of change on the day-to-day work experience of organizational members, and discover how culture, management philosophy, and individual performances are influenced by change. (Prerequisite: Minimum grade of C- in MAN 301 or HRM 382)

MAL 406 Project Management 4 credits
Enhance leadership skills by applying effective project management tools and techniques to initiate, plan, execute, monitor, control, and close a project. Practice project management leadership techniques that will help teams meet organizational goals. Topics include project scope, cost, time, integration, quality, communication, risk human resources, and procurement management. (Prerequisite: Minimum grade of C- in MAN 301 and MAL 402)

MAL 408 Conflict Management and Negotiations 4 credits
Develop strategies to manage organizational conflict effectively and lead collaborative negotiations. Learn how positive dialog and effective communication can change organizational conflict from destructive to constructive. Master the art of win/win collaborative negotiations while preserving relationships using principled dispute resolution strategies. Improve negotiating skills by practicing strategies and tactics to conduct collaborative and competitive negotiations. (Prerequisite: Minimum grade of C- in MAN 301 or in HRM 382)

MAL 410 Strategic Planning Capstone 4 credits
Learn to construct a strategic plan for a business aligning the vision, mission, and strategic objectives, while developing concrete action plans for success. Incorporate performance analysis using strategic decision-making tools and write recommendations that reflect critical and ethical thinking. This course brings the skills, tools, and analysis learned throughout the program together into a culminating capstone project; thus, this course should be taken at the completion of the major. (Prerequisite: BUS 388, ACC 201 or ACC 384, and a minimum grade of C- in at least two 400-level courses in the major.)

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.

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

MAR 500 Search Engine Optimization, Marketing, and Website 3 credits
This course evaluates Search Engine Optimization (SEO), marketing, and website utilization strategies and techniques. Students will develop an understanding of how search engines function and how to leverage SEO and marketing tactics to enhance online visibility, drive traffic, and maximize the effectiveness of websites as marketing assets. The course also addresses designing and optimizing websites for usability, accessibility, and mobile-friendliness, focusing on enhancing conversion rates and user engagement. In addition to gaining technical skills, students will develop analytical and strategic thinking abilities by learning to track website performance metrics, such as organic traffic, keyword rankings, conversion rates, and bounce rates, using tools and software platforms.

MAR 525 Audience Analytics and User Experience 3 credits
This course utilizes data-driven insights to optimize digital platforms and enhance user engagement. Students will examine the principles of audience analytics and UX design. Applications will include using demographic, psychographic, and behavioral data to identify distinct audience segments and tailor digital experiences, as well as exploring UX design principles and their impact on usability and satisfaction. Students will be equipped to create engaging digital experiences and drive measurable business outcomes.

MAR 550 Social Media and Online Marketing 3 credits
This course explores how businesses leverage digital platforms to build awareness, engage audiences, and drive conversions. In addition to providing an overview of social media platforms and their role in the modern marketing ecosystem, this course will emphasize the unique characteristics of each platform for tailoring marketing strategies to target specific audiences effectively. Students will learn how to develop compelling content through multimedia formats and maximize organic reach. The course also covers key components of an effective online strategy, including email marketing, search engine marketing (SEM), and influencers.

MAR 575 Storytelling and Branding 3 credits
This course melds the art and science of storytelling as a strategic tool for marketing. Students will explore how effective storytelling can shape brand identity, engage audiences, and create meaningful connections in the marketplace. Students will examine strategies for maintaining brand integrity and ensuring brand narratives align with organizational mission, values, and promises.

Marketing Management (MKM)

MKM 355 Digital Brand Storytelling 3 credits
This course equips students with skills to create compelling narratives that resonate with target audiences on various digital platforms. Students will learn to use data-driven insights, analytics tools, and ethical considerations to measure and optimize the effectiveness of brand storytelling. Additionally, students will develop skills to create engaging visual content and ultimately present a comprehensive digital brand storytelling strategy for a real-world brand or organization.

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 365 Social Media Content Strategy 3 credits
This course provides students with the knowledge and skills needed to develop effective social media content strategies that drive engagement and build brand awareness. Students will learn about the importance of social media content in building a brand's reputation and engaging with target audiences. They will explore the key components of an effective social media content strategy, including defining goals, identifying target audiences, developing content themes, and creating editorial calendars. Students will also learn to create engaging and effective social media content, utilizing various mediums such as posts, images, videos, and stories. The course will also cover how to use social media analytics tools to measure success and make data-driven decisions for improving engagement and reach.

MKM 386 Marketing Principles 4 credits
Develop skills for effective integrated marketing and business strategy to create innovate and sustained competitive advantage in the digital economy. Learn to ethically apply these insights for business growth to advance strategy. Students explore international marketing perspectives emphasizing future trends while examining the current market environment and marketing strategy elements.

MKM 401 Understanding and Developing a Strategic Approach to Social Media 4 credits
This course will teach the fundamentals of using social media and explore how it is changing business communications through integration into marketing, PR, customer service and sales functions. Students will explore the process of developing a social media marketing and communications strategy for a business or organization and creating a strategic plan to chart a course for implementing that strategy. The strategic process will be supported by research and measurement projects using social search tools, in addition to assessing client goals, expectations and resources. Students will receive an introduction to the most widely used social tools in preparation of their research. As part of this course, students will choose a client to work with developing a real world social strategy throughout the series of three courses (Strategy, Implementation and Measurement).

MKM 402 Implementing Social Media Plans and Processes 4 credits
This course will explore the process of implementing a social media marketing and communications strategy utilizing a range of social media applications and platforms (including mobile). This process will include developing engagement approaches and creating content and social objects to populate channels for that engagement. Students will learn the fundamentals of building and optimizing a powerful presence in the most widely used social channels (Twitter, Facebook, LinkedIn, blogs, etc.) gaining real-world experience in this process by working with a client of their choice (this must also be the same client they developed a social media strategy in the prior course).

MKM 403 Monitoring and Measuring Social Media Communications 4 credits
This course will explore the process of managing and measuring a social media strategy using a range of (paid and free) social search and measurement tools. This process will include learning more about the role of a Community Manager and understanding the practical applications of launching a social media initiative and integrating social media into an existing company infrastructure. Students will learn the fundamentals of social media monitoring and strategies for online reputation management and will be exposed to a range of social media case studies. They will also have an opportunity to present their own measurements when they report on the successes and struggles working with the client they selected for SMC 401 and 402 courses.

MKM 411 Applied Business Ethics 4 credits
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

MKM 431 Applied Accounting & Finance 4 credits
In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

MKM 440 Business Plan 3 credits
Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

MKM 441 Marketing Strategy 4 credits
This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization's ability to create a competitive value proposition for the consumer.

MKM 445 Customer Mapping for Digital Marketing 3 credits
This course aims to equip students with the knowledge and skills to develop a comprehensive customer map that aligns with the digital marketing strategy of a business. Students will learn how to analyze customer data, identify customer needs and preferences, design customer journeys, and use customer insights to inform marketing decisions.

MKM 450 Innovation and Systems Thinking 4 credits
Learn the framework and techniques to systematize innovation taking advantage of emerging opportunities. Develop an understanding for how innovation affects the deployment of resources fulfilling customer desires. Examine the underlying dynamics, culture, and change within an organizational context and its interrelated systems. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 452 Integrated Promotional Strategy 4 credits
Explore competencies in advertising, PR, sales promotion, and marketing through analyzing their strengths and weaknesses. Gain skills in strategy development and planning while concentrating on incorporating targets, timing, and message strategies with a U.S. and global perspective. Develop authentic communication skills to ethically advance organizational strategy. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 454 New Media Literacy and Social Media 4 credits
Learn to analyze, develop, implement, and evaluate communication strategies in the new media landscape where traditional channels and online social media co-exist. Explore digital, mobile, and social media, how to build digital media marketing strategies and track their effectiveness to increase shareholder value. Consideration will also be given to ethical issues associated with online privacy and security. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 455 Artificial Intelligence in Marketing 3 credits
This course introduces artificial intelligence (AI) and machine learning (ML) technologies and their applications in marketing. Topics covered include customer segmentation, personalization, and chatbots. Additionally, students will learn how to use AI and ML tools to automate marketing processes and predict customer behavior. Students will also examine ethical considerations of AI and ML in marketing, such as privacy concerns, bias, and transparency. Furthermore, students will explore case studies to understand the practical implementation of AI and ML technologies in marketing.

MKM 456 Marketing Information and Analysis 4 credits
Examine management interaction and leadership in the world's largest industry by identifying and addressing growth strategies. Develop key management concepts and techniques to support workplace efficiency and productivity to ethically drive the industry through winning customer experiences. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 460 Marketing Analytics 3 credits
This course allows students to engage in statistical and data analysis techniques, advanced marketing analytics tools, and predictive modeling and machine learning techniques to draw insights from marketing data and make informed decisions that drive business growth. Students will develop and implement data-driven marketing strategies aligned with organizational goals, identify KPIs for marketing campaigns, and measure campaign effectiveness. They will also learn about ethical considerations related to data privacy and transparency in marketing analytics.

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 481 Digital Marketing Strategy Plan 4 credits
This course is the culmination of the Digital Marketing major, bringing marketing principles, analytics, email and social media campaigns, as well as optimization skills together, to create an effective digital marketing strategy plan. This is the capstone course for the Digital Marketing major and is open only to seniors. (Prerequisites: MAR 301, MKM 456, DMCX 400, DMCX 425, and DMCX 300 or DMCX 350)

MKM 488 Independent Study 1-4 credits

MKM 490 Business Strategy Plan 4 credits
Examine the interaction between business and market strategy to create innovative and sustained competitive advantage. Explore the foundation, processes, outcomes, and state of market strategy within the general framework of the firm. Utilize skills to complete a business plan as the program's capstone. (Prerequisites: Minimum grade of C- in MKM 450, MKM 452, MKM 454, and MKM 456)

MKM 498 Internship 1-12 credits
The Marketing Internship provides the opportunity to gain knowledge through the experiential activities of organizational life. Joint cooperation with business, government, and non-profit institutions in structuring and monitoring work experience aimed at supplementing the marketing learning process. Opportunities are developed in consultation with the faculty advisor and department chair and require approval of both.

Math (MATX)

MATX 333 Mathematical Theory of Interest 3 credits
Actuaries focus on using math and statistics to evaluate risk and make strategic decisions. This course covers a range of topics relevant to actuaries, including measurement of interest rates, interest theory, and the pricing of bonds, mortgages, annuities, and other financial instruments. This course will also fully cover all content required by the Society of Actuaries Financial Mathematics (FM) Exam and its equivalents. This online course has optional live sessions. This course is offered through Rize. (Prerequisite: C- or higher in MAT145)

MATX 383 Probability for Actuaries 3 credits
Actuaries and quantitative professionals deal primarily in probabilities. This course will cover a wide range of topics and introduce you to core probability concepts needed for Actuarial and Quantitative work. By the end of this course, you will learn all of the content required for the Society of Actuaries P Exam - as well as its equivalents - and be able to apply concepts of probability to real-world scenarios. This online course has optional live sessions. This course is offered through Rize. (Prerequisite: C- or higher in MAT 255)

MATX 483 Actuarial Science and Risk Management with R 3 credits
This course focuses on team-based problem solving in actuarial science & risk management. Students will learn the fundamentals of the R programming language, RStudio and R Markdown, and use these tools to complete a range of projects. Projects vary, but may include bond and loan amortization, analysis of the efficient frontier and the capital asset pricing method, insurance liability & estimates of expected loss. This course culminates in a capstone project that ties together skills from throughout the Actuarial Sciences program. This course is offered through Rize. (Prerequisites: C- or higher in MAT135, CSC115, and MATX 333)

MATX 500 Exploring Real-World Connections in Math 3 credits
Math teachers may hear the refrain, “When are we ever going to use this?” a bit too often, and this course will provide you with a fantastic answer! You’ll take a look at whether or not math instruction needs a "makeover" to better address student learning needs. We’ll also explore the concept of growth "mathematical mindsets" and how they can counter math myths and misconceptions. You’ll create a SMART Goal for inclusive math instruction, review strategies to increase culturally mindful contexts and relevancy in your math instruction, and discuss various ways to infuse mathematical modeling in your teaching. You’ll end the course with a solid understanding of connections between math and the real world! This course is offered through the Teaching Channel.

MATX 505 Transform Geometry Instruction with Manipulatives 3 credits
This course will allow you to learn the benefits and importance of incorporating manipulatives into your geometry instruction as you explore ways to implement manipulatives to change the way you teach geometry lessons. From creating your own DIY manipulatives to seamlessly integrating them into your lessons, you’ll gain the confidence to implement physical manipulatives that bring geometry concepts to life, making learning more tangible and exciting for students. You’ll design a mini-lesson that teaches students how to effectively use manipulatives. Plus, you’ll set achievable micro goals to apply your newfound knowledge in the geometry classroom. Join us to learn more about the potential of manipulatives and revolutionize your geometry teaching experience! This course is offered through the Teaching Channel.

MATX 509 Promoting Problem-Solving Strategies in Math 3 credits
Problem solving is an essential skill in school and in life, and this course focuses on best practices to infuse problem solving into your math instruction. Empower students as they develop their Mathematical Habits of Mind, and explore a range of strategies to foster problem-solving skills, both before, during, and after teaching math. Compare and contrast planning practices that effectively incorporate problem solving into math lessons, and learn to emphasize equity and accessibility to promote an inclusive learning experience for all students learning math. Get ready to gain the tools and knowledge to empower students in becoming confident and capable problem solvers in mathematics. This course is offered through the Teaching Channel.

MATX 510 Supporting Literacy Skills in the Elementary Classroom 3 credits
Teaching mathematics in the elementary classroom is different today than in the past. New expectations for students and new understandings about how they learn have led to changes in instructional practices. Today, we know math must be developmentally appropriate and accessible for young students, and the process of learning math content relies on their literacy, problem-solving, and critical thinking skills. In this course, you'll explore strategies for integrating the literacy skills of speaking, listening, reading, and writing into your math instruction for a deeper comprehension and application of mathematical concepts. You'll also learn techniques for using literacy to support English Language Learners and students who struggle with mathematics. You will leave the course feeling confident and ready to apply your new knowledge! This course is offered through the Teaching Channel.

MATX 512 Using Literature to Enhance Mathematical Learning 3 credits
This course explores the relationship between storytelling and mathematics, equipping you with skills to enhance math instruction through literature. You will analyze and categorize children's literature to identify texts suitable for application in math classes, and determine how to include literature in meaningful math tasks. You will design plans for integrating read-aloud sessions with math students, and implement strategies to support student learning in math with literature. This course will provide you with the resources and tools to bring children's literature into the math classroom. This course is offered through the Teaching Channel.

MATX 513 Ed Tech for the Math Classroom 3 credits
Maybe you're already using technology in your math classroom in simple ways and want to learn more, or perhaps you are more of a novice, and are excited about the prospect. In this learning experience, you'll consider the value of integrating technology in the math classroom and gain awareness of challenges and opportunities you may encounter. Explore strategies and frameworks that can help you use technology tools effectively, and learn about different tools and the ways teachers are using them. When you infuse technology in your math instruction, you are helping prepare students to navigate an increasingly complex digital world. This course is offered through the Teaching Channel.

MATX 519 Teaching Life Skills for Student Success 3 credits
Preparing students to live their best lives is a mighty task! In today's ever changing world, education must go beyond reading, writing, and arithmetic, to include life skills like financial literacy and cultural awareness. As educators, we can share in, and celebrate, the success of our students by preparing them for the real world. Investigate the practical skills of career planning, resumé writing, and interviewing all of which are covered in this course. Rediscover the lost art of conversation and listening skills, and consider how crucial they are to students' personal and professional growth. Explore ways to educate students to become active, engaged, and involved citizens. The world will thank you! This course is offered through the Teaching Channel.

MATX 523 Math Works: Teaching Math with the Brain in Mind 3 credits
Explore the latest brain research and the impact this information has for instructional strategies for mathematics at all grade levels. The course will delve into the cognitive mechanisms for learning math, and the environmental and developmental factors that contribute to math difficulties. Learn how to plan effective mathematics lessons with a host of brain-compatible strategies. This course is offered through the Teaching Channel.

MATX 524 Mindsets and Math:Enjoyment and Achievement for All 3 credits
It's time for a mindset makeover in math! Unleash student potential by moving students from a "fixed" to a "growth" mindset about math, and watch them connect with math concepts head-on. After this course, educators will be able to create a classroom environment of growth mindset in math by: evaluating the math tasks and questions they ask, handling the way mistakes are dealt with, grouping appropriately, creating classroom norms, and applying the strategies to fulfill mathematics potential and engagement. This course is offered through the Teaching Channel.

MATX 525 Deep Thinking Practices for the Math Classroom 3 credits
Ready to disrupt the "learning-as-mimicry" pattern and replace it with genuine thinking in your math classroom? Explore the philosophy, practice, and long-term benefits of thinking classrooms and see how they apply to math. Your students will thank you for re-setting their expectations of "correctness" and "completion" in mathematics while inspiring them to enjoy the variety and flexibility of solution pathways. This course is offered through the Teaching Channel.

MATX 526 Math Fluency Beyond the Basic Facts 3 credits
What does it really mean for students to be fluent in math? Hint: It's not just about basic facts! In this course you'll challenge the traditional narrative of fluency, expanding your understanding to include flexibility with numbers, strategy selection, reasoning, and creativity. Perfect for anyone that teaches or supports K-8 mathematics, this course balances relatable research with usable activities to help you shift your classroom practices and assessments toward a fluency approach. With a robust collection of strategies, games, and activities, this course will give you the tools you need to build a strong foundation of fluency and empower confident mathematical thinkers. This course is offered through the Teaching Channel.

MATX 527 Moving Math: How to Use Differentiated Mathematics Stations 3 credits
Math has never been this fun! Dig into this course with a new edition of Dr. Nicki Newton's text to learn how to direct and support students in Guided Math. Both new and seasoned Guided Math practitioners will find much to develop and refine instruction in Guided Math Workshop. Investigate and design strategies to encourage collaboration and math talks, and create 5 new differentiated workstations. Give new life to student-student and student-teacher interactions through effective questioning, and inform your grouping processes by exploring new ideas for assessments. Finally, get great ideas for organizing and maintaining your Guided Math Workshop. Whether you are brand new to this framework or a Guided Math veteran, you'll have the opportunity to create and/or update your materials and activities to meet best practice standards. This course is offered through the Teaching Channel.

MATX 528 Leading Intentional Talk with Young Mathematics Students 3 credits
This course prepares K-4 teachers to engage students in meaningful conversations that will help develop their mathematical thinking. Establishing a strong foundation of mathematics thinking, especially in grades K-4, provides the springboard from which students can build higher order critical thinking and mathematics problem-solving skills in later grades. Teachers will learn how to move math talk to the next level – transitioning from asking students to share how they solve mathematics problems to implementing a framework for planning and facilitating purposeful discussions that enrich and deepen student understanding. Additionally, strategies to improve student participation in discussions are an integral part of the course. This course is offered through the Teaching Channel.

MATX 529 Transforming the Mathematical Experiences of Young Children 3 credits
Designed to empower educators with the knowledge to teach mathematics effectively to young children, this course explores the variety of ways students can learn math throughout their day. Whether you are an experienced teacher looking for ways to enhance your math instruction or a new teacher finding your footing, you will leave the course with ideas for teaching a variety of math concepts for 3-6 year olds, from counting to algebra. Discover how math happens in informal spaces and ways to encourage families to engage in math at home. Extend your learning using the collegial conversation starters from the colorful course text. Whether you consider yourself a "math person" or not, don't count yourself out! This course will leave you feeling confident, energized, and eager to share your new knowledge with students. This course is offered through the Teaching Channel.

Mathematics (MAT)

MAT 100 Intermediate Algebra 3 credits
This course is not a general education course and should only be taken by students planning to take a course with MAT100 listed as a prerequisite. Topics include linear equations, systems of linear equations, operations of polynomials, factoring, quadratic equations, functions, inverses, exponentials, and logarithms.

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.

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 level 2 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 level 2 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 3 placement on the Math Placement Exam.)

MAT 146 Calculus II 4 credits
This course is a continuation of MAT 135. Topics covered include techniques of integration, an introduction to differential equations, sequences and series and applications of these concepts. Other topics include parametric equations, polar equations, and conic sections. Students will be introduced to a computer algebra system. (Prerequisite: Minimum grade of C- in MAT 135 or equivalent)

MAT 165 Quantitative Reasoning for Health Care Professionals 3 credits
This course is designed to meet the quantitative needs of students pursuing majors in health care. The course will include a review of essential math concepts needed for dosage calculation including: fractions, percentages, measurements, conversions, and ratios. This course will help students in applying basic mathematical concepts to real world situations. Dosage accuracy is highlighted in scenarios that employ critical thinking skills. The course will also include a basic introduction to the statistical concepts of mean, median, mode, standard deviation, and z-scores, with an emphasis on medical examples.

MAT 200 Foundations of Elementary Mathematics 4 credits
This course gives students the mathematical foundation necessary to teach K-6 mathematics and to prepare for the Minnesota Teaching Licensure Basic Skills Exam. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques. (Prerequisite: Minimum grade of C- in MAT 100 or level 2 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 Calculus II. 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 146)

MAT 305 Foundations of Geometry 3 credits
This course provides a systematic survey of Euclidean, hyperbolic, transformation, and fractal geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove conjectures. (Corequisite: MAT 220 or previous completion of MAT 220 with a minimum grade of C-)

MAT 330 Advanced Probability and Statistics 4 credits
This course is a Calculus-based look at Probability and Statistics. Assuming students have been exposed to the basics through an introductory course, this course will build upon that experience. Topics include an in depth investigations of probability, discrete and continuous random variables, parameter estimation, hypothesis testing, inference using the normal and binomial distributions, goodness of fit, regression and correlation, and ANOVA. The course will include a statistical software component. (Prerquisites: Minimum grade of C- in MAT 146 and MAT 110)

MAT 333 Financial Mathematics 3 credits
Topics covered include the mathematical theory behind the time value of money, the force of interest, annuities, yield rates, amortization schedules, bonds, contracts, options, swaps, and arbitrage. This course also helps prepare students for the Financial Mathematics actuary exam. (Prerequisite: Minimum grade of C- in MAT 146).

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 146)

MAT 450 Abstract Algebra 4 credits
This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: Minimum grade of C- in MAT 220)

MAT 478 Mathematics Seminar 3 credits
Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring but the topic will vary depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. The opened-ended course number allows for more than one such experience. (Prerequisite: Minimum grade of C- in MAT 220 or consent of instructor)

MAT 488 Independent Study in Mathematics 1-4 credits
There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.

MAT 498 Mathematics Internship 1-16 credits
An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student's field of interest.

MAT 499 Senior Outcomes 0 credits

Music (MUS)

MUS 102 Basic Musicianship 1 credit
Basic Musicianship is designed for students with little background in music. This course provides concepts for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and the keyboard.

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 203 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 203 and ED 446. Studio course.)

MUS 113 Class Piano III 1 credit
This course continues the class piano sequence with the intent of finishing the piano proficiency requirements in a systematic manner. Students will learn all major and minor scales and arpeggios, and will be guided through methods of sight reading for open score and hymn textures.

MUS 115 Beginning Guitar I 1 credit
This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords-two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)

MUS 116 Beginning Guitar II 1 credit
This course is a continuation of Beginning Guitar I with additional chords in several more keys. This course is recommended for students desiring to study private guitar. (Offered every spring. Prerequisite: MUS 115 Beginning Guitar I or consent of instructor. Studio course.)

MUS 122 Music for Life 3 credits
This course teaches music listening skills, explores music in history and culture, and reveals how music expresses human emotions, thoughts, and ideals. Students will study the foundational elements of music and apply their knowledge to classical art music, global music, folk music, and popular music. They will also discover lifelong benefits and societal uses of music. The course fulfills one course for the Humanities requirement in the General Education curriculum. Offered every fall and spring; summers to be announced. No prerequisite. (This course is a required Gen Ed for a Music major.)

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 200 Music History Survey 3 credits
This course explores classical music history and style developments throughout influential periods of Western European history and modern America of the 20th and 21st century. Historical time periods include the Renaissance, Baroque, Classical, and Romantic Eras. Students will study significant musical ideas, events, composers, and compositions that shaped history and impacted future generations of composers, performers, listeners, and users of music in society. In addition to applying their score reading and listening skills to trace music styles and characteristics such as melody, texture, harmony, and rhythm, students will develop a greater appreciation for the benefits of music in their lives and careers.

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 102 or equivalent as determined by music placement test.)

MUS 203 Musicianship I 3 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 204 Musicianship II 3 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 203 or equivalent.)

MUS 205 Musicianship I 3 credits
This course builds on the foundations of Basic Musicianship by focusing on diatonic harmonic practices from the Common Practice period. Basic formal structures in music and ear training skills are also studied. Historical context and commentary relevant to the theoretical concepts at hand (largely from the Baroque and early Classical periods) are also presented in this course. (Prerequisites: MUS 102 or equivalent)

MUS 206 Musicianship II 3 credits
This course extends the study of Musicianship I into chromatic harmony and larger formal structures from the Common Practice period. Ear training skills appropriate to these new concepts are introduced. Historical context and commentary relevant to the theoretical concepts at hand (largely from the late Classical and Romantic periods) are also presented in this course. (Prerequisites: MUS 205 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 patterns 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, MUS203, and/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 303 Musicianship III 3 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 204 or equivalent.)

MUS 304 Musicianship IV 3 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 303)

MUS 305 Musicianship III 3 credits
This course bridges the gap from the Common Practice period practices into the 20th and 21st century musical practices by surveying a wide variety of genres: Impressionism, ragtime, jazz, atonal music, post-tonal music, and music influenced by specific cultures and countries. Appropriate scalar and chordal structures are introduced, along with ear training skills. Historical context and commentary are also presented in this course. (Prerequisites: MUS 206 or equivalent)

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 122 or MUS 203.)

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 122, MUS 203. 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 122 and MUS 203. 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 senior high at the elementary school levels. Students will examine the 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 122.

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 senior high at the secondary school levels. Students will examine the 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: MUS122, MUS 204.

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 368 Jazz Improvisation 1 credit
Students will explore concepts used in jazz improvisation. (Offered odd springs.Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)

MUS 369 Art of Accompanying 1 credit
This course is designed as a practice and provides students with the skills necessary to become artistic and capable accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Offered odd falls. Prerequisite: MUS 840 or other previous private piano study. Studio course.)

MUS 402 The Business of Music 2 credits
This course will introduce business and legal aspects applicable to music professionals (music production, music performers, music educators, music directors, church musicians, music organizations, recording industry, arts management) and music industry and organizations. Topics covered will include copyright law, licensing, contracts and marketing/ publicity.

MUS 424 Keyboard Literature 2 credits
A survey of keyboard instruments, literature, and styles from 1600 to the present, excluding that which relates directly to the organ. (Offered odd springs. Prerequisites: MUS 122, MUS 840, or other previous private piano studies.)

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 122, MUS 204 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 122, MUS 204 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 122.

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 442 Instrumental Literature & Arranging 2 credits
This course will emphasize instrumental literature for school-aged groups, including a study of instrumental composers and compositions. Students will also learn the practical aspects of scoring and will gain understanding of how composers have traditionally written for instrument(s) and ensembles. (Prerequisite: MUS 204 or equivalent)

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 203, current or previous enrollment in MUS 204.)

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 303, current or previous enrollment in MUS 304.)

MUS 446 Choral Literature & Arranging 2 credits
A course of study focusing on choral literature from the Renaissance through the present, including global choral music. Using a variety of representative compositions from each era, students will study techniques for composing effective settings for choral groups. Studio Course. (Prerequisites: MUS 205 or equivalent).

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 498 Music Business Internship 0-3 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 700 Beginning Lesson: 1 credit
A course of 30-minute, introductory private lessons designed for the beginning student interested in learning the basic techniques of their chosen instrument. Options include voice, keyboard, brass, percussion, woodwind, or string instruments.

MUS 712 Choral Ensemble: Shades of Harmony 1 credit
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.) Repeatable

MUS 713 Choral Ensemble: Concordia Chorale 1 credit
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.) Repeatable

MUS 714 Choral Ensemble: Christus Chorus 1 credit
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.) Repeatable

MUS 717 Choral Ensemble: Vox 9 Vocal Jazz 1 credit
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. (Prerequisite: Audition and 2 semesters MUS860 or equivalent. Corequisite: Singers must be enrolled in MUS 860 Minimum Grade of C-, MUS 861 Minimum Grade of C-, MUS 960 Minimum Grade of C- or MUS 961 Minimum Grade of C-).

MUS 720 Instrumental Ensemble: Concert Band 1 credit
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.) Repeatable

MUS 725 Private Voice Lesson 1 credit
Individual, 30-minute vocal lessons stress proper tone production, phrasing and style. Special techniques unique to the voice are studied. Material covered includes standard vocal works. All lessons include studio classes scheduled throughout the term as a lab time. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 730 Instrumental Ensemble: String Ensemble 1 credit
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.) Repeatable

MUS 735 Private Keyboard Lesson: 1 credit
Individual, 30-minute lessons on one of the various keyboard instruments stress proper form, 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 740 Instrumental Ensemble: Handbell Ensemble 1 credit
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.) Repeatable

MUS 745 Private Brass Lesson: 1 credit
Individual, 30-minute lessons on the standard orchestral and band instruments in the brass family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 750 Instrumental Ensemble: Jazz Ensemble (Blue Rondo) 1 credit
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 755 Private Percussion Lesson: 1 credit
Individual, 30-minute lessons on the standard orchestral and band instruments in the percussion family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 760 Instrumental Ensemble: Percussion Ensemble 1 credit
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. Repeatable

MUS 765 Private Woodwind Lesson: 1 credit
Individual, 30-minute lessons on the standard orchestral and band instruments in the woodwind family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 775 Private String Lesson: 1 credit
Individual, 30-minute lessons on the standard orchestral and band instruments in the string family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 782 Instrumental Ensemble: Chapel Band 1 credit
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.) Repeatable

MUS 785 Private Composition Lesson 1 credit
Individual, 30-minute lessons in the steps and techniques in musical composition, including vocal, instrumental, choral, jazz, or popular genres. Students will produce their own compositions under the supervision of a faculty member. All lessons include studio classes scheduled throughout the term as a lab time. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 805 Private Lesson -Vocal Pedagogy 2 credits
A course of private lessons 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. Activities include leading warm-ups and teaching peer voice lessons. (Prerequisites: private voice study and consent of instructor)

MUS 825 Private Lesson - Accompanying 2 credits
A course of private lessons designed to provide students with the skills necessary to become artistic and capable accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Prerequisite: private piano study and consent of instructor)

MUS 828 Choral Ensemble - Conducting Apprenticeship 2 credits
This advanced conducting apprenticeship will apply and develop the skills gained in MUS 261, focusing on leading choirs. Students will be paired with a choral director and work closely with one choral ensemble during the semester. Literature selection/programming, choral score study, audition procedures, seating formations, rehearsal planning and execution, and working to develop vocal quality and musicianship in rehearsals will be modeled and practiced, along with the organization and management of choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. (Prerequisite: MUS 261)

MUS 845 Instrumental Ensemble - Conducting Apprenticeship 2 credits
This advanced conducting apprenticeship will apply and develop the skills gained in MUS 261, focusing on leading instrumental groups. Students will be paired with an instrumental director and work closely with one instrumental ensemble during the semester. Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be modeled and practiced, along with the organization and management of an instrumental program. A major component of the course will be the preparation and conducting of a public instrumental ensemble performance. (Prerequisite: MUS 261)

MUS 905 Private Honors Voice 2 credits
Individual, 60-minute vocal lessons stress proper tone production, phrasing and style. Special techniques unique to the voice are studied. Material covered includes standard vocal works. All lessons include studio classes scheduled throughout the term as a lab time. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 925 Private Honors Keyboard: 2 credits
Individual, 60-minute lessons on one of the various keyboard instruments stress proper form, 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 935 Private Honors Brass: 2 credits
Individual, 60-minute lessons on the standard orchestral and band instruments in the brass family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 945 Private Honors Percussion: 2 credits
Individual, 60-minute lessons on the standard orchestral and band instruments in the percussion family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 955 Private Honors Woodwind: 2 credits
Individual, 60-minute lessons on the standard orchestral and band instruments in the woodwind family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 965 Private Honors Strings: 2 credits
Individual, 60-minute lessons on the standard orchestral and band instruments in the string family 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. (Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 975 Private Honors Composition 2 credits
Individual, 60-minute lessons in the steps and techniques in musical composition, including vocal, instrumental, choral, jazz, or popular genres. Students will produce their own compositions under the supervision of a faculty member. All lessons include studio classes scheduled throughout the term as a lab time. (Prerequisites: approval and placement by instructor. Private lesson fee.)

Nutrition (NDMX)

NDMX 300 Lifecycle Nutrition I 3 credits
From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception. This online class has optional live sessions. This course is offered through Rize. (Prerequisite: KHS 300)

Nursing (NRC)

NRC 231 Nursing Process and Contemporary Nursing Practice 3 credits
This course establishes the basic foundation for nursing as an art and a science. The course assists students to understand what it means to be a professional nurse; to appreciate the history of nursing; to understand and prize nursing's values, standards, and ethics; to learn the significance of the nursing process; to recognize and deal effectively with social and economic factors that influence how the profession is practiced; and to appreciate the need to be lifelong learners and contributing members of the nursing profession.

NRC 151 Introduction to Nursing Informatics 3 credits
Nursing informatics is a nursing specialty that draws from computer science, information science, cognitive and decision sciences, and nursing science. Students will gain knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. This course focuses on content that provides the learner with the basic tools in the areas of computer literacy, information literacy, and health literacy. Prerequisite: Admission to BSN program.

NRC 232 Basic Principles of Patient Centered Care 4 credits
This fundamental nursing skills course introduces the student to the relationship between evidence-based nursing practice (science) and caring (art) while performing patient-centered care tasks including meeting the basic needs of oxygenation, nutrition, elimination, activity and rest, protection, and psychosocial integrity. (Prerequisite: NRC 231. Corequisites: NRC 232L, NRC 232P)

NRC 232L Laboratory, Basic Principles of Patient Centered Care 2 credits
This fundamental nursing skills laboratory allows the student to apply the NRC 232 concepts and principles learned in a controlled classroom environment. (Prerequisite: NRC 231. Corequisites: NRC 232 NRC 232P)

NRC 232P Practicum, Basic Principles of Patient Centered Care 1 credit
This fundamental nursing skills practicum allows the student to apply the NRC 232 & NRC 232L concepts, principles and skills learned in the classroom and laboratory to a real patient care situation in a long term care or skilled nursing unit. (Prerequisite: NRC 231. Corequisites: NRC 232, NRC 232L).

NRC 233 Nursing Care of the Aging Adult 1 credit
An introduction to concepts of aging with a focus on health promotion, maintenance of functional capacity, normal physiologic changes, and improvement of quality of life through interdisciplinary collaboration. (Prerequisite: NRC 231)

NRC 249 Legal and Ethical Issues Impacting Nursing Practice 2 credits
This course is designed to prepare the student for legal and ethical issues facing today's practicing nurse. The student will study the basics of the legal system, current legal responsibilities, licensure standards, patient consents, HIPAA, and other legally pertinent concerns. The elements of ethical decision making will be addressed as well as advanced directives, end-of-life care, and organ donation (Prerequisite: NRC 231)

NRC 348 Critical Thinking and the Nursing Process 2 credits
Students are challenged to apply critical thinking skills in various healthcare situations. The course is designed to encourage the student to use cognitive skills purposefully to deliver safe and effective patient centered care. (Prerequisites: NRC 231; PHIL 112)

NRC 282 Health Assessment and Health Promotion 3 credits
The student will learn how to conduct a head-to-toe assessment of the patient's health status related to the physiologic, self-concept, role function, and interdependence modes. Health promotion will center on meeting the Healthy People 2020 objectives. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; BIOL 223; BIOL 224. Corequisites: NRC 282L, NRC 282P; BIOL 206)

NRC 282L Laboratory, Health Assessment and Health Promotion 2 credits
This laboratory allows the student to apply the NSG 282 concepts and principles learned in a controlled classroom environment. The student clinically will be able to conduct both complete and focused health assessments by demonstrating an understanding of normal, normal deviation and abnormal physical findings across the lifespan. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; BIOL 223; BIOL 224. Corequisites: NRC 282, NRC 282P; BIOL 206)

NRC 282P Practicum, Health Assessment and Health Promotion 1 credit
This practicum allows the student to apply NSG 282 and NSG 282L concepts, principles and skills learned in the classroom and laboratory to a real patient care situation in a community, acute or long-term care setting. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; BIOL 223; BIOL 224. Corequisites: NRC 282, NRC 282L; BIOL 206)

NRC 250 Advanced Principles of Patient Centered Care 3 credits
The student's capability to perform more complex patient centered nursing care skills is the focus of this course. Evidence-based practice and critical thinking skill development is focused on medication administration, intravenous therapy, laboratory and diagnostic testing, and patient treatments. The course is designed to integrate knowledge and skills from NRC 232. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 282, NRC 282L, NRC 282P; BIOL 206; BIOL 223; BIOL 224, MAT 107. Corequisites: NRC 250L, NRC 250P; NRC 290; BIOL 300, MAT 107 (*if repeating course)

NRC 250L Laboratory, Advanced Principles of Patient Centered Care 2 credits
This advanced nursing skills laboratory allows the student to apply the NRC 250 concepts and principles learned in a controlled classroom environment. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 282, NRC 282L, NRC 282P; BIOL 206; BIOL 223; BIOL 224, MAT 107. Corequisites: NRC 250, NRC 250P; NRC 290; BIOL 300, MAT 107 (*if repeating course)

NRC 250P Practicum, Advanced Principles of Patient Centered Care 1 credit
This advanced nursing skills practicum allows the student to apply the NRC 232, NRC 232L, NRC 250 and NRC 250L concepts, principles, and skills learned in the classroom and laboratory to a real patient care situation in a long term care or skilled nursing care unit. Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 282, NRC 282L, NRC 282P. Corequisites: NRC 250, NRC 250L; NRC 290

NRC 290 Pharmacology 6 credits
Addresses general concepts in pharmacology and an overview of major drug groups. For each major drug group, the pharmacodynamics, pharmacokinetics, pharmacotherapeutics, adverse drug reactions, and nursing management will be outlined. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 282, NRC 282L, NRC 282P; BIOL 206; BIOL 223, BIOL 224. Corequisites: NRC 250, NRC 250L, NRC 250P; BIOL 300)

NRC 385 Nursing Care of Adults and Older Adults I 4 credits
This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of adult and older adult's response to alterations in health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. Topic areas include fluid and electrolytes, acid-base balance/imbalances, and alterations in the functions of the immune, respiratory, cardiovascular, hematologic, urinary, and nervous systems. (Prerequisites: NRC 231, NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NSG 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NRC 385P)

NRC 385P Practicum, Nursing Care of Adults and Older Adults I 3 credits
This practicum enables the student to apply concepts, principles, and skills learned in NSG 385 in the patient/client healthcare environment. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NRC 385)

NRC 386 Nursing Care of Adults and Older Adults II 4 credits
This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of adult and older adult's response to alterations in health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. Topic areas include the integumentary, musculoskeletal, gastrointestinal, sensory, endocrine, and reproductive systems. (Prerequisite: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NRC 386P)

NRC 386P Practicum, Nursing Care of Adults and Older Adults II 3 credits
This practicum enables the student to apply concepts, principles, and skills learned in NSG 386 to the patient/client healthcare environment. (Prerequisites: NRC 231; NRC 232, NRC 232L NRC 232P; NRC 250, NRC 250L. NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NRC 386)

NRC 345 Nursing Care of Families and Cultures 2 credits
This course is designed to prepare the student for the unique health influences the family and culture have upon the individual. Topics will include family dynamics, cultural beliefs and values, and impact upon the individual's health practices. (Prerequisites: NRC 231)

NRC 387 Nursing Care of the Pediatric Patient/Client 3.5 credits
This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of the pediatric patient/client and family response to alterations in health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. Topic areas include both normal growth development and health promotion along with alterations along the health continuum. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 151, CHEM 121. Corequisites: NRC 387P)

NRC 387P Practicum, Nursing Care of the Pediatric Patient/Client 2 credits
This practicum enables the student to apply concepts, principles, and skills learned in NSG 387 to the patient/client healthcare environment. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; BIOL 206; BIOL 223; BIOL 224; BIOL 300, PSY 151, CHEM 121. Corequisites: NRC 387)

NRC 388 Nursing Care of Persons with Mental Health Impairments 3.5 credits
This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of patient/client responses across the lifespan to alterations in mental health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. The student will study therapeutic approaches as well as psychosocial adaptation alterations. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223, BIOL 224, BIOL 300; PSY 101; PSY 151. Corequisites: NRC 388P; SOC 101)

NRC 388P Practicum, Nursing Care of Persons with Mental Health Impairments 2 credits
This practicum enables the student to apply concepts, principles, and skills learned in NSG 388 to a patient/client care in an inpatient or residential healthcare facility, or outpatient healthcare environments. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 101; PSY 151. Corequisites: NSG 388; SOC 101)

NRC 312 Nursing Care of the Childbearing Family 3.5 credits
This course is designed to prepare the student for providing patient centered care during the childbearing and menopausal years. The student will study both normal and complicated pregnancies; well and high-risk newborns; family influences; family planning; childbearing alternatives and women's healthcare needs. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 345; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 151. Corequisites: NRC 312L, NRC 312P)

NRC 312P Practicum, Nursing Care of the Childbearing Family 2 credits
This practicum allows the student to apply NSG 312 and NSG 312L concepts, principles and skills learned in the classroom and laboratory to a real patient care situation in a hospital, clinic or private physician's office. Prerequisites: NRC 231; NRC 232, NRC 232L/232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 345; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 151. Corequisites: NRC 312, NRC 312L.

NRC 312L Laboratory, Nursing Care of the Childbearing Family 1 credit
This laboratory allows the student to apply NRC 312 concepts and principles learned in a controlled classroom environment. Topics include cervical dilation, fetal monitoring, assessing for toxicity, fetal heart tones, pap smears, and emergency childbirth skills. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 345; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223, BIOL 224; BIOL 300; PSY 151. Corequisites: NRC 312, NRC 312P)

NRC 380 Community and Population-Based Nursing 4 credits
In this course the student will learn to use knowledge from social science, public health science, and nursing science to promote and protect the health of diverse populations. In this course, students will learn how to apply the nursing process to address the health risks and needs of populations, groups, families, and individuals in selected communities, with an emphasis on caring for vulnerable and underserved clients in a just and ethical manner. Students will also learn how to use previously gained nursing knowledge and newly acquired social, public health, and nursing information to collaborate with populations and communities in order to help them thrive. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 101; PSY 151; SOC 101. Corequisites: NRC 380P)

NRC 380P Practicum, Community and Population-Based Nursing 3 credits
This practicum allows the student to apply NSG 380 concepts, principles, and skills learned in the classroom to a real patient care situation in a clinic, home health, school, or residential facility. Students will conduct a community survey of health needs. Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 101; PSY 151; SOC 101. Corequisites: NSG 380.

NRC 410 High Acuity Principles of Patient Centered Care 4 credits
Preparatory course for NSG 420. This course prepares the student to perform skills unique to the critical and emergent healthcare environments. Advanced cardiac life support (ACLS) concepts will be emphasized and skills will be demonstrated within a simulation environment. Critical care medications, advanced medication calculation, ECG interpretation, an introduction to hemodynamic monitoring, and the roles of the high acuity nurse will be emphasized. Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 385, NRC385P; NRC 386, NRC 386P; NRC 387. NRC 387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300.

NRC 460 Research Methods for Evidence-Based Nursing Practice 4.5 credits
Focuses on the role of the professional nurse as an informed consumer of evidence-based research. Explores quantitative and qualitative approaches to the study of health and illness, as well as the relationship of theory to practice. Topics include literature reviews, research designs, methods of data collection, and analytical procedures. Explores the ethics for research with human subjects. The student will prepare a research proposal. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P;COM 125; MAT 107; STAT 250 Corequisites: NRC 380, NRC 380P)

NRC 420 High Acuity Nursing Care 4 credits
This course prepares the student to administer evidence-based nursing care to patients across the lifespan in critical, operative, or emergent healthcare environments. Rapid critical thinking skill development is essential for performing this type of nursing care. (Prerequisites: NRC 231; NRC 232/232L/232P; NRC 250 NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 312, NRC 312L, NRC 312P; NSG 348; NRC 380, NRC 380P; NRC 385, NRC 385P; NRC 386 NRC 386P; NSC 387 NRC 387P; NRC 388, NRC388P; NRC 410; BIOL 223; BIOL 224; BIOL 300. Corequisites: NRC 420P; NRC 451 NRC 451P)

NRC 420P Practicum, High Acuity Nursing Care 2 credits
This practicum allows the student to apply NSG 410 and NSG 420 concepts, principles and skills learned to a real patient care situation in a critical care, emergent care, operative care, or diagnostic care unit. (Prerequisite: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 312, NRC 312L, NRC 312P; NRC 348; NRC 380, NRC 380P; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; NRC 388, NRC 388P; NRC 410; BIOL 223, BIOL 224, BIOL 300. Corequisites: NRC 420; NRC 451, NRC 451P)

NRC 451 Nurses as Leaders 3 credits
This course is designed to prepare the student for management and leadership roles assigned to the BSN. The student will study developing leadership skills, performing evaluations, preparing job descriptions, mentoring, coaching, counseling, budget concepts, staffing issues and leadership characteristics. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 282, NRC 282L, NRC 282P; NRC 250, NRC 250L, NRC 250P; NRC 290; NRC 312, NRC 312L, NRC 312P; NRC 348; NRC 380, NRC 380P; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; NRC 38, NRC /388P; NRC 410; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PHIL 112. Corequisites: NRC 420. NRC 420P; NRC 451P)

NRC 451P Practicum, Nurses as Leaders 2 credits
This practicum allows the student to apply NSG 451 concepts, principles and skills learned while functioning in a leadership position in a healthcare environment. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 250, NRC 250L, NRC 250P; NRC 282. NRC 282L, NRC 282P; NRC 290; NRC 312, NRC 312L, NRC 312P; NRC 348; NRC 382, NRC 382P; NRC 385. NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; NRC 388, NRC 388P; NRC 410; BIOL 206, BIOL 223, BIOL 224, BIOL 300; PHIL 112. Corequisites: NSG 420/420P; NSG 451)

NRC 452 Capstone: Transition to Professional Nursing 3 credits
This course is designed to prepare the student for role changes. It promotes the student's transition from student to licensed professional nurse. Focus is on licensure preparation, completion of a self-assessment of student progress in the attainment of the nursing program outcomes in the roles of provider of care, leader/manager, and member of the profession, and completion of a professional resume. The student will be given a capstone project that entails research, presentation, writing, and critical reflection of the evolution of their clinical practice. (Prerequisites: NRC 231; NRC 232/232L, NRC 232P; NRC 233; NRC 249; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 312, NRC 312L, NRC 312P; NRC 345; NRC 348; NRC 380 NRC 380P; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 387, NRC 387P; NRC 388. NRC 388P; NRC 410; NRC 420, NRC 420P; NRC 451, NRC 451P; BIOL 112; BIOL 206; BIOL 223; BIOL 224; BIOL 300; CHEM 121. Corequisites: NRC 452P)

NRC 452P Practicum, Capstone: Transition to Professional Nursing 6 credits
This practicum requires a signed agreement between the student and a qualified nursing preceptor. The student will work the same schedule as the nursing preceptor. The preceptor will supervise and evaluate the student's readiness for work transition in collaboration with the nursing faculty. (Prerequisites: NRC 231; NRC 232, NRC 232L, NRC 232P; NRC 233; NRC 249; NRC 250, NRC 250L, NRC 250P; NRC 282, NRC 282L, NRC 282P; NRC 290; NRC 312, NRC 312L, NRC 312P; NRC 345; NRC 348; NRC 380, NRC 380P; NRC 385, NRC 385P; NRC 386, NRC 386P; NRC 38, NRC NRC 387P; NRC 388, NRC 388P; NRC 410; NRC 420, NRC 420P; NRC 451, NRC 451P; BIOL 112; BIOL 206; BIOL 223; BIOL 224; BIOL 300; CHEM 121. Corequisites: NRC 452)

Nursing (NUR)

NUR 326 Nursing Introduction to Evidence Based Practice 3 credits
This course provides tools for understanding how evidence-based practice in nursing using research techniques and strategies improves client outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, how to translate research into practice, and beginning research writing and the role of the nurse as a collaborator in research and evidence-based practice. The student acquires the skills needed to use databases to search for and identify scientific resources, and to synthesize data to determine best practice in the care of clients. 3 credits theory (135 contact hours)

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 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 360 Transcultural Nursing & Advanced Health Assessment 4 credits
The content of this course is designed to advance skills in health assessment, including physical, behavioral, psychological, spiritual, family history, socioeconomic, and environmental, and will further broaden and advance the student's knowledge of human diversity and global awareness. Frameworks that support culturally aware care will be analyzed. The student will gain understanding of specific cultural phenomena and apply knowledge of the phenomena to assessment and intervention techniques to diverse groups. The student will further explore ethnocentrism and reflect on his/her own biases, prejudices, and stereotypes and the impact they may have on providing culturally competent care that supports Christian acts of service and justice.

NUR 375 Introduction to Evidence-Based Practice 4 credits
This course provides a basis for analysis and application of current nursing qualitative and quantitative research to the practice of nursing. The research process is examined and utilized to provide a foundation for students to critically examine published research articles and guidelines. Barriers to integrating evidence to practice will be analyzed with potential solutions explored within the course.

NUR 376 Applied Pathophysiology 3 credits
This course addresses the pathophysiology of health, illness, and disease in the adult lifespan. Using active learning strategies, students will identify health risk factors, clinical manifestations, and explore symptom assessment. (Pre-requisites: Admission to the Nursing Program). 3 credits theory (135 contact hours)

NUR 378 Pharmacology in Nursing 4 credits
This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including the awareness of integrative therapies. Medication administration content focuses on patient rights, safety, and methods of medication administration across the lifespan. Information technology including the electronic health record are utilized to support safe medication administration. (Pre-requisites: Admission to the Nursing Program). 3 credits theory (135 contact hours), 1 credit lab (45 contact hours)

NUR 380 Fundamentals of Professional Nursing 6 credits
This course introduces the student to the role of the professional nurse in the context of its historical foundations, professional ethics, and the Christian value of social justice. The nursing process is introduced, as well as primary, secondary, and tertiary interventions for patients experiencing alterations in integral components of client care. In the lab, students will learn basic foundational skills. (Prerequisites: Admission to the Nursing Program). 3 credits theory (135 contact hours), 1 credit lab (45 contact hours), 2 credits clinical (90 contact hours).

NUR 382 Health Promotion and Assessment 3 credits
This course introduces the student to the role of the professional nurse with a focus on health assessment and health promotion in adult and geriatric clients. Interviewing, history-taking, physical assessment, and documentation techniques are developed. The evaluation of assessment findings is explored and methods for communicating findings is demonstrated. Using a multitude of activities, students explore how to promote optimal patient health and maximize quality of life through health promotion coaching strategies and education. The skills lab enables the student to integrate and apply the knowledge of assessment and health promotion to the care of clients. (Pre-requisites: Admission to Nursing Program). 2 credits theory (90 contact hours), 1 credit lab (45 contact hours)

NUR 384 Behavioral Health Nursing 4 credits
Students investigate implications and impact of clients living with an altered pattern of behavior, thought, or mood. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-client relationships. Students apply evidence-based practice in the care and management of clients experiencing alterations in mental health and identify the nurse's role in interprofessional collaboration. (Prerequisites: NUR 376, NUR 378, NUR 380, NUR 382). 3 credits theory (135 contact hours), 1 credit clinical (45 contact hours).

NUR 388 Population Health 5 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health and emergency/disaster preparedness are explored. Students explore the role of the nurse as a change agent in influencing public health policy. (Prerequisites: NUR 376, NUR 378, NUR 380, NUR 382). ** 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. 3 credits theory (135 contact hours), 2 credits clinical (90 contact hours).

NUR 390 Nursing Care of the Adult I 6 credits
This course introduces students to medical-surgical nursing and focuses on promoting and providing safe, holistic, client-focused care to adults experiencing acute and chronic alterations in health. Utilizing evidence-based practice, students apply theoretical knowledge, scientific principles, and nursing skills while exploring communication and collaboration with interprofessional teams to promote optimal health outcomes. (Prerequisites: NUR376, NUR 378, NUR 380, NUR 382). 3 credits theory (135 contact hours), 1 credit lab (45 contact hours), 2 credits clinical (90 contact hours).

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 417 Nursing Care of the Adult II 6 credits
This course expands upon Nursing Care of the Adult I with a focus on promoting and providing safe, holistic care to adults experiencing acute, chronic, and complex alterations in health incorporating the nursing process. Students expand their role as effective communicators and collaborators in interprofessional healthcare teams. This course includes didactic, lab, clinical experiences and simulation. (Prerequisites: NUR 384, NUR 388, NUR 390).3 credits theory (135 contact hours), 1 credit lab (45 contact hours), 2 credits clinical (90 contact hours).

NUR 418 Nursing Care of Childbearing and Childrearing Family 6 credits
In this course, the student studies both client and family-centered care of childbearing families, mothers, and newborns (obstetrical nursing) as well as client and family-centered care of children (pediatric nursing). Evidence-based practice in maternity, newborn and pediatric care is examined in the didactic, lab, and clinical setting. (Prerequisites: NUR 384, NUR 388, NUR 390). 4 credits theory (180 contact hours), 1 credit lab (45 contact hours), 1 credit clinical (45 contact hours).

NUR 419 Aging, Chronicity and Palliative Care 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 for the aging and chronically ill patient. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. Students will apply concepts of spiritual and cultural influences on palliative and end of life care delivery. (Prerequisites: NUR 384, NUR 388, NUR 390). 2 credits theory (90 contact hours), 1 credit clinical (45 contact hours).

NUR 420 Nursing Informatics 2 credits
This course provides nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists nursing students to recognize when there is a need for information, and to identify, locate, evaluate, and apply that information. The course provides information about library science and how information literacy is used to locate appropriate resources for education of clients and the community about health and disease. (Prerequisites: NUR 417, NUR 418, NUR 419). 2 credits theory (90 contact hours)

NUR 424 Transition into Professional Nursing 7 credits
This capstone course prepares students for entry into professional nursing practice as a lifelong learner and leader. Students complete an internship experience focused on transition to practice to include exploration of the role of nurse as leader and manager in the context of contemporary issues within health care. The student will utilize knowledge, skill, and creativity to promote and manage safe, holistic care for diverse clients within complex and multifunctional health care delivery systems. (Prerequisites: NUR 417, NUR 418, NUR 419). 2 credits theory (90 contact hours), 5 credits clinical (225 contact hours).

NUR 426 Nursing Introduction to Evidence Based Practice 3 credits
This course utilizes an evidence-based practice model to identify a practice question, evaluate the evidence, and translate to practice with the goal of improving nursing practice and healthcare outcomes. Basic concepts of nursing research including research design and methodologies, ethical guidelines, and scholarly writing will also be explored. (Prerequisites: NUR 417, NUR 418, and NUR 419). 3 credits theory (135 contact hours)

NUR 428 Leadership in Nursing 3 credits
This course aims to cultivate professional maturity and foster a capacity for nursing leadership. Students will examine the responsibility of the individual nurse, nurse leader, and organization to sustain a just culture reflecting civility and respect. The application of leadership skills and concepts to identify the need for and to promote change will be emphasized. The value of emotional intelligence in promoting a collaborative and respectful environment in healthcare is explored. (Prerequisites: NUR 417, NUR 418, NUR 419). 3 credits theory (135 contact hours)

NUR 430 Nursing Informatics 4 credits
This course introduces students to healthcare information systems and basic informatics concepts. The impact of technology to safeguard nursing practice and patient outcomes will be examined. Emphasis is placed on the management of information, knowledge, and technology to support efficiency, encourage effective communication, enhance the quality and safety of patient care, and ensure accurate documentation and revenue capture. Efficiency and accuracy of data collection for regulatory purposes will be explored via extracted or abstracted methods. The use of data to influence changes in clinical practice aimed at the improvement of patient outcomes will be examined. Students will explore informatics concepts and continuous improvement models to support improved workflow and efficiency, encourage effective communication, drive decision support, and ensure accurate documentation. Resource stewardship and patient safety considerations will guide students throughout the course.

NUR 431 Nursing Introduction to Evidence Based Practice 3 credits
This course provides tools for understanding how evidence-based practice in nursing using research techniques and strategies improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, how to translate research into practice, and beginning research writing and the role of the nurse as a collaborator in research and evidence-based practice. The student acquires the skills needed to use databases to search for and identify scientific resources, and to synthesize data to determine best practice in the care of individuals, families, and populations. (Prerequisites: NUR344, NUR346, and NUR353; Co-requisites NUR453, NUR464, and NUR465).

NUR 445 Introduction to Care Coordination & Case Management 4 credits
This course will compare health reform goals and the role of care coordination and case management in supporting improved quality and safety of care for individuals and populations, and controlling cost through the efficient and effective use of resources that mitigates fragmentation of communication of health information and delivery of services. The nurse's role in patient-centered care coordination is explored with emphasis on care transitions and care coordination models for the different levels of care. Risk stratification tools will be examined with contrast to the public health prevention levels. Formulation of a collaborative, personalized, and proactive care plan to address the client's needs and health risks based on their prevention level of risk will be explored. Ongoing evaluation methods with measurable outcomes will be identified with discussion of care plan revision based on the outcomes.

NUR 453 Nursing Care of the Childrearing Family 4 credits
Utilizing the nursing process, this course prepares the student to meet the developmental, biological, and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: PSY230, NUR344, NUR346, and NUR353; Co-requisites: NUR431, NUR464, and NUR465).

NUR 460 Population Health Nursing 4 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. The history of community health will be reviewed and contrasted with the current roles in community health nursing. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health, and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States as to its impact on health disparities, health, and the healthcare experience. The unique cultural makeup of a community will be assessed with application to delivery of a population-focused intervention. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment.

NUR 461 Leadership and Management in Nursing 5 credits
This synthesis course focuses on nursing leadership and professional role development. Students consider principles of management, leadership, conflict resolution, negotiation, and group process skills as they evaluate the role of the nurse as a designer, manager, and coordinator of interprofessional care. The course addresses methods to evaluate and improve the quality of nursing care and analyze cost-effective healthcare delivery systems. Students are required to complete and present a quality improvement project as part of their clinical experience. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

NUR 463 Care of the Complex Patient 3 credits
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction and simulation. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

NUR 475 Nursing Capstone 4 credits
This capstone course emphasizes reflective practice and integration of learning obtained during student's liberal arts and fundamental nursing course journey. An e-professional portfolio will be created and compiled by each student. The specific Action Plan for a population-focused health promotion activity, created during the NUR 460 Population Health course will be completed as the practice experience during this course. In addition, principles of health teaching for populations will be explored and a Teaching Module created for a specific health topic that demonstrates the application of these principles.

NUR 498 Nursing Practicum 1-12 credits
The goal of the Nursing Practicum is to advance student nursing skills and knowledge. This practicum places students in a setting where the student learns to apply entry-level and more advanced competencies, focusing on enhanced preparation for the NCLEX-RN exam.

NUR 600 Foundations: The Art, Science, and Ethics of Graduate Nursing Practice 3 credits
This course will focus on the art and science of nursing for graduate nursing practice in formal and informal leadership roles. Students will reflect on their professional calling and affirm their moral compass including examining potential vulnerabilities that may challenge one's integrity. Students will explore ethical theories and principles from a nursing leader perspective, analyze contextual factors contributing to ethical dilemmas in the healthcare environment, synthesize, and apply course concepts through the application of ethical decision-making models within the Christian context.

NUR 610 Integration of Epidemiology and Clinical Prevention to Improve Health with Practicum Application 3 credits
This course focuses on basic principles of epidemiology, which includes the distribution and determinants of health-related states or events in specific populations. Using concepts from biostatistics, students will analyze population data to inform and design population health interventions that advocate for social justice and health equity. The course includes a 35-hour practicum, which focuses on the application of epidemiologic concepts and biostatistical principles. (Prerequisite: Minimum grade of B in NUR 600)

NUR 620 Translating Evidence into Practice 4 credits
This course focuses on the evidence base for practice decisions and will prepare students to evaluate the strength of the evidence from a statistical and a clinical significance perspective. Students will perform a literature review and a critical appraisal of evidence which will entail a critique of the study framework, research methods, data collection process, and the method of analysis. (Prerequisite: Minimum grade of B in NUR 610)

NUR 630 Organizational and Systems Leadership with Practicum Application 4 credits
This course will develop an understanding of the organization of healthcare delivery systems along with the impact of factors that influence healthcare. Students will explore systems theory, change theory, and complexity science in healthcare. Students will examine how leaders develop themselves and others to create an alignment that engages change in addressing the future needs of healthcare. This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 620)

NUR 640 Leading Healthcare Systems and Quality Improvement with Practicum Application 4 credits
This course will examine current principles and practices for healthcare quality including quality improvement methodologies and evaluation of success based on structural, process and outcomes measures. Students will examine how leaders strategically create and influence organizational outcomes with a focus on a culture of safety thru a balanced lens of cost, quality and experience. This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 630)

NUR 650 Information Systems and Technologies to Improve Health Outcomes with Practicum Application 4 credits
Students will investigate the integration of evidence-based practice with organizational science and informatics while examining the role of the nurse leader to inform health information systems and technology to improve health outcomes. Students will also gain essential knowledge of informatics content to be prepared to address stakeholders and to advocate for effective and efficient health information systems and technology that supports improved health outcomes. Students will explore topics such as healthcare technologies such as telehealth and apps that promote wellness. The course includes a 35-hour practicum, which focuses on the application of use of information systems in healthcare.(Prerequisite: Minimum grade of B in NUR 640)

NUR 660 Leading Care Coordination and Promoting Collaboration to Improve Health Outcomes 3 credits
Students will explore interprofessional considerations and communication strategies that facilitate care coordination across the healthcare continuum with a focus on care transitions. Students will propose ideas for a model of care design and explore outcome measures around quality, cost, and experience for identified individuals and populations. (Prerequisite: Minimum grade of B in NUR 650)

NUR 670 Finance, Economics and Resource Management in Healthcare 3 credits
Students will investigate the role of human resource management from an operation manager's perspective. Students will examine labor issues in nursing including recruitment, retention, and employee satisfaction. The course emphasizes business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing. (Prerequisite: Minimum grade of B in NUR 660)

NUR 680 Nurse as a Leader: Advocacy and Policy with Practicum Application 4 credits
This course explores the impact of policy on health care delivery from an institutional, local, state and federal level. Students learn about the policy making process and apply their learning by analyzing, implementing, and evaluating policy using multiple measures (i.e., ethics, economic, social justice). This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience.(Prerequisite: Minimum grade of B in NUR 670)

NUR 690 Capstone Synthesis Practicum 4 credits
This capstone course includes a culmination deliverable that demonstrates the synthesis of program content, validates the student preparedness for a nurse leader role, and acts as a summative evaluation of the end of program student learning outcomes. This course includes a 140-hour practicum. (Prerequisite: Minimum grade of B in NUR 680)

Orthotics and Prosthetics (OP)

OP 500 Ethics and Compliance in Orthotics and Prosthetics 3 credits
This course explores ethical considerations for orthotics and prosthetics in a healthcare setting. Students will critically analyze ethical concepts, which influence the development of healthcare policies and regulations in the orthotics and prosthetics fields. The course will further examine the relevance of ethical considerations in healthcare compliance.

OP 502 Biomechanics of Human Movement 3 credits
This course integrates clinically relevant aspects of human anatomy, physiology, and biomechanics. Included are control principles that support human functioning and movement and their connection to clinical concepts.

OP 505 Clinical Considerations of Lower Extremity Orthotic Management 3 credits
This course integrates current principles in human movement, pathology, functional assessment and measurement. Principles are then applied through the formulation and implementation of an orthotic treatment plan. The students will research, design, fabricate, and fit functional and accommodative orthotic devices for the lower limb.

OP 510 Clinical Considerations of Spinal Orthotic Management 3 credits
This course incorporates principles of orthopedic assessment, biomechanics, and growth and development. Principles are then applied through the formulation and implementation of orthotic treatment protocol. Students will design, fabricate, and fit corrective and supportive spinal orthoses for conditions of the spine based on evidence-based standards.

OP 515 Clinical Considerations of Upper Extremity Orthotic Management 3 credits
This course integrates the knowledge gained through rehabilitation, orthopedic and functional assessment and incorporates the information into a treatment plan. Techniques are then applied through the implementation of orthotic treatment protocol. Students will research, design, fabricate, and fit upper extremity orthoses.

OP 520 Clinical Considerations of Trans-Tibial Prosthetic Management 3 credits
This course focuses on the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It includes trans-tibial shape capturing methods with variations in socket designs and suspension techniques as used in contemporary prosthetic practice. This course utilizes evidence to base clinical decisions and to resolve clinical complications that can affect patients with lower limb amputations.

OP 525 Statistics in Orthotics and Prosthetics 3 credits
Students will examine the concepts, methods, and usage of statistical data within the context of orthotics and prosthetics.

OP 530 Research Methods 3 credits
This course examines the various research methodologies used in orthotics and prosthetics. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

OP 535 Clinical Considerations of Trans-Femoral Prosthetic Management 3 credits
This course emphasizes the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It integrates anatomy, biomechanics, prosthetic design principles and material science to analyze clinical challenges that can affect patients with high-level lower limb amputations.

OP 540 Clinical Considerations of Upper Extremity Prosthetic Management 3 credits
This course integrates anatomy, patient assessment, biomechanics, and prosthetic design principles to diagnose clinical problems that can affect patients with upper extremity deficiency. Students will design and implement a prosthetic treatment plan, fabricate and fit the trans-radial and trans-humeral prostheses. This course will also cover innovative technologies in upper limb socket design and identify advanced components to enhance upper-limb function.

OP 545 Orthotic and Prosthetic Practice Management 3 credits
This course will examine the general business practices used in the orthotic and prosthetic industry. Topics include record keeping, time management, regulatory compliance, financial statements, human resources, marketing and legal issues. Professional issues including the certification process, personal goal setting and leadership skills assessment are also discussed. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

OP 580 Clinical Experience 3 credits
This course will provide students with opportunities to apply theories and skills in an approved clinical setting with actual patient contact. Specific experiences include taking part in a comprehensive patient assessment in order to create a comprehensive orthotic/prosthetic treatment care plan as well as exposure to continued patient care/evaluation to ensure, maintain, and document optimal fit and function of the orthoses/prostheses. The experience will also provide exposure to business management principles and inter-professional communication among practitioners, patients, and caregivers. Practicum students are required to work under the direct supervision of a Certified Orthotist/Prosthetist preceptor in an approved clinical site.

OP 590 Master's Capstone 3 credits
The capstone course provides the orthotic and prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the orthotic and prosthetic industries. The capstone will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

Parent and Teacher Impact (PTIX)

PTIX 505 Exploring Career Readiness with Students 3 credits
Come and explore student career readiness and discover the many roles all of us take on throughout our lifetimes. Teachers and school counselors will learn how to lead students in discovering their work values and preferences as they tease out the nuances between trade school and college. Learn the importance of students, "seeing themselves" in classroom materials and why "soft skills," matter. Investigate careers that will be viable in the future and collaborate with a colleague about creative ways to get students to see the world of opportunities at their fingertips. This course is offered through the Teaching Channel.

PTIX 507 Communication and Effective Caregiver-Teacher Conferences 3 credits
Teachers and caregivers have a shared responsibility to communicate with each other to support student growth. The caregiver-teacher conference is one way that families and teachers come together to consider the successes, progress, and needs of students. In this course, you will examine the conditions for strong family-teacher communication, taking into account cultural and linguistic factors, as well as unique student situations. You'll take a deeper dive into the conference itself, including how best to structure the time and determine ways you and a caregiver can collaborate to solve a challenging issue. This course will set the stage for teachers and caregivers to work as a team throughout the year to best support student's academic, social-emotional, and behavioral needs. This course is offered through the Teaching Channel.

PTIX 511 Parent Trap: Achieving Success with Difficult Parents & Difficult Situations 3 credits
This course will explore strategies to help you establish positive, constructive relationships with parents of your students. It will also help you work with the most challenging parents in the most challenging situations. Some of the many skills you will learn include: learning how to avoid the "trigger" words which serve only to make bad situations worse, learning how to use the "right" words to develop more positive relationships, and dealing with parents who accuse you of not being "fair." This course is appropriate for teachers of all grade levels and subjects. This course is offered through the Teaching Channel.

PTIX 512 Engaging Parents for Student Success 3 credits
We've all heard the phrase "it takes a village." This course will help teachers increase students' "villages" by engaging families, parents, students, and the community to ensure student success. Discover pro-engagement approaches, ways to foster participation, and learn how to establish positive and constructive relationships with the parents of your students all while improving and focusing on parent-teacher communication. This course is offered through the Teaching Channel.

PTIX 513 Communicating and Connecting with Families 1 credit
We all want to see our students soar and achieve! Family engagement and effective communication are two tried-and-true techniques educators can use to bolster student success in the classroom and beyond. In this course, educators will explore the benefits of engaging families in classroom events, and strategies for effective culturally responsive communication. Listen and learn from the latest podcasts that cover everything from the relevance of family engagement to practical tips for making connections. Explore the Family-School Partnerships framework by watching a presentation from family engagement expert Dr. Karen Mapp, then design an in-person or virtual classroom event to get to know the families of your students. Student success is a collaborative effort, and this course will prepare you for fostering deeper, more meaningful connections. This course is offered through the Teaching Channel.

PTIX 514 Positive Partnerships with Family Engagement 3 credits
What if there was a strategy that could boost students' level of achievement, increase self-confidence, ensure a sense of belonging, and instigate positive school experiences? There is, and it's called family engagement! Back-to-School nights, open houses, and orientations are just three tried-and-true ways to encourage families to be involved with their student's education. Positive Partnerships with Family Engagement explores the purpose, planning and hosting of events that invite families to support their children through connection, cooperation, and collaboration. Understand the effects of cultural inequities, harsh discipline, and how racism affects families' comfort level at school while discovering how cultural competence builds strong engagement. Investigate ways to manage and recruit school volunteers and tips for planning parent/family-teacher conferences. Explore communication practices, podcasts, and social media platforms to stay up-to-date with fresh ideas to engage families. Whether you're a classroom teacher, school leader, or work in schools in any capacity, this course will support you in making stronger connections with families! This course is offered through the Teaching Channel.

Positive Behavior Interventions (PBIX)

PBIX 500 Building Peace Through Restorative Practices in Schools 3 credits
This course introduces teachers to a holistic approach to classroom management based on the principles of restorative justice in schools. While traditional classroom management often relies on a system of rewards and punishments to encourage positive behavior, restorative practices focus on building healthy relationships, fostering social and emotional skills, encouraging engagement, and empowering students to address and correct misbehaviors cooperatively. When we invite students to take an active role in both preventing and repairing the harm caused by misbehavior, we build stronger school communities. Incorporating classroom strategies, school-wide policy recommendations, and personal experiences, this course provides a solid framework for teachers to use as they create a climate of warmth and inclusion that respects all people and also holds everyone accountable for being a good citizen.This course is offered through the Teaching Channel.

PBIX 501 Priceless, Proactive Classroom Management Practices 3 credits
Classroom management can be a challenge for educators, and there are as many schools of thought as there are behaviors! This course will introduce you to some of the main frameworks and philosophies of classroom management, and you'll learn how they work with one another to increase success for students. You'll explore fundamental strategies to proactively set the stage for learning and learn new-to-you strategies to help your students thrive in your classroom. Positive behavior is a learned skill, and you will leave this course with tools and frameworks to support student learning in your classroom the very next day. This course is offered through the Teaching Channel.

PBIX 502 Support for Students in Behavioral Crises 2 credits
Explosive, aggressive, and even violent behavior can be the result of the crises in students' mental health. Those who are not trained in special behavior supports need tools to help students and themselves in crisis situations. This course provides information about why behaviors might occur, the stages within the crisis cycle, and proactive strategies for reducing crisis behavior before it starts. Learn about current crisis protocol in some schools, and de-escalation techniques for "in the moment" reactions. You'll leave this course with a plan and a toolkit of information to support you, those in crisis, and all students in your classroom, to ensure safety and wellbeing for all. This course is offered through the Teaching Channel.

PBIX 503 PBIS 101 3 credits
Positive Behavior Intervention Systems (PBIS) has taken hold in many schools throughout the nation, and implementation has led to positive changes in the way schools address behavior concerns. This course introduces the concept of PBIS, and leads educators through the processes of setting up and implementing the school-wide framework through Tier 1, with action steps to determine readiness for the next two Tiers. We highly recommend this course to groups of educational professionals who are interested in beginning the PBIS framework in their school or district. This course is offered through the Teaching Channel.

PBIX 504 Raise the Bar: Positive Interventions for Students Who Challenge Us 3 credits
Challenging behavior can certainly get in the way of academic progress, but there is hope! This course gives plenty of techniques and strategies for K-8 teachers to proactively assist students in achieving target behaviors through positive behavior intervention. By deconstructing the functions of the problem behaviors, educational professionals can address the root of a child's issue instead of simply addressing the behavior. This course gives a solid road map for the philosophy behind positive behavior intervention systems (PBIS) while offering several different ways to get you (and your students) to your destination: appropriate behavior that is conducive to a positive learning environment. This course is offered through the Teaching Channel

PBIX 505 MTSS for Student Success 3 credits
Multi-Tiered Systems of Support (MTSS) is a pyramid of supports designed to assist all students in the areas of academics, social-emotional learning, and behavior. This course will provide you with the basics of MTSS to support you and your school through implementation of this wide-reaching framework. With a focus on the main components of MTSS, you'll gain a foundational understanding of the pyramid and work toward identifying needs and gaps in your school or district. Get ready to explore Tiers 1-3, and the variety of intervention options for students, and to apply progress monitoring to measure success through data collection. This course for teacher leaders, administrators, or district leaders is a perfect "first step" toward MTSS! This course is offered through the Teaching Channel.

PBIX 506 Hybrid: Raise the Bar: Positive Interventions for Students Who Challenge Us 3 credits
Challenging behavior can certainly get in the way of academic progress, but there is hope! This course gives plenty of techniques and strategies for K-8 teachers to proactively assist students in achieving target behaviors through positive behavior intervention. By deconstructing the functions of the problem behaviors, educational professionals can address the root of a child's issue instead of simply addressing the behavior. This course gives a solid road map for the philosophy behind positive behavior intervention systems (PBIS) while offering several different ways to get you (and your students) to your destination: appropriate behavior that is conducive to a positive learning environment.This course is offered through the Teaching Channel.

PBIX 507 Effective Strategies for Addressing Off-Task Behavior 3 credits
In this time of elevated student mental health challenges and increased responsibilities for educators, fresh ideas for behavior management and relationship building are needed more than ever. This course features practical strategies to minimize off-task behavior through proactive and low-key intervention strategies, explicit instructions for behavior expectations, and ready-to-implement routines. Review strategies for equitable behavior management practices and explore Artificial Intelligence (AI) tools to increase efficiency and formalize behavior intervention. Educators will also investigate strategies for executive function challenges to help students focus and stay on task. As a result of completing this course, learners will have a refreshed toolbox to keep students engaged and on task.This course is offered through the Teaching Channel.

PE and Health (PEHX)

PEHX 500 Physical Fitness and Training for Athletic Speed and Agility 3 credits
Learn the benefits of physical fitness and how speed and agility impact athletic performance in this one-of-a-kind course! Explore the consequences of physical inactivity, along with ways inclusivity and accessibility influence participation in sports and athletics. Discover how a variety of drills and skills prepare student athletes for success in their sport and keep them safe from injury, while examining the myths and truths about athletic training. Designed for educators, coaches, and trainers, this course provides ideas for reducing risk and positively promoting athletic agility and speed to improve performance. This course is offered through the Teaching Channel.

PEHX 502 Preparing Students for College and Career Readiness 3 credits
Designed for school counselors and those who guide students, this course provides an overview of the impact school counselors make on students' career planning and college readiness. Imagine conversing with colleagues about the rewards of being a school counselor and your ability to help students strategize and navigate their future! Explore the myriad of ways students benefit from having access to a school counselor including learning about anti-racism practices, learning social emotional skills, and supporting students with disabilities with their career choices. Refresh and renew your perspective about college to career readiness counseling standards and determine ways to provide both college and skilled trades career advice. Leave the course filled with ideas and positivity about the way you teach students to make important decisions that will ensure their success. This course is offered through the Teaching Channel.

PEHX 504 Game on! Getting Kids Pumped for PE Class 3 credits
In this course, you will cultivate an array of motivational strategies to engage students in effective P.E. instruction and help them understand the benefits of physical activity on their mental, emotional, and physiological well-being. You will learn to incorporate intrinsic and extrinsic techniques to empower students with the skills they need to enjoy a lifetime of physical activity. In addition, you will develop strategies to reach all learners, including English language learners, students with special needs, students from culturally diverse backgrounds, and exceptional athletes. This course is offered through the Teaching Channel.

PEHX 508 Enhancing Physical Education with Technology Tools 3 credits
Assessment sometimes gets a bad rap, but not in this course! Discover why PE assessments are used to make a case for supporting physical education curriculum, and to measure student strength, skill, and agility. In this course, educators will analyze assessment tools and learn how to apply them to evaluate student progress. Explore how Google Forms can streamline PE assessments and encourage students to set and achieve physical fitness goals. Apply grade level outcomes, student learning targets, and PE Standards in an immediately usable assessment plan, while identifying ways to make PE inclusive and adaptable. Become a physical education advocate while having fun in this fresh physical education course about assessment tools and how to apply them. This course is offered through the Teaching Channel.

PEHX 511 Instructional Models in Physical Education 3 credits
Teaching physical education is so much more than running, skipping and jumping! In this course, you will study Physical Education Instructional Models and have the opportunity to go beyond the traditional ways of teaching PE. Discover the role of National and State PE standards, and learn to make adaptations to your PE lessons so all students can participate. Explore how inclusivity and social-emotional learning make students' PE experiences better, and ways physical literacy can be one of the best ways to promote lifelong health and longevity in students and their families. This course is offered through the Teaching Channel.

PEHX 512 Yoga Practices to Enhance Student Focus and Health 3 credits
A holistic practice that has been around for thousands of years, yoga improves student focus, and supports physical and mental wellness. Yoga Practices to Enhance Student Focus and Health provides educators with the knowledge and skills to incorporate yoga into the classroom which can help students improve concentration and overall wellness. Learn the history, benefits, and strategies for using yoga and mindful meditation with students. Explore how inclusive, accessible yoga practices improve well-being through powerful poses and mindful meditations that are suitable for students of all ages and grades. Leave the course with a deeper understanding of the benefits of yoga for students, and how to create a practice that promotes focus, mindfulness, and overall health. This course is offered through the Teaching Channel.

PEHX 514 Teaching Golf to Students 3 credits
Get ready to take a swing on a learning experience that teaches the history and etiquette of golf and so much more. Don't let terms like bogey, birdie, and mulligan throw you off course; you will learn the golf vocabulary the game requires, including when to say them, and how to use them. Apply the IDEA coaching method to demonstrate how students can master both their long and short game and coach them when they need to "take a stroke." Tee up your golf knowledge and dream about getting a hole-in-one in this in-a-class-by-itself course. This course is offered through the Teaching Channel.

PEHX 516 Empowering Co-Curricular Leaders and Students 3 credits
Throughout this course, you will examine the various components that make co-curricular departments run smoothly and achieve victories, even without wins. Learn about the impact of coaches and advisors and explore the link they provide between leaders and athletes. Using resources and activities from the course, you will apply strategies to increase teamwork, develop coaches, organize around roles and responsibilities, and create fundraising opportunities. Reflect on how current team member strengths can be utilized for the growth and development of less experienced team members. Consider complex challenges and how your learning in this course can improve your responses. This course will provide resources and ideas to help create effective protocols and procedures for victorious co-curricular departments. This course is offered through the Teaching Channel.

PEHX 517 Understanding the Psychology of Sports 3 credits
More than just physical performance, excelling in sports is a mental game athletes can win, if they have the strategies and psychological strength they need to be successful. Learning about the psychology of sport is another way educators can support student athletes both off and on the field. In this course, you will explore the foundations of sports psychology, and investigate the 9 Mental Skills of Successful Athletes and how to apply them. Discover how factors like racism, inequities, and drugs can create barriers to athletic performance and understand how nutrition, sleep, and hydration impact athletic ability. Leave the course with a newfound knowledge about the mental game of sports. This course is offered through the Teaching Channel.

PEHX 518 The Challenges and Benefits of Coaching Youth Sports 3 credits
The scores of benefits of coaching youth sports can add up to a big win! Whether you coach for the love of the game, or to spend time with kids, this course will have you stretching your ideas about why coaches coach, and why coaches quit. Explore your coaching style by watching clips from fictional football coach Ted Lasso (and others!), as you weigh in on the pros and cons of coaching. Study the National Coaching Standards and consider advocacy ideas for getting more women and people of color into the winning world of coaching. This course will have you jumping for joy as you discover the many ways coaching youth sports lifts you up and keeps you learning! This course is offered through the Teaching Channel.

PEHX 519 Using Assessments in Physical Education 3 credits
Assessment sometimes gets a bad rap, but not in this course! Discover why PE assessments are used to make a case for supporting physical education curriculum, and to measure student strength, skill, and agility. In this course, educators will analyze assessment tools and learn how to apply them to evaluate student progress. Explore how Google Forms can streamline PE assessments and encourage students to set and achieve physical fitness goals. Apply grade level outcomes, student learning targets, and PE Standards in an immediately usable assessment plan, while identifying ways to make PE inclusive and adaptable. Become a physical education advocate while having fun in this fresh physical education course about assessment tools and how to apply them. This course is offered through the Teaching Channel.

PEHX 520 Serving Up Student Success with Pickleball 1 credit
Are you a PE or other educator looking for a way to keep students active, engaged, and thriving? We've got the answer, and it's pickleball! Discover how to teach students the rules, etiquette, and code of conduct on the court, as well as pickleball basics like the equipment needed, pickleball's unique vocabulary, and of course, how to play the game! Learn how pickleball connects and strengthens students' social emotional skills—and even gets them off their phones! This active, low cost, and easy-to-learn sport is sweeping our nation for a reason. Find out how you can use pickleball to boost your students' happiness and well-being in this one of a kind course. This course is offered through the Teaching Channel.

PEHX 522 Learning on the Move 3 credits
Motivated. Engaged. Happy. High academic achievement. These are the words and phrases that will describe your students after taking Learning on the Move! Imagine a classroom where students have a "safe place for the mind," are free to take risks, and where teamwork and communication are key. You will discover what it means to "learn from the feet up," why the brain's preferred way of learning is by doing, and what it means to be a kinesthetic educator. Explore the brain-body connection, see why the research champions movement in teaching and realize ways to prepare the brain for learning as you watch your students soar! This course is offered through the Teaching Channel.

PEHX 523 Physical Education for Fitness and the Future 3 credits
Physical education teachers make essential contributions to student wellness, fitness, and achievement. As educators, we want to ensure that children and adolescents build skills, knowledge, and a foundation for lifelong health and physical literacy. Gain practical strategies to enhance standards-based instruction, assessment, and adaptations for students with disabilities. Pathways within the course meet the unique needs of early childhood, elementary, and secondary educators. Teachers will learn fresh ways to embed social-emotional learning and to advocate for inclusivity. We've even included opportunities to focus on your own wellness and movement! This course is teeming with tips to take your PE instruction to the varsity level. This course is offered through the Teaching Channel.

PEHX 524 School Nursing Practices for the 21st Century 3 credits
As the past few years have made clear, school nurses' critical impact on students' achievement and wellbeing goes far beyond ice packs and Band-Aids. School nurses practice at the intersection of healthcare and education, coordinating wellness for students, staff, and community. In this course, created specifically for nurses practicing in the PreK-12 setting, you'll explore challenges and opportunities in 21st Century school nursing. You'll consider the impact of coordinated school healthcare, school nursing principles, and your own experiences as a school nurse. Then, you'll apply your learning to current topics in the field, from managing chronic health conditions, to identifying and supporting mental health challenges, creating Individualized Health Plans, and preventing child trafficking. Because school nursing lacks the recognition and funding it deserves, you'll develop a plan to educate your school community or other stakeholders about the essential, life-saving, need for a school nurse in every school, every day. This course is offered through the Teaching Channel.

PEHX 525 Health Education for Students' Lifelong Wellness 3 credits
The quote, "If you have your health, you have everything," has never felt more true. Now more than ever, we understand how children's health impacts their capacity to learn in school, and also their prospects for a happy and successful life. We've created this course for all educators who teach health—whether you're an early childhood educator, a classroom generalist, a dedicated Health and/or Physical Education teacher, or a school nurse. Because you have different needs depending on students' ages and your professional role, we've created pathways with options to suit every educator! You will learn strategies to support students' physical, mental, and social-emotional health as you empower them to care for their own. Through the exploration of health and wellness resources, you'll discover ways to collaborate, advocate, and build students' motivation to pursue healthy habits. You'll also learn instructional strategies to facilitate safe discussions of sensitive topics in your classroom. And, we've provided tips throughout the course to help you prioritize your health, too! This course is offered through the Teaching Channel.

PEHX 526 A Moving Body, A Thinking Brain 3 credits
Educators will cultivate an in-depth understanding of the critical roles of movement and play in the healthy development of children from birth to 2nd grade. Truly see the importance of play in early childhood. Teachers will learn through research-based real-life examples, action-filled ideas, and best practices, all designed to help students learn and grow to their full potential. Learn how a moving child is a learning child in this colorfully captivating course. This course is offered through the Teaching Channel.

PEHX 527 Boosting Social Emotional Learning through Sport and Physical Education 3 credits
This exciting course for coaches and physical education teachers will provide an introduction to the concepts of building character, increasing community and developing growth mindsets in students and/or athletes. Participants will gain a better understanding of how they can impact social emotional learning and how they can increase the likelihood their students and/or athletes will meet goals. Filled with engaging activities and strategies to use with students, this course goes beyond sports and physical activity to building social emotional skills needed for life-long success. This course is offered through the Teaching Channel.

Physical Therapy (DPT)

DPT 7000 Independent Study 1-4 credits

DPT 7100 Service Learning I 1 credit
This is the first course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. Service-learning I incorporates cultural competence, meaningful service, and critical reflective thinking to enhance student learning. The students will participate in lectures and discussion, interact with community leaders from different cultures, reflect on cultural and community topics and serve within the community. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

DPT 7101 Anatomy 6 credits
This course is a comprehensive study of human anatomy, which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

DPT 7102 Systems Physiology and Pathophysiology I 3 credits
This first course of a two-course sequence begins with a cell structure and function overview. The physiology and pathophysiology of the endocrine, musculoskeletal, cardiovascular, and nervous systems are presented. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

DPT 7103 Applied Neuroscience 3 credits
This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuroplasticity of the central and peripheral nervous systems. In addition, clinical aspects of neurological conditions most applicable to the physical therapist are presented. Class activities include lecture, laboratory and working through case scenarios.

DPT 7104 Functional Anatomy/Biomechanics 3 credits
Regional functional and articular anatomy is explored and applied in a rehabilitation context. Principles of and instrumentation for motion analysis are utilized to develop a thorough understanding of human movement. Class activities include lecture, observation, and laboratory activities. Two movement analysis projects provide the student experience in analysis and interpretation of functional movement patterns.

DPT 7105 Systems Physiology and Pathophysiology II 3 credits
This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, rheumatic, pulmonary, hematologic, genitourinary, hepatic, pancreatic and biliary and gastrointestinal systems are presented. An overview of infectious diseases and oncology is provided. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying “red flags” that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

DPT 7106 Medical Screening 2 credits
This course is an introduction of medical screening of patients for conditions that may require examination by a physician or a physician-extender across the lifespan. The lecture and laboratory experiences will enhance professional communication between physical therapists, patients, and physicians facilitating patient referral outside physical therapy.

DPT 7111 Clinical Seminar I 2 credits
This is the first course of a three course sequence. The roles of the profession of physical therapy within the healthcare system, the healthcare team, and the Christian tradition are explored. Students begin to develop the professional behaviors and communication skills required to thrive in those roles. Emphasis is on the application of this material to real-world situations through multiple clinic visits that occur throughout the semester. Class activities include lecture, group activities, and clinic visits.

DPT 7112 Clinical Seminar II 2 credits
This is the second course of a three course sequence. Issues related to morals and values, cultural and socioeconomic diversity, and psychosocial aspects of disability are explored within the context of multiple clinical visits. Legal and ethical issues in physical therapy practice are introduced. Class activities include lecture, group activities, and clinic visits.

DPT 7121 Clinical Skills I/Foundations 4 credits
This is the first course of a three course sequence. The fundamental processes involved in physical therapy patient/client examination, evaluation, and intervention are introduced. Bed mobility, transfers, and wheelchair/assistive device management are included. A basic examination framework that can be utilized across diagnoses and throughout the lifespan is developed. Students begin to use medical terminology to document findings, using a variety of structured formats. Class activities include lecture, lab, interaction with community volunteer patients, and case studies.

DPT 7122 Clinical Skills II/Exercise 4 credits
This is the second course of a three course sequence. This is the second course of a three course sequence. This course further develops physical therapy examination processes and introduces postural control mechanisms and balance assessment. Principles of exercise prescription and progression are presented for a variety of impairments and functional limitations.

DPT 7123 Clinical Skills III/Modalities 4 credits
This is the third course of a three course sequence. Physical therapy interventions specific to therapeutic modalities and electrotherapy are developed, with emphasis on integrating these interventions into a comprehensive plan of care for patients across diagnoses and across the lifespan.

DPT 7131 Clinical Skills Assessment I 1 credit
This is the first course of a two course sequence. Throughout the semester, students will work with CSP DPT faculty members on developing and implementing evaluation and intervention techniques for commonly seen physical therapy patient presentations. The course culminates with a comprehensive assessment of clinical skills and professional behaviors developed in the first year of the curriculum. This takes place within the context of a benchmark examination and Objective Structured Clinical Examination.

DPT 7141 Health Promotion I 1 credit
This is the first of a four course sequence related to the promotion of health to physical therapy clients and the community. This initial course will introduce DPT students to the determinants of health, a variety of theories related to the components of health and the APTA’s vision for health promotion within the Physical Therapy profession. Students will also explore the role of the physical therapist in promoting health in themselves, their clients and the community, the reduction of health disparities, and the improvement of quality of life across the lifespan. Within the context of this course students will design a Personal Needs Assessment for themselves and develop an analysis of an existing community health promotion program in which they will ultimately participate in under the guidance of a community liaison. Throughout the course, an emphasis will be placed upon evidence-based practice, learning styles, health theories, cultural competence, and tailored health education in order to provide effective patient education. Class activities include readings, lecture, group discussion, projects and presentations.

DPT 7151 Lifespan I 2 credits
This is the first course in a two course sequence. Theories of motor development across the lifespan are presented within the context of physical therapy practice. Normal age related change across childhood, adolescence, adulthood, and later adulthood are explored. Health and motor planning across the lifespan, pediatric development, and normal physiological factors specific to the geriatric population will be reviewed. This will include changes in the cognitive, musculoskeletal and sensory systems. Changes in physical function are presented, compared, and contrasted between pediatric and geriatric patients through lecture, small group projects, and large group discussion. Students will develop pediatric and geriatric patient screening examinations.

DPT 7161 Research Methods/EBP 3 credits
Introduction to evidence based practice and clinical research. The skills learned will enable students to develop an initial, general research question, locate the evidence, review the scientific literature, and conduct critical appraisals of scientific articles. Course assignments require student application of the information. Class activities include lecture, discussion, and small group activities.

DPT 7200 Service Learning II 1 credit
This is the second course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. The students will participate in discussion, plan and participate in service activities. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

DPT 7207 Integumentary/Medical 3 credits
Physical therapy examination and interventions for integumentary and medical conditions across the lifespan and continuum of care are addressed. Issues associated with the lymphatic system are included. Class activities include lecture, lab and case studies.

DPT 7208 Biopsychosocial Aspects 2 credits
The purpose of this course is to guide the student in the attainment of attitudes, behaviors, and values appropriate to a healthcare practitioner. This course introduces the student to the biopsychosocial aspects of physical therapy and to the clinical decision-making process, which is utilized by the physical therapist. It also covers managing individual needs during illness and disease as well as ways to successfully educate, interact with, and enhance wellness of patients and families in healthcare settings. A variety of topics will be presented through readings, lectures, discussions, videos, and experiential activities. Topics include a person's needs during disability, acute and chronic pain and illness, mind-body relationship, complementary and alternative medicine, and death and dying along with communication and interpersonal skills, strategies for therapeutic intervention, and the ability to engage in reflective thinking are stressed.

DPT 7209 Cardiopulmonary/Acute Care/Trauma 3 credits
Physical therapy examination and interventions for cardiovascular and pulmonary conditions across the lifespan and continuum of care including acute care and trauma are addressed. Class activities include lecture, lab, and case studies.

DPT 7210 Women's Health 2 credits
Basic and clinical science elements of evaluation and intervention of women's health conditions are introduced. Students will be introduced to treatment of pregnancy related musculoskeletal conditions, continence assessment and pelvic floor muscle training, and assessment of risk factors for osteoporosis. Topics covered include anatomy, endocrinology, and physiology, breast health, disease processes with gender differences, incontinence, obstetrics, and osteoporosis.

DPT 7213 Clinical Seminar III 2 credits
This is the final course of a three-course sequence. Issues related to role models, ethics, mentoring, appropriateness of PT interventions, practice supervision, delegation, clinical decision making, and changes in PT payment systems will be explored. Class activities include lecture and collaborative learning activities.

DPT 7232 Clinical Skills Assessment II 1 credit
A comprehensive assessment of clinical skills and professional behaviors developed in the first two years of the curriculum. This assessment takes place within the context of a clinical environment.

DPT 7242 Health Promotion II 1 credit
This is the third of a four course sequence related to the promotion of health to physical therapy clients and the community. Within the context of this course, DPT students will complete and present their finalized Community Health Promotion Project from Health Promotion Ib. DPT students will also explore how to design, promote and implement a successful health promotion event in the community based on the lifestyle and needs of their audience. Class activities include readings, lecture, group discussion, projects and presentations.

DPT 7252 Lifespan II 2 credits
This is the second course of a two course sequence. Students learn best through active learning and critical thinking strategies. Course material will be augmented by in-class discussions, written reflections and interactive opportunities. For example in the first session, function related to health across the life span will be introduced didactically followed by small group discussions to reflect on these elements by implementing the "Circle of Voices" technique (Brookfield, 2011). Students will then be asked to reflect on function related to health across the life span as it relates to the deeper perspective gained through course material and group discussion.

DPT 7262 Capstone I 2 credits
Introduction to the capstone project. Each student will complete one of two tracks: research or professional development. Each of the tracks require six credits of student work. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7263 Capstone II 1 credit
Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7264 Capstone III 1 credit
Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7271 Musculoskeletal I 3 credits
The role of the physical therapist in examining musculoskeletal conditions across the lifespan and continuum of care is introduced. Examination processes are regionally applied and students gain initial exposure to differential diagnosis and interventions. Class activities include lecture, lab, and case studies.

DPT 7272 Musculoskeletal II 3 credits
Students further develop concepts of differential diagnosis, prognosis, and interventions for patients with musculoskeletal conditions across the lifespan and continuum of care. Class activities include lecture, lab, and case studies.

DPT 7281 Neuromuscular I 3 credits
The framework for examination and intervention is applied and expanded to patients with neuromuscular diagnoses across the lifespan and continuum of care. The course focuses on functional areas of importance including mobility, transfers, wheelchair skills, balance, gait and upper extremity function. Class activities include lecture, lab and case studies.

DPT 7282 Neuromuscular II 3 credits
Students build on their examination and intervention framework and neuroscience foundation to approach patients within the neuromuscular practice patterns across the lifespan and continuum of care. Specific examination and intervention techniques, special topics and prognosticating related to the practice patterns are covered. Class activities include lecture, lab and case studies.

DPT 7291 Administration Roles 3 credits
The roles of the physical therapist in administration and management are explored. Health care economics, budgeting, supervision, planning, marketing, and public relations are specifically addressed.

DPT 7301 Complex Medical 2 credits
This course is designed to further develop DPT students' ability to perform Physical Therapy examination and intervention for critically ill patients, those with multi-organ involvement, and those with complicating psychosocial and environmental issues. Class activities include Grand Round Case presentations, inter-professional collaborations and discussion.

DPT 7365 Capstone IV 1 credit
Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7366 Capstone V 1 credit
Students complete their doctoral projects. Activities include an oral defense presented to faculty, peers, the next PT program cohorts, and the community. The capstone project culminates with faculty approval of the final product. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7373 Musculoskeletal III 2 credits
Students are exposed to musculoskeletal topics in greater depth to facilitate a global understanding of the role of the musculoskeletal physical therapist across the lifespan and continuum of care. Class activities include lecture, lab, and complex case studies.

DPT 7374 Specialty Seminar 2 credits
Groups of students work with individual faculty members to investigate specialized aspects of physical therapy practice.

DPT 7383 Neuromuscular III 2 credits
Advanced topics related to the examination and intervention of patients with neuromuscular dysfunction across the lifespan and continuum of care are presented. Emphasis is placed on intervention techniques, communication/coordination of care and management of complex patients. Class activities include lecture, lab and case studies.

DPT 7392 Ethics and Professional Issues 1 credit
Ethics and professional issues for physical therapy professionals are explored. Students will critically analyze ethical concepts and major issues facing the profession of physical therapy. These will be presented in discussion and debate format. Students develop a plan for professional development and lifelong learning.

DPT 7501 Clinical Education Experience I 4 credits
This first 8-week clinical experience will provide the student the opportunity to practice professional communication and therapeutic skills. Active participation and integration of course content begins as professional behaviors and clinical decision-making improves throughout the internship. Close supervision is expected while students work at 25-50% of therapist caseload.

DPT 7502 Clinical Education Experience II 4 credits
In this second 8-week clinical course the student is assigned specific clinical tasks under the supervision of the CI. The student is expected to function with up to a 50-75% caseload; develop patient-client management skills, professional behaviors and clinic decision-making skills. Students will be exposed to more complex patient cases. Students will be evaluated on all 18 performance criteria of the CPI.

DPT 7503 Clinical Education Experience III 4 credits
In this third 8-week internship, you will be given the opportunity to apply more advanced theories and treatment procedures to a selected patient caseload with guidance from a CI. You will continue to develop professional behaviors and effectiveness in all aspects of the patient client management model.

DPT 7504 Clinical Education Experience IV 6 credits
In this final 12-week internship, you will be given the opportunity to focus on development of entry-level patient management skills from examination through intervention, as well as development of other skills related to practice such as consultation and administration. This is the culminating full-time clinical rotation after which you are expected to possess the skills and behaviors required to enter practice as a physical therapist.

Physics (PHS)

PHS 112 Introductory Physics for Health Sciences 4 credits
This course deals with mechanics, thermodynamics, and wave motion. Concepts are developed mathematically and applied to practical situations with special emphasis on biologically relevant examples. The course includes a lab component.

PHS 113 Introductory Physics for Health Sciences II 4 credits
This course deals with electricity, magnetism, light, optics, and modern physics. Concepts are developed mathematically and applied to practical situations with special emphasis on biologically relevant examples. The course includes a lab component. (Prerequisite: PHS112)

PHS 221 General Physics I 4 credits
This calculus-based course deals with the areas of mechanics, thermodynamics, and wave motion. Physics' concepts related to these topics are This course deals with the areas of mechanics, thermodynamics, and wave motion. Concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students use a variety of laboratory equipment to procure and analyze data, and use selected software to demonstrate concepts and model practical situations.

PHS 222 General Physics II 4 credits
This course deals with the areas of light, optics, electricity, magnetism, and modern physics. Concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students use a variety of laboratory equipment to procure and analyze data, and use selected software to demonstrate concepts and model practical situations. (Prerequisite: PHS 221)

PHS 488 Physics Independent Study 1-4 credits

Political Science (POL)

POL 132 Government and Politics 3 credits
This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

POL 242 Neighborhood and Community Politics 4 credits
It has often been said that "all politics is local." In this class, the students will examine and explore their local political environment: neighborhood, community, block, street, and even backyard. These are the best places for students to learn hands-on about activism, citizenship, politics, and how to impact the political system. This course will cover everything local from buses to bike-lanes; from farmer's markets to dog parks, and from cross walks to composting. Learn more about your own community --how it works, and how you can make a difference.

POL 243 Contemporary Global Problems 4 credits
Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty. This course fulfills the Global Studies General Education requirement.

POL 245 Neighborhood and Community Politics 3 credits
It has often been said that "all politics is local." In this class, the students will examine and explore their local political environment: neighborhood, community, block, street, and even backyard. These are the best places for students to learn hands-on about activism, citizenship, politics, and how to impact the political system. This course will cover everything local from buses to bike-lanes; from farmer's markets to dog parks, and from cross walks to composting. Learn more about your own community --how it works, and how you can make a difference.

POL 246 Contemporary Global Problems 3 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 250 Conventional Politics 2008 1 credit
This course will help participants to understand what is happening during a political convention. Each day of the convention week the class will explore "Conventional Politics" and what it all means. The daily informal sessions will include speakers, presentations, and discussions.

POL 325 U. S. Business History 4 credits
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

POL 337 Parties, Campaigns, and Elections 4 credits
Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

POL 341 The Civil Rights Movement in the U.S. 4 credits
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

POL 345 Urban Studies 4 credits
This course will examine a variety of contemporary urban/city issues, problems, and potential solutions. Social, cultural, economic, historical, and political topics will all be covered. The course will be an integral part of the Public Policy program. Specific topics will be listed in the class schedule.

POL 351 Themes in U.S. Politics 4 credits
This class will explore a specific topic or theme selected by the instructor. The course will expand students' understanding and appreciation of Political Science, relevant American political issues, and the U.S. governmental system.

POL 401 Capstone 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 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.

Project Management (PMP)

PMP 505 Agile Project Management 3 credits
This course provides an exploration of Agile project management approaches to enhance project delivery, adaptability, and stakeholder engagement. Students will examine concepts such as customer collaboration, iterative development, and response to change, with an in-depth exploration of Agile frameworks and techniques. This course will prepare students to lead Agile projects, drive organizational agility, and deliver value to the business.

PMP 515 Project Management: Scheduling/Planning 3 credits
This course examines project management scheduling and planning methodologies, tools, and techniques. Following a review of the principles of project management, students will learn how to effectively define project deliverables, tasks, and milestones, and organize activities into logical sequences to create a comprehensive project schedule. Students will also learn how to utilize project management software platforms to manage schedules, track progress, and communicate with business stakeholders

PMP 530 Project Management: Risk Assessment and Cost Management 3 credits
This course provides students with the knowledge and skills needed to mitigate risks and manage project costs. Students will learn how to identify and classify project risks, assess their potential impact, and develop response strategies to minimize threats and capitalize on opportunities. The course also addresses cost management techniques to create budgets, and monitor and control project expenditures throughout the project lifecycle. Students will learn how to develop risk and cost management plans that align with project objectives and stakeholder expectations.

PMP 540 Project Management: Data Visualization 3 credits
This course provides students with an understanding of data visualization tools and technology, and their application in project management. Students will learn how data visualization can be used to analyze project data, communicate insights, and make informed decisions throughout the project lifecycle. They will explore strategies for organizing and structuring data to support effective visualization and analysis, to ultimately improve project outcomes and stakeholder satisfaction.

Project Management (PMPX)

PMPX 150 Foundations of Project Management & Project Initiation 3 credits
This course combines the curriculum from the first two courses in the Google Project Management Certificate. In this course, you will discover foundational project management terminology and an understanding of roles, responsibilities, and the project life cycle phases. This course is offered through Coursera's Google Project Management Certificate courses.

PMPX 300 Project Planning and Execution 3 credits
This course combines the curriculum for the third and fourth courses in the Google Project Management Certificate. The first half of this course will focus on learners exploring how to map out the planning phase of the project management life cycle. Students will learn how to make accurate time estimates and set milestones, build and manage budgets, identify and manage risks, and how to effectively communicate. The second portion of the course will delve into the execution and closing phases of the project life cycle.

PMPX 400 Agile Project Management & Capstone 3 credits
This course combines the final two courses in the Google Project Management Certificate program. This first half of the course will explore the history, approach, and philosophy of Agile project management. The final half of the course will focus on applying the project management skills that students completed in previous courses. Students will identify project requirements and evaluate stakeholders - complete a project charter and use it as a tool to align project scope and goals among stakeholders - identify tasks and milestones and document and prioritize them in a project plan - define quality management standards and explore how to effectively share qualitative data - demonstrate your project's impact through effective reporting By the end of this course, students will have developed a portfolio of project management artifacts that will demonstrate the skills learned throughout the entire program.

Psychology (PSY)

PSY 102 Introduction to Psychology 3 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 up until the adolescent years. Developmental processes including physical and perceptual development, cognition and language, personality and social development, are studied from physical, cognitive, and socioemotional perspectives. (Prerequisite: PSY 102)

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 102)

PSY 230 Lifespan Developmental Psychology 4 credits
This course is a scientific study of human development from prenatal life through death, with emphasis on the interplay of psychological processes, heredity, and environment. This review addresses physical, cognitive, and socioemotional changes across the lifespan. (Corequisite: PSY 102; Bachelor of Science Nursing students no prerequisite)

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 102; Strongly recommended sophomore standing or higher)

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 behavior and cognition will also be discussed. (Prerequisite: PSY 102; Strongly recommended sophomore standing or higher)

PSY 330 Counseling and the Helping Professional 4 credits
Students are introduced to the field of counseling and other related helping professions. A variety of counseling theories, approaches, and processes are considered, along with their application. The roles, functions, responsibilities, challenges, and ethical issues involved in the provider-client relationship are explored throughout the course. Students will study and develop a working knowledge of the foundational skills involved in becoming an effective helping professional. (Prerequisite: PSY 102; Strongly recommended sophomore standing or higher)

PSY 335 Counseling and the Helping Professional 3 credits
Students are introduced to the field of counseling and other related helping professions. A variety of counseling theories, approaches, and processes are considered, along with their application. The roles, functions, responsibilities, challenges, and ethical issues involved in the provider-client relationship are explored throughout the course. Students will study and develop working knowledge of the foundational skills involved in becoming an effective helping professional. (Prerequisite(s): PSY 102; Strongly recommended sophomore standing or higher)

PSY 350 Forensic and Legal Psychology 4 credits
This course covers the application of psychological science to the legal system. The broad impact of human cognition and behavior on police selection and procedures, victimology, deception, eyewitness testimony, jury selection, and jury decision making are examined. Mental illness and psychopathy within the legal system are also explored. (Prerequisite: PSY 102; Strongly recommended sophomore standing or higher)

PSY 360 Psychopathology 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 102; Strongly recommended sophomore standing or higher)

PSY 370 Personality Theories 4 credits
This course introduces the student to a variety of classic and contemporary theories of personality. Issues in personality measurement and assessment techniques will also be presented and discussed. (Prerequisite: PSY 102; Strongly recommended sophomore standing or higher)

PSY 380 Research Methods with Statistical Applications 4 credits
This course covers the comprehensive scope of best-practice research methods and statistical analysis techniques used in psychological research. Students will gain experience with different research methods and hypothesis testing as well as become proficient in writing within the realm of psychological research. An in-depth review of descriptive and inferential statistical analysis techniques applied within psychological research will also be conducted. (Prerequisites: PSY 102; Strongly recommended sophomore standing or higher)

PSY 451 Social Psychology 4 credits
Students examine how the individual's personality, behavior and attitudes are shaped through interaction with others. The course deals with such issues as conformity, persuasion, aggression, altruism, and attraction. Individual behavior is understood in light of symbolic communication and the social construction of the self. (Prerequisite: SOC 151 or PSY 102; Strongly recommend junior standing or higher)

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 102)

PSY 496 Psychology Research Practicum 4 credits
This course is designed for advanced psychology students who would like to broaden their knowledge of best-practice research methods and techniques. Through individual faculty mentoring, students will complete research projects and prepare them for presentation and/or publication. (Prerequisites: PSY 102 and PSY 380, Strongly recommended junior standing or higher).

PSY 497 Psychology Research Practicum 4 credits
This course is designed for advanced psychology students who would like to broaden their knowledge of best-practice research methods and techniques. Through individual faculty mentoring, students will complete research projects and prepare them for presentation and/or publication. (Prerequisites: PSY 102, PSY 380 and PSY 496; Strongly recommended junior standing or higher).

PSY 498 Psychology Internship 1-9 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 will learn to apply psychological theories and principles to the internship experience via coursework that is conducted in conjunction with the internship. The student will independently select an appropriate internship site that meets the needs and vocational interests of the student. (Prerequisite: PSY 102 and sophomore, junior, or senior standing).

Public Health (PUB)

PUB 225 Foundations of Public Health 3 credits
Learn about the field of public health, which centers on promoting health, preventing disease, and advancing health equity. Examine the history, philosophy, and core values of public health and its interdisciplinary approach to population-based health. Explore various aspects of public health, including determinants of health, health disparities, and the use of data for evidence-based practice. Discover the career opportunities available within the public health field.

PUB 250 Chronic and Infectious Human Disease and Prevention 3 credits
Analyze the impact of chronic and infectious diseases on population health. Learn the underlying science of human health and disease by exploring the biological processes associated with disease development. Apply this foundational science knowledge to disease management, health promotion, and disease prevention.

PUB 275 Environmental Health and Emergency Preparedness 3 credits
Explore the critical areas of environmental health and emergency preparedness and their role in public health. Delve into the impact of environmental factors on public health and learn effective strategies for emergency planning, response, and community resilience. Develop a holistic understanding of the environment's role in health promotion and disease prevention as well as the preparation for, mitigation of, and response to public health emergencies.

PUB 300 Principles of Epidemiology 3 credits
Explore the foundations of epidemiology as the study of the distribution and determinants of population-based health outcomes, diseases, and events. Learn about morbidity and mortality measures as well as study design and analysis of observational and experimental studies. Develop skills related to community health assessment and the application of epidemiologic concepts to real-world public health challenges.

PUB 325 Health Care Delivery Systems 3 credits
Explore the structure, organization, and management of health care systems. Analyze various models of health care delivery, including public, private, and mixed systems, and assess factors influencing access, quality, cost, and outcomes. Develop an understanding of complexities and challenges with health care delivery, and explore potential solutions for improving health care delivery and health equity through case studies.

PUB 350 Conceptual Foundations of Health Equity 3 credits
Explore the conceptual bases of health equity, the underlying causes and the disparity models used to define it. Study practical examples and strategies for promoting health equity and the strength of evidence supporting these strategies.

PUB 375 Foundations of Global Public Health 3 credits
Assess health issues throughout the world and the determinants influencing morbidity and mortality on a global scale. Evaluate the health care and public health systems in other countries and their influence on the health status in those regions and worldwide.

PUB 405 Assessment and Planning in Public Health 3 credits
Delve into the principles and practices of public health assessment and planning. Learn to assess the health needs of populations and develop skills in developing evidence-based public health plans to address real-world public health challenges.

PUB 428 Evaluation Methods in Public Health 3 credits
Explore the principles and techniques of evaluating public health programs and interventions. Learn about evaluation approaches, methods, and tools, including qualitative and quantitative methods as well as strategies for data collection, analysis, and interpretation of results. Develop skills in evaluating the effectiveness and impact of public health programs and interventions. (Prerequisite: PUB 405)

PUB 465 Legal and Ethical Aspects of Health Care 3 credits
Examine the complex legal and ethical issues in health care and public health. Explore legal and ethical frameworks governing health care delivery, including topics such as patient rights, confidentiality, informed consent, liability, and end-of-life care. Through case studies, analyze and critically evaluate real-world scenarios and develop an understanding of the legal and ethical principles that guide decision-making in health care settings.

PUB 475 Public Health Capstone 3 credits
Integrate, synthesize, and apply learning throughout the program in this capstone experience.

Public Health (MPH)

MPH 500 Foundations of Public Health 3 credits
This course provides an overview of the public health field to understand health and disease from a community and population perspective. Students will explore the history of public health, systems, and organizations that influence population health, foundational theories of public health practice and research, and career opportunities within the field.

MPH 510 Social and Behavioral Aspects of Public Health 3 credits
This course examines how social, economic, behavioral, and cultural conditions contribute to health and health disparities. Students will examine relevant social and behavioral theories and their application within public health practice. Students will apply their knowledge of social and behavioral health and related theories to health promotion and the development of public health initiatives.

MPH 520 Environmental Health 3 credits
This course covers the environmental factors that affect the health of a community. Students will learn how to identify environmental risks and ways to monitor, control, and eliminate those risks for a given population.

MPH 530 Epidemiology 3 credits
This foundational course involves the study of the distribution and determinants of population-based health outcomes and diseases. Students will learn about the methodology used to determine risk factors that lead to morbidity and mortality and identify how this knowledge is used in public health practice.

MPH 540 Research Methods in Public Health 3 credits
This course is an overview of quantitative and qualitative research methods commonly used in public health. The course will cover commonly used research methodologies used in public health practice as well as ethical considerations for public health research. The course will culminate in a research proposal to address a public health issue

MPH 550 Global Public Health: Chronic and Infectious Disease 3 credits
This course examines health and disease throughout the world by examining chronic and infectious diseases and related trends. Students will examine disease risk factors by geographic region, effects of globalization on worldwide health trends, and public health strategies used throughout the world to promote public health.

MPH 560 Principles of Biostatistics 3 credits
This course covers statistics commonly used in public health for the analysis of population-based health problems. Students will learn how to appropriately collect, analyze, and present data using biostatistical methods and software. To demonstrate an overall knowledge of biostatistics concepts covered throughout the course, students will perform a final data analysis using a publicly available data set.

MPH 570 Planning and Evaluation of Health Promotion Programs 3 credits
This course will provide an overview of program planning and the methods used to evaluate public health programs. Students will conduct a needs assessment and review previous research and programs to propose a relevant, population-based health promotion program. Students will also evaluate existing health promotion programs using appropriate assessment techniques and methodology, with the goal of enhancing the effectiveness of the health promotion program.

MPH 580 Marketing and Communication for Health Promotion 3 credits
This class examines culturally-competent communication and marketing strategies for public health. Students will examine best practices for use of social media, as well as other group communication strategies to encourage healthy behaviors

MPH 590 Public Health Ethics, Policy, and Advocacy 3 credits
This course covers key ethical issues and frameworks in public health and how they relate to public health policy and advocacy. Students will explore policy-making processes, assess current public health policies, and examine the role of advocacy and ethics in policy development and promotion.

MPH 595 The Future of Public Health 3 credits
This seminar-style course will examine topics affecting the future of public health. Topics will rotate over time, with examples including wearable health technologies, the metaverse and health, the impact of climate on disease, and the pandemic's ongoing impact on public health.

MPH 600 Practicum 3 credits
Students secure a public health field experience that provides relevant learning opportunities and the application of competencies gained throughout the program. Students will conduct a needs assessment and program evaluation during this practicum, which will culminate as a final project in the Integrated Capstone Experience. Practicum locations must meet CSP MPH

MPH 601 Seminar: Vocation and Servant Leadership in Public Health 1 credit
The student will examine their vocation and exploration of careers within public health. Students will reflect on their personal values, skills, and aspirations while exploring their leadership strengths.

MPH 602 Seminar: Public Health Leadership 1 credit
The student will explore leadership topics within public health, including systems thinking to address the complexities associated with health and disease as well as interprofessional practice and the professions involved in promoting and advancing population health. Students will continue their reflection on their personal leadership and vocation and their aspirations within public health.

MPH 603 Seminar: Leadership Reflection and Future Planning 1 credit
The student will examine and reflect on their program learning and professional development. Students will synthesize their program experiences and articulate their ongoing personal and professional development plans, with a particular focus on current and future leadership within public health.

MPH 610 Integrated Capstone Experience 3 credits
Students will synthesize their learning from the program through this capstone experience. This culminating portfolio will synthesize student knowledge and skills gained throughout the program to demonstrate student achievement of the program's student learning outcomes.

Reading (RDG)

RDG 560 Literacy Foundations (K-12) 3 credits
A survey of the historical and theoretical development of literacy education and the current research-based best practices in literacy instruction.

RDG 561 Literacy Essentials for K-5 3 credits
An examination of the research-based components of structured literacy instruction for the elementary classroom. (8-hour Elementary K-5 Clinical)

RDG 562 Literacy Essentials for Grades 6-8 3 credits
An examination of research-based literacy practices for preadolescent learners in grades 6-8. (8-hour Middle School/ Gr. 6-8 Clinical)

RDG 563 Literacy Essentials for Grades 9-12 3 credits
An examination of research-based literacy practices for adolescent learners in grades 9 through 12. (8-hour HS/ Gr. 9-12 Clinical)

RDG 564 Assessment, Evaluation, and Supervision in Literacy Programs (K-12) 3 credits
Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress. (6-hour Literacy Specialist shadowing/ 80 hour Final Clinical with a continuous group of students)

Religion and Theology (THL)

THL 125 Introduction to the Bible 3 credits
An investigation of the sacred literature of the Christian tradition. The course emphasizes essential skills in reading the Bible. It explores the covenant dealings of God with His people and the fulfillment of the covenant in Jesus Christ. Students read selected portions from the Old and New Testaments and explore Christian theological themes. For Oregon students, this course meets the writing-intensive requirement for the State of Oregon.

THL 201 Old Testament 3 credits
An introduction to the historical context and literature of the Old Testament. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the narratives of the Pentateuch and the Former Prophets. The course also examines the nature of prophecy and the psalm and wisdom resources in the Prophets and Writings.

THL 206 New Testament 3 credits
An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity and grow in their ability to read texts of the Bible in their historical and literary contexts.

THL 218 The Land of the Bible 1 credit
This course is a study tour that combines travel with lectures and readings to provide students with a rich, on-site learning experience. Students will spend at least ten days in Israel visiting sites throughout the country that formed the stage on which so many biblical events were played out. The travel portion will move region-by-region, spending time in Galilee, the Dead Sea area, and Jerusalem. In each area students will learn about its geography and archaeology, exploring how the features of each area shaped the history of its people. Attention will also be given to the imagery and symbolism connected with each region in both the Old and New Testaments. [Please be aware that this course is physically demanding. It will involve significant amounts of walking/hiking at times in quite rugged environments.] (Prerequisite: THL 125, THL 200 or THL 206)

THL 219 Principles of Biblical Interpretation 3 credits
As an introduction to principles and methods of Biblical interpretation as employed by Lutherans with a high view of the Scriptures, students will focus on learning and practicing methodological models for studying and interpreting Biblical literature. Special attention will be given to the study of the historical/cultural context and literary nature of the inspired text. Prerequisites: THL 201 and THL 206.

THL 225 Worship for Lutherans 3 credits
This course provides an in-depth exploration of Lutheran worship practices, traditions, and theology. Students will examine the historical development of Lutheran liturgy, the role of music and sacraments, and the theological underpinnings of worship within the Lutheran tradition. Key topics will include the structure and elements of the Lutheran Divine Service, the significance of the church year, and various Lutheran rites and ceremonies.

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 back drop.

THL 300 Christianity and Sport 3 credits
This course examines the interplay between sports and Christian theology. Specific attention is given to the history of religion and sport, key Christian themes related to sports, and spiritual care for athletes to help students discover how Christian theology informs our understanding of sports—and life beyond the "playing field." (Prerequisite: THL 125)

THL 320 Global Christianity 3 credits
This course will trace the global expansion of Christianity from its beginnings to the present era. Emphasis will be paid to the theological and cultural dimensions of the worldwide Christian movement as it developed and spread throughout history. The course will also investigate varieties of Lutheran traditions in Africa, which are currently the fastest-growing Lutheran churches in the world. (Prerequisite THL 100 or THL 125 or THL 200 or THL 206)

THL 326 Christian Ethics 3 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 125 or THL 200 or THL 206)

THL 343 Athens and Jerusalem: Philosophy and Christianity 3 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 125, THL 200 or THL 206)

THL 345 Callings: Christianity and Vocation 3 credits
Challenges students to explore their purpose and/or baptismal call through elements of Christian theology and exemplars from the history of Christianity. Students will explore the concept of Christian vocation from historical and theological perspectives with special emphasis given to Martin Luther's doctrine of vocation in relation to service of one's neighbor. Students are challenged to think in new and creative ways about pursuing their passions and dreams for the good of others. This course fulfills the intermediate general education requirement. (Prerequisites: THL 125 or THL 200 or THL 206).

THL 346 Martin Luther: Saint & Sinner 3 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 125 or THL 200 or THL 206)

THL 355 Understanding World Religions for Healthcare Professionals 1 credit
This course will examine the interconnectedness of religion, spirituality, and population health. Students will learn a variety of religious perspectives associated with the major religions in the U.S. and the world and will discuss ways for implementing quality care for religiously diverse patients. For Oregon students, this course meets the writing-intensive requirement for the State of Oregon.(Prerequisites: THL 125 or THL 200 and NUR 380).

THL 358 Christianity and World Religions 3 credits
From a Christian perspective, this course explores the varieties of human religious beliefs. Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. The course will cover Animism, Buddhism, Hinduism, Judaism, Islam, and Christianity, with special attention in the latter case devoted to the Christian denominations of North America. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 125 or THL 200 or THL 206).

THL 360 Christianity and the Media in Contemporary Culture 3 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 125 or THL 200 or THL 206)

THL 372 Mission of God 3 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 200 or THL 125 or THL 206)

THL 378 Christian Vocation and Ethics for Healthcare Professionals 1 credit
This course will examine Christian perspectives on vocation, service, and ethics. Throughout the course, students will apply critical thinking skills to their evaluation and application of religious and ethical perspectives within the context of population health. In providing opportunities for students to closely study the Christian scriptures and theology, this course will empower students in their life, career, and service to the world. For Oregon students, this course meets the writing-intensive requirement for the State of Oregon.(Prerequisites: THL 125 or THL 200 and NUR 380).

THL 379 Faith and Justice in the City 3 credits
Students will apply the Christian scriptures and Lutheran theology to today's multicultural, global, urban context with close attention to the Christian concepts of vocation, justice, and service toward one's neighbor. Through thoughtful evaluation of theology, philosophy, and the humanities, students will evaluate Christian ethics and habits for living in today's global society as thoughtful men and women of faith and conviction. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 125 or THL 200 or THL 206).

THL 400 Law and Gospel Theology 3 credits
Students learn to distinguish and effectively apply Law and Gospel theology in personal, ministry, and missional contexts. Students will explore the practical application of the Christian Gospel 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. (Prerequisites: CHM 130, or CHM 140, or junior/senior status).

THL 425 Advanced Biblical Studies 3 credits
This course provides an advanced, academic study of the Bible, focusing on its historical, literary, and theological dimensions. Students will explore the development of the biblical texts, their cultural contexts, and their enduring significance. Topics include the formation of the Old and New Testament, methods of biblical interpretation, and key themes such as covenant, prophecy, wisdom, and redemption, Law and Gospel, and Christology.

THL 431 Lutheran Doctrine I 3 credits
A study of the content and effective application of the Christian understanding of doctrine itself, God, creation, theological anthropology, and the person and work of Christ, with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of Law and Gospel. (Prerequisites: THL 201 and THL 206)

THL 432 Lutheran Doctrine II 3 credits
A study of the content and effective application of the Christian understanding of the person and work of the Holy Spirit, sanctification, the means of grace, the Christian church, public ministry, and eschatology with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of church and ministry. Prerequisite: THL 431

THL 488 Independent Study 1-4 credits
Independent study offers students an opportunity to do research and complete a major project in an area of theology of their own choosing.

THL 496 Senior Thesis 2 credits
The Senior Thesis is the culminating work of a student majoring in Theology. The purpose of the thesis is to utilize the perspective, understanding, research skills, and writing abilities students have developed in their studies to investigate a substantial topic. The goal is for students to produce a paper of high quality and distinction. The work is normally done in one semester in the senior year under the guidance of a faculty mentor. The paper will be read by a second faculty member and proposed to the annual undergraduate Research Symposium. This course is required for the major in theology. It does not fulfill the general education requirement for Theology.

THL 497 Theological Writings (Early Church to the Present) 3 credits
This course offers an in-depth exploration of selected theological texts and thinkers from various historical periods and traditions. Through close readings and critical analysis, students will engage with primary texts that have shaped theological discourse and contributed to the development of Christian thought. Emphasis is placed on understanding the intellectual and cultural contexts in which these texts emerged, as well as their ongoing relevance for contemporary theological inquiry. Topics may include theological themes such as God and creation, Christology, soteriology, ecclesiology, and eschatology, among others.

Sales (SLS)

SLS 300 The Business Aspects of Professional Selling 4 credits
Explore the business side of sales while gaining a broad, strategic view of how selling fits into the business from a revenue and operations perspective. Learn the difference between marketing and sales, the financial aspects of sales related to the business, and strategies related to territory coverage plans and customer relationship management systems. Find out the difference that good sales management makes in a business. This course is offered in the fall of even numbered years.

SLS 400 The People Aspects of Professional Selling 4 credits
Learn the human dimensions of a consultative sales process, from how to network with decision-makers and establish rapport to asking the right questions to be viewed as a strategic partner. Learn best practices in supporting and closing based on the unique needs of the prospect. Build competence and confidence in negotiation and servicing after the sale. Skill practice and strategy conversations will act as the primary platform for learning reinforcement. This course is offered in the spring of odd numbered years.

SLS 498 Sales Internship 1-6 credits

Science (SCI)

SCI 100 Pre-Nursing 101 1 credit
This course is designed for students interested in pursuing a degree in nursing. The course will support student success in science prerequisite coursework and overall preparation for the University's pre-licensure bachelor of Science Nursing program. Key concepts in the course include introductory scientific and medical terminology, study strategies for science-based coursework which are foundational to the nursing program and will support success in the nursing program, exposure to the field of nursing, and overall student preparedness for the university's pre-licensure Bachelor of Nursing program.

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 250 Global Regulatory and Legal Requirements of Quality 4 credits
This course will give students an understanding of the role of regulators with an overview of regulations as stated in the U.S. Code of Federal Regulations (CFR), EudraLex Directives and Annexes, and Emerging Market regulations for the life science industries. The faculty will demonstrate the relationship between regulatory requirements and legal accountability while introducing fundamental concepts in the regulations related to clinical trial development, management, ethics, data integrity, data security, privacy, change control, and validation. Topics such as the role of guidance documents and industry standards will be reviewed, and case studies utilized to support the program. The “why” of the regulations will support the student’s ability to enter the life science industry with an understanding of how to optimize patient health and business success by mobilizing enterprise-wide quality effectiveness through innovative systems and critical thinking grounded in science, data, stakeholder awareness and regulatory intelligence.

SCI 275 Product Development, Risk, and Failure Analysis 4 credits
In this course, students will be exposed to the major design processes that are critical to life science product, process and specification development. Topics to be covered include cradle to grave product and process development, prototype builds, scalability, design of experiments, variability, control, specification development and validation methodology. Instructors will explore how rigorous human factor engineering studies and clinical trials provide essential inputs into the product development process. The students will be introduced to concepts such as gap analysis, risk assessment, master plan, process characterization, installation qualification, operational qualification, measurement system analysis, repeatability and reproducibility (data collection / analysis), performance qualification/ validation. In a world of innovative technology, it is critical that the students gain an understanding of computer system and software validation to ensure the quality of data generation, data storage, and digital processes used in manufacturing and products with digital components using technical and practical aspects expected in the regulated life science industries. This course will also dive into the nuances of the life science industries related to the specific regulations that apply to consumer health products. Importantly, it is desired that students take this course while on internship at a life science company such that they can experience a failure while learning all that is required for acceptable resolution. Through the use of historical risk analysis techniques, such as FMEA, Fault Tree, and 5 Why's, students will be able to analyze a holistic set of data (in production, across product lines, across equipment, human variability, on-market, on-stability, validation studies, change control, etc.) that will lead to scientifically justified investigations supported by evidence, and the identification of effective corrective and preventative actions (CAPA). (Prerequisite: SCI 250).

SCI 310 Life, Earth, Space, and Physical Science for Educators 4 credits
In this course, students actively explore concepts and skills taught in the K-6 classroom including life, earth, space, and physical science. The planned explorations will be structured to simultaneously expose students to activities and approaches that are appropriate for the elementary classroom while also understanding the process of scientific inquiry and knowledge acquisition.

SCI 435 Research and Techniques 4 credits
This course provides the students with an opportunity to master a number of research tehniques 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 inteded 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 453 Science Senior Capstone 2 credits
This course is a required course for all majors within the Science department and should be taken within two semesters of graduation. This course will focus on key skills required of science graduates: communication, scientific writing, analysis of primary literature, and an ability to describe the research skills gained during laboratory experiences. Part of this course will also emphasize career preparation, focusing on the transition from college to a graduate program or job. (Prerequisite: BIO 120).

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: 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.

SCI 497 Study Abroad 1-4 credits
International travel course that supports students' program learning with first-hand experience.

SCI 499 Senior Outcomes 0 credits

Science (SCIX)

SCIX 511 Integrating the Next Generation Science Standards (NGSS) into the Elementary Classroom 3 credits
The Next Generation Science Standards (NGSS) have redefined science education. This course will help you unpack the complex standards and gain clarity on the essential components, including science and engineering practices, crosscutting concepts, and disciplinary core ideas. Participants will explore practical strategies and resources to support successful implementation of the standards, evaluate exemplar NGSS units, and design lessons using the 5E Lesson Model. Whether you are new to the NGSS or have some previous experience, you'll complete this course with a solid understanding of the components needed to effectively implement the NGSS standards in the classroom! This course is offered through the Teaching Channel.

SCIX 512 Empower Students with Critical Thinking in Science 3 credits
Critical thinking and scientific argumentation open up possibilities for students to enhance their ability to analyze and solve problems in our world! This course gives you the opportunity to incorporate critical thinking principles in your Science instruction by revising existing lessons or activities, evaluating the use of case studies, and developing an engaging activity that applies the model of claim-evidence-reasoning (CER). You will learn ways to empower students with skills to effectively present and support arguments, and will create and implement a new routine for them to practice critical thinking. At the end of this course, you'll be ready to unleash the power of scientific argumentation and critical thinking with Science students! This course is offered through the Teaching Channel.

SCIX 515 Teaching Students About Climate Change 3 credits
As students grow, they come to understand how climate change affects humanity, the planet, and their future. In this course, teachers will find fresh ideas for teaching students about climate change in ways that foster awareness, promote action, and encourage advocacy. Explore how knowledge about climate change empowers students to make environmentally conscious decisions that motivate them to become informed global citizens. Discover resources that provide innovative ideas and learn why people of color and people in poverty are more affected by a changing environment. Learn how you can inspire a generation of students to address the most pressing challenge of our time and commit to creating a sustainable and resilient future. This course is offered through the Teaching Channel.

SCIX 516 Empowering Engagement Strategies in Science 3 credits
Empowering Engagement Strategies in Science equips you with the knowledge and skills to engage students in science education. This course is designed to help educators identify shifts to student-centered science instruction using the Next Generation Science Standards (NGSS) frameworks. Brainstorm teaching ideas within the 5E framework to create dynamic lesson plans that engage and inspire. Apply an active learning approach to a current science lesson or unit and design activities that teach students a collaborative skill. You will also set a goal to improve equity in science lessons to serve all students. Get ready to take your science teaching skills to the next level! This course is offered through the Teaching Channel.

SCIX 517 Engagement wth Inquiry-Based Learning in Science 3 credits
Ready to engage students in science class? In this course, you will gain a deep understanding of the best practices, benefits, and characteristics of inquiry-based learning in science, and how it relates to the Science and Engineering practices of the NGSS. Explore the student and teacher roles in the inquiry-based learning process, and how to effectively engage students using this approach. Identify strategies for lesson planning, effective questioning, and discussions in an inquiry-based classroom, as well as ways that assessment can be used to support and measure student learning. By the end of this course, you will be equipped with the knowledge and skills to implement inquiry-based learning in your classroom, resulting in more engaged and motivated learners. This course is offered through the Teaching Channel.

SCIX 518 Fantastic Phenomena-based Learning with the Next Generation Science Standards (NGSS) 3 credits
Phenomena are events that occur in our world, like volcanic lightning or tsunamis. They create the perfect context for students to explore and learn science concepts, but how exactly do you go about designing phenomena-based lessons? The Next Generation Science Standards (NGSS) can help! This course breaks down the concept of phenomena-based learning to empower the depths of your and your students' curiosity. You'll go through the process of selecting an "anchor" phenomena, develop a way to "solve" a phenomena through Science and Engineering Design, and learn about how storylines can help with planning. Finally, you'll bring your learning together to share with your colleagues, and create a phenomena-based lesson. This course will demystify phenomena's role in NGSS, and provide a foundation to bring back wonder to the science classroom. This course is offered through the Teaching Channel.

SCIX 519 Dimensions of Teaching and Learning with the Next Generation Science Standards (NGSS) 3 credits
Whether you are new to the Next Generation Science Standards?(NGSS), or have started to dig in, we're here to help you navigate! With strong resources and examples, this course will increase your knowledge on the basics of 3D Learning in Science, setting you on a path to discovery-based teaching. Find out how to use the Practices, Cross-Cutting, and Disciplinary Core Ideas to design and align your lessons with the NGSS. Apply Engineering Design to help your students create something spectacular. Finally, discover how to ensure lesson alignment to NGSS using the EQuIP Rubric. Level up your science instruction skills and leave the course with the knowledge you need to apply NGSS 3D Learning. This course is offered through the Teaching Channel.

SCIX 520 Empowering Action with Environmental Science 3 credits
Whether you're a Science teacher, or an educator committed to making a difference, this course offers the tools you need to prepare students to take meaningful action for a sustainable future. Combine environmental science with project-based learning and empower students to engage with authentic, real-world challenges in this timely course. Students of today understand the urgent need to address issues like climate change, ocean pollution, and environmental justice. Apply the Next Generation Science Standards (NGSS) to ensure learning is grounded in best practices and discover how environmental science and social-emotional skills make a perfect partnership. This course is offered through the Teaching Channel.

SCIX 521 STEM is the Future for All Students 3 credits
STEM (science, technology, engineering, and math) knowledge will help our young people change the world, and you can give them a head start! STEM instruction works with real world problems in mind, while engaging in possible partnerships with colleagues, local community, and the world. Explore engineering design and teach students how to solve problems creatively across content areas. Understand why STEM identity matters, and develop strategies to improve access to STEM for all students. Empower students to tackle real-world problems with project-based and student-centered instructional practice. Upon completion of the course, you'll have ready to go lessons and well-rounded knowledge about the importance of STEM now, and in the future. This course is offered through the Teaching Channel.

SCIX 522 Full STEAM Ahead with Arts in STEM Education 3 credits
Power up teaching and learning in STEM content areas by adding the Arts! STEAM education—Science, Technology, Engineering, Arts, and Math—is an interdisciplinary approach that engages students in authentic, inquiry-based learning using "classic" art and building materials or the latest tech tools. Add to your toolkit of active learning strategies and innovative project ideas. Cultivate belonging so all learners can thrive in the STEAM classroom, collaborate with professionals to help students see themselves in STEAM careers, and develop 21st Century skills while exploring real-world problems. Whether you're a classroom generalist, a teacher in one of the STEM content areas, or an Arts specialist, you'll learn strategies to boost creativity, perseverance, and collaboration in your classroom! This course is offered through the Teaching Channel.

SCIX 523 Cultivating Equity in STEM 3 credits
Dream big and empower the next generation of diverse Science, Technology, Engineering, Arts, and Math innovators! In STEM, STEAM, Make, Dream, the author of the course text, Dr. Chris Emdin, reimagines STEM as inclusive, equitable, and accessible for all students, in particular students from historically marginalized communities who have been most excluded from STEM. In this inspiring, actionable course, you'll teach students how to claim a positive STEM identity, cultivate a sense of belonging in your classroom, and integrate the arts to build STEAM with creativity and maker culture. Encourage students to see themselves in STEM by connecting with mentors and learning about the contributions of diverse STEM thinkers. Engage students with real-world applications to address issues that matter to them. Activate students' natural curiosity with play and technology that brings STEM to life, such as augmented and virtual reality. This course will prepare you to foster a STEM culture where all students are "STEM people!" This course is offered through the Teaching Channel.

SCIX 524 Questions and Connections with NGSS Science Storylines 3 credits
This course empowers educators to revolutionize science instruction with the Next Generation Science Standards (NGSS) student-driven Storylines! Just like thinking routines, Storylines emphasize repeatable practices to enable deeper learning. Learners will engage with routines to support the creation and use of Storylines by crafting focus questions, choosing anchoring phenomena, and bundling performance expectations, standards, and content areas. Connect with practical strategies supporting hands-on exploration and critical thinking, and create an engaging classroom environment using the benefits of student-centered and Storylines. This course provides tools to revolutionize science education through student driven learning, shaping a future where curiosity and exploration drive student success. This course is offered through the Teaching Channel.

Social Studies (SSTX)

SSTX 502 Exploring the Multidimensional Complexities of War 3 credits
Perfect for social studies teachers who teach about Vietnam, the Civil War, WWI, WW2 and more, this course provides a comprehensive understanding about the concepts of war by considering its historical, social, and cultural dimensions. Educators will create activities that explore the often overlooked history of underrepresented populations, which will shed deeper knowledge about their experiences and contributions during times of conflict. Discover how lesser-known wars have played significant roles in shaping larger conflicts, and gain insight into their causes and the repercussions. Revise and refresh existing lessons, while incorporating new perspectives that encourage critical thinking and empathy. Investigate resources that highlight humanity amidst the context of war, encouraging students to view combat through a nuanced lens. Study the multifaceted nature of war to ensure students gain a deep appreciation for its devastating impact on individuals and societies. This course is offered through the Teaching Channel.

SSTX 505 Civics Skills for Today's Students 3 credits
This course empowers you to provide students with a comprehensive understanding of civics by exploring topics, activities, and resources that promote inclusive civic engagement skills. Learn about practices in civil discourse using techniques that support respectful and informed discussions. Encourage students' critical thinking skills for a deeper understanding of historical and contemporary civic matters by working with documents and primary sources.Brainstorm opportunities for students to exercise civic action, so they can learn to make a difference in their communities and our nation. Join us on this enriching journey of civic education to prepare the next generation of informed and active citizens. This course is offered through the Teaching Channel.

SSTX 508 Teaching and Learning About the History of Slavery in the U.S. 3 credits
Exploring the history of people who were enslaved in the United States can bring up emotions and a myriad of challenges for both students and teachers. Yet, in this course, you will learn best practices for facilitating difficult conversations with students about our nation's history. Discover how myths, timelines, and trades affected the lives of people who were enslaved, as you celebrate the revolts, rebellions, and the bravery of rebels who fought tirelessly for freedom. Brainstorm what learning about the history of people who were enslaved teaches students about themselves, and leave the course empowered with ideas for social change and justice so we can work together to heal our nation. This course is offered through the Teaching Channel.

SSTX 511 Multiple Perspectives in U.S. Colonial History 3 credits
This course explores the concept of multiple perspectives, specifically those of Native Americans, African-Americans, and women, while teaching about U.S. Colonial History. You will evaluate different frameworks for historical analysis that incorporate diverse viewpoints and narratives, and develop an outline to educate colleagues, families, and/or administrators about the significance of multiperspectivity. Articulate strategies for revising your instruction to emphasize the interconnectedness between Native American history and U.S. Colonial History, to foster a more comprehensive understanding of these intertwined narratives. You will design an engaging activity centered around learning the perspective of African-Americans in U.S. Colonial history, promoting empathy, and nurturing a deeper appreciation for diverse experiences. Lastly, you'll create micro-goals to guide your teaching practice, focusing on the inclusion of multiple perspectives in teaching U.S. Colonial History. This course will provide ideas and resources to foster a more inclusive and holistic educational experience for all learners.This course is offered through the Teaching Channel.

SSTX 512 Elementary Social Studies Across the Curriculum 3 credits
There has never been a more critical time to approach social studies in the classroom: from pandemic to politics to social media and social justice, the list goes on. However, when it comes to finding curricular time in an already jam-packed school day, prioritizing social studies can be difficult. We can help! In this course you will explore the importance of an interdisciplinary approach to teaching social studies at the elementary level. Specifically, you will review, modify, and create resources that blend science, ELA, and social studies into the curriculum you may already use in your classroom. This course will also provide resources for navigating complex social studies topics with young students and make connections between critical literacy philosophy and social studies. By the end of this course, you will be ready to integrate social studies curriculum into your classroom across subject-areas! This course is offered through the Teaching Channel.

SSTX 513 Exploring the Civil War Through People, Photography, and Present-Day Perspectives 3 credits
The U.S. Civil War's historical data like generals, battles, and dates are important to the framework of the war, but those points in history are only part of the story. This course approaches this important nation-changing event by looking critically at of lesser mentioned focus points. By showing students perspectives of American Indians who fought in the war, women who participated through both fighting and spying, and the use of photography to chronicle the war, they will gain new insights of how the war impacted those both on and off the battlefield. You'll review resources that support teaching about the abolitionist movement and the removal of monuments across the country, along with a variety of curriculum ideas to enhance your instruction focused on the U.S. Civil War as a whole. This course will deepen your students' understanding of the effects of war on our society, our people, and our nation. This course is offered through the Teaching Channel.

SSTX 514 Teaching About the Path to the U.S. Presidency 3 credits
This course represents a generalized experience of running for president of the United States of America. You'll analyze your "fitness" for office, including both formal and informal qualifications to better the chance of success. Then, you'll create a platform that will balance your beliefs with the needs of the country. Learn about Political Action Committees (PACs) and other sources of funding to bolster your "campaign platform," as you work to gain trust and support. Review past campaigns to learn what strategies suit your "platform," and understand how primaries and caucuses play a role in the overall election. Finally, towards "election night," you'll explore the purpose of the Electoral College, and determine how students can debate the need to retain the electoral college. This course is packed with resources and ideas to bring the process of becoming the President of the United States to life! This course is offered through the Teaching Channel.

SSTX 516 Engaging Students with the U.S. Founding Documents 3 credits
This course invites you to explore some of the U.S. founding documents, like the Constitution and Bill of Rights, from a fresh and inclusive lens beyond your current curriculum. Refresh an existing hook or introduction with a new captivating approach, develop an activity reinforcing the importance of the Bill of Rights, and create a SMART Goal aimed at increasing the visibility and perspectives of unrepresented or maligned groups in the Constitution. Throughout the course, you'll explore ways to introduce and implement innovative teaching ideas from various resources, leveraging modern techniques to enhance your instruction and create a dynamic learning environment. Lastly, you will set micro-goals focused on providing students with meaningful opportunities to actively participate in civic engagement, inspiring them to become informed and active citizens. By the end of this course, you will have reimagined how to teach students about the founding documents, and will empower students to be active participants in shaping a just and inclusive society. This course is offered through the Teaching Channel.

SSTX 519 New Teaching Approaches for the U.S. Civil Rights Movement 3 credits
Whether you are a veteran history teacher or teaching about the U.S. Civil Rights Movement for the first time, this course offers fresh teaching strategies and content that engages students. Educators will evaluate various approaches to teaching this historical event using primary sources and interactive learning experiences. Compile a list of "lesser known" individuals, topics, and organizations that should be included when teaching about the Civil Rights Movement. Become actively engaged with the music and artwork of this historical time through a "Perceive" activity, and encourage students to draw connections between the Civil Rights Movement and current events. This course highlights the need for critical thinking, and promotes a broader understanding of ongoing struggles for equality and social justice. This course is offered through the Teaching Channel.

SSTX 523 Equity Through Classroom Conversations 3 credits
This course will focus on the importance of classroom conversations about current events and topics that are relevant to students' experiences. As a participant, you will analyze the connection between classroom conversation practices and equity philosophy and you will examine your own educator identity and its impact on conversation facilitation. You will then explore resources to support the implementation of classroom conversations in your classrooms including sentence frames, norms, and student-facing tools to help your students towards productive discussion. By the end of this course you will have the tools and resources needed to effectively implement classroom conversations and the confidence to navigate difficult or complex topics with your students. This course is offered through the Teaching Channel.

SSTX 526 Teaching and Learning about Social Justice 3 credits
We are living in a time where social justice activism and advocacy surrounds us! In this course, you will learn what is meant by "social justice," and what social justice means for educators, students, and schools. Filled with resources, this course teaches students how they can get involved and be advocates for change. Explore pedagogical best practices for teaching students about social justice, and leave the course with meaningful ideas for supporting advocacy and action for social change. This course is offered through the Teaching Channel.

SSTX 527 Think like a Historian! Teaching Historical Investigations in Social Studies 3 credits
Learn how to help your students "think like historians" in this engaging course! Challenge students to consider relevant questions about the past, investigate sources to address these questions, and formulate their own evidence-based arguments. Discover how to use primary and secondary sources to explore key historical thinking concepts with your students, including causality, change and consistency over time, and multiperspectivity. Filled with examples and sample units from the author's own teaching experiences, you'll learn how to bring these exciting historical investigations into your middle and high school classroom, and help your students develop universal critical thinking skills. When students actively engage in historical investigations–the way real historians do–they find that American history is not just the memorization of names and dates; it's challenging and fun! This course is offered through the Teaching Channel.

SSTX 528 Social Studies Instruction for Maximum Impact 3 credits
With the goal of preparing students for an informed civic life, understanding how your instructional methods move students through the learning process is key. After all, you want them to use what you teach them in their future! In this course focused on maximizing your effectiveness and impact as a social studies teacher, you'll explore the ideas of surface learning, deep learning, and transfer of learning as you create and implement new ideas. Activities will encourage you to help students solidify their learning so they will be able to access it down the road to make informed decisions. Find out how you can continue to make a difference every day, now, and in the future, with impactful instructional methods in your social studies classroom. This course is offered through the Teaching Channel.

SSTX 529 Help Students Change the World with Civic Engagement 3 credits
Youths today demand solutions and change for some of our nation's most challenging issues. This course provides content area teachers a variety of ways, big and small, to empower students to find their voice as active participants in democracy. Through the lenses of both identity and bias, discover ways for students to research and verify credible and accurate resources, and build communication skills in writing, debate, and civil discourse. Develop a visual overview of the process of civic action, and learn how to create assessments that foster reflection and growth. Plus, this is a text you will refer to again and again! We already know students will change the world, and we can help build the strengths in critical thinking, empathy, and social consciousness to get them there. This course is offered through the Teaching Channel.

Social/Emotional Learning (SELX)

SELX 504 Resolving Conflict in Elementary School 3 credits
Learning how to manage conflict when we are young is a lifelong skill! Teaching and modeling conflict resolution in elementary school ensures students are set up for success when life, inevitably, throws curves. Explore the dynamics of conflict resolution with faculty and staff in an elementary school setting, and learn bullying prevention strategies students can use daily. Discover how healthy conflict provides an opportunity for students to learn communication and collaboration skills and how disparities in discipline impact conflict. Understand how nurturing strong relationships, applying restorative practices, and building classroom management routines boost confidence in our students and in ourselves! This course is offered through the Teaching Channel.

SELX 506 Trust, Humor, Praise, and Connection for Meaningful Relationships with Students 3 credits
Educators know the importance of connecting with students. This course focuses on 4 key ideas for making connections and developing relationships: trust, humor, praise, and connection. You'll work to set intentions for connecting with students using a strategy you've not tried! Learn about ways to trust your students to participate in and control their own learning. Explore why your sense of humor is a huge asset to keep your classroom lively and healthy. Finally, you'll take a look at how you praise your students, and create phrases to make sure your students are getting positive, constructive feedback to improve and develop their skills. This course will renew your confidence in developing relationships that benefit students now and in the future. This course is offered through the Teaching Channel.

SELX 510 Breaking the Cycle of Student Drug Use and Abuse 3 credits
The focus of this course is to understand important information about addiction, drug use, and their effect on students. Explore the popularity of prescription and street drugs along with the physical and mental health issues that go with use and addiction. Learn ways to support students with awareness, conversation, and resources that are uplifting and informative. Investigate the parameters in place at your school to keep students safe, while discussing real stories about addiction, with honesty and integrity. We can work together to break the cycle of student drug use and abuse. This course is offered through the Teaching Channel.

SELX 511 The Power of Emotional Intelligence in Learning 3 credits
This course explores the profound influence of emotional intelligence, or EQ, on the learning process and its positive impact on both personal and academic development. Participants will gain a deeper understanding of EQ and its role in enhancing learning outcomes by exploring how it is related to effective learning and academic success. By cultivating EQ, students will be able to navigate conflicts they encounter in the learning process, enhance their capacity for critical thinking, and unlock their full potential as learners. This course is offered through the Teaching Channel.

SELX 516 Advocacy and Support for Students Living with Depression 3 credits
"I'm so depressed!" has become a well-worn mantra, but what does it mean to live with depression and how does depression affect students? This course answers those questions and investigates the many ways in which depression, and other mental illnesses, impact the lives of our students. Learn about the connection between depression and anxiety, trauma, substance abuse, and other factors. Explore the mental health challenges of students of color, strategies for mental health support, reducing stigma, and share your important new mental health knowledge with others. End the course with an opportunity to collaborate with colleagues to brainstorm ideas for mental health advocacy, action, and awareness. This course is offered through the Teaching Channel.

SELX 518 Nurturing Kindness in Classrooms, Schools, and Beyond 3 credits
Kindness is more than just a simple gesture or a random act; it's a mindset and a way of life that focuses on treating one another with respect, empathy, and compassion. It's an innate aspect of human nature, but children need to develop this skill to become compassionate adults. As an educator, you play a powerful role in teaching interpersonal skills that promote a healthy school environment. Create a classroom and school culture that values kindness, preventing bullying, and enhancing social-emotional learning (SEL) skills while fostering self-compassion. You will explore kindness through strategies to promote inclusivity, empathy, and compassion with activities and programs supporting the kindness movement. By nurturing students' kindness and compassion, you'll lay the foundation for a welcoming school community, and help students become caring individuals in the world. This course is offered through the Teaching Channel.

SELX 520 Suicide Prevention Strategies for Educators 3 credits
According to the Pew Charitable Trust, people 10-24 years old make up 14% of all suicides—surpassing 6,500 deaths each year, which makes suicide the third leading cause of death for this age group. As adults who work directly with students, we can make a difference in students' lives with awareness of teen mental health, and an understanding of warning signs and risk factors of suicide. This course shows the strong connections between bullying and suicide, and suicide and non-suicidal self-injury (NSSI), and offers language and strategies to prevent suicides. With protective and preventive resources, you will leave this course with goals and knowledge to promote awareness and understanding of suicide with students, families, in your school, and beyond. This course is offered through the Teaching Channel.

SELX 521 Finding Resilience in Academic and Emotional Adversity 3 credits
In our fast-paced and increasingly stressful world, resilience is more important than ever. Resilience is one of the most critical life skills we can both practice ourselves, and teach to children. Educators can play a key role in helping students develop the inner strength and flexibility needed to overcome challenges. In this course, you will define resilience for your learners and discover the positive impacts related to being resilient. You'll also assess your own resilience and identify methods to increase resilience in your students and yourself. As a course participant, you will review resources on and consider the impacts of Adverse Childhood Experiences (ACEs), toxic stress, adversity, productive struggle, and growth mindset as they relate to the need for resilience. Course activities ensure the opportunity to create materials and lessons to teach resilience and coping strategies for use when facing academic, social, or emotional adversity. This course is offered through the Teaching Channel.

SELX 533 Exploring and Measuring Students' Social Emotional Skills 3 credits
Educators agree: social emotional learning is foundational to students' education, but how can we measure what students know about SEL against what they still need to learn? This course will take you through the foundations, concepts, and history of SEL to inform your teaching practice. Then, move beyond the basics and gather with a colleague to discuss how data can be used to measure students' SEL strengths. Develop an assessment strategy and "make a case" for including SEL skills and assessments in schools and curriculum. You will leave the course with strong foundational SEL knowledge along with learning how developing students' social emotional learning skills will lead to their happiness and success. This course is offered through the Teaching Channel.

SELX 539 Empathy and Understanding: The New Tools for Students with Challenging Behavior 3 credits
Ease your fear and frustration when faced with students who are difficult to reach and teach. In this course, featuring Dr. Greene's book Lost at School, you will find the steps you need for connecting with challenging students. Break free from old mindsets and terminology like "at-risk students," and empower yourself with the Collaborative and Proactive Solutions (CPS) model that teaches strategies for building and nurturing teacher-student relationships. Learn how to use the Assessment of Lagging Skills and Unresolved Problems (ALSUP) inventory to identify the issues in need of attention. Join us on this journey of empathy, problem-solving and relationship building! This course is offered through the Teaching Channel.

SELX 540 Social Emotional Learning: Strengthening Hearts and Minds 3 credits
Social emotional learning has been called the "missing piece" of education, and this encouraging, relevant course will allow you to complete the puzzle. Filled with resources and applicable activities, the course takes the learner on a journey from the basics of social emotional learning to teaching strategies for each competency. Applications are designed for exploration and reflection to allow participants to develop future plans to implement social emotional learning and increase these necessary skills in their learners. This course is offered through the Teaching Channel.

SELX 541 Incorportating Mindfulness: Strategies to Encourage Student Focus and Awareness 2 credits
Discover how to share the power of mindfulness with students in this engaging class! Based in research and grounded in practical applications, this course explores how present-focus awareness can foster social and emotional learning, increase attention, and help students manage big emotions throughout the school day. Explore simple, ready-to-implement activities to unlock the key benefits of mindfulness, including stress reduction, increased focus, positive self-concept, emotional control, and affirming relationships. Learn the first steps to develop your own classroom or school-wide mindfulness practice with expert tips, outreach ideas, and action plans. If you are ready to teach your students how to use mindfulness to build resiliency, focus, and well-being, we hope you will join us! This course is offered through the Teaching Channel.

SELX 542 Trauma Sensitive Teaching: Helping Students Overcome Adverse Experiences 3 credits
For students who have experienced trauma** at home, including divorce, loss, illness, or abuse, success in school can feel out of reach. In this course, you will learn how to help your students overcome adverse experiences as you develop trauma-sensitive strategies for your classroom. Beginning with brain research, discover the impact trauma has on students' emotional and academic development. Explore the foundations of trauma-informed teaching, including an emphasis on relationship-building, student choice, safety, and resiliency. This course will also present a thought-provoking look at the importance of self-care for educators working with students impacted by trauma and provide teachers with the tools they need to build their own wellness plan. By changing the way we view and react to children's academic and social problems, we can help all of our students build the strength they need to find success. This course is offered through the Teaching Channel.

SELX 543 Caring for the Mental Health of Your Students 1 credit
This course explores the range of student mental health issues, both hidden and visible, in classrooms today, including behavior disorders, internalizing disorders, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD), and related conditions such as substance abuse and suicide. Learn about the crisis in our schools surrounding mental health care for students, and make recommendations for improvement in your school or district. You will also explore suggestions for accommodation and modification for students who experience mental health disorders. This course is offered through the Teaching Channel.

SELX 544 Mindsets Matter 3 credits
Children can learn and grow in ways they never thought possible through the adoption of growth mindsets for students! You will learn strategies to ensure your students are challenged, think critically, and can embrace failure as a stepping stone to success. Incorporating mindsets in the classroom will introduce a self-aware and important philosophy for promoting both personal and academic success. This course is offered through the Teaching Channel.

SELX 545 Fully Wired:Understanding & Empowering Adolescents 3 credits
This course will explore the various changes occurring in the brains of adolescents, and show teachers how to understand, communicate, and stay connected with these students. With the arsenal of strategies discussed in this course, teachers can help their students learn to control impulses, manage erratic behavior, and cope with their changing bodies. This course is offered through the Teaching Channel.

SELX 546 Anxiety Awareness:Empowering Student with Help and Hope 3 credits
Mental health professionals are shining a light on the pervasiveness of anxiety, highlighting the need for increased awareness and attention to this issue. Young people are notably affected: anxiety affects 1 in 5 children, and 70% of teens say that anxiety is a major problem facing their age group. This course will give educational professionals the tools they need to support students who have anxiety, including foundational knowledge about anxiety, its symptoms, and a look at Cognitive Behavioral Therapy (CBT). Utilizing clips from the documentary, "Angst: Raising Awareness Around Anxiety," participants will complete the course with ready to implement strategies for teaching coping skills, ideas for accommodations, and considerations for tools and processes to support students who have anxiety. This course is offered through the Teaching Channel.

SELX 547 Keeping Students Safe at School 3 credits
In today's schools, safety is a complex and critical issue. Keeping Students Safe at School focuses on creating safe classrooms through social-emotional learning, trauma-informed teaching practices, and lessons to increase empathy and digital citizenship. In addition, this course explores how to prepare for and respond to school violence. By offering this course, our collective goal is to provide educators with the strategies they need to remove "I don't want to think about that" and replace it with "I know what to do." This course is offered through the Teaching Channel.

SELX 548 From Trauma Informed to Trauma Invested: Creating a Culture of Safety 3 credits
This inspiring course focuses on building the five fabulous skills needed for student success: empathy, integrity, self-control, embracing diversity, and grit! Teach students to reach beyond academics to increase the likelihood of positive outcomes in school and adult life. Teachers will learn how to teach each of these skills and will help students understand the difference between honesty and integrity. Learn how to assess these five student success skills through intentionality, observation and reflection. Participants will also learn how school culture and student relationships affect each of these important skills all designed for academic and social success. This course is offered through the Teaching Channel.

SELX 549 Five Fabulous Skills for Your Student's Lifelong Success 3 credits
This inspiring course focuses on building the five fabulous skills needed for student success: empathy, integrity, self-control, embracing diversity, and grit! Teach students to reach beyond academics to increase the likelihood of positive outcomes in school and adult life. Teachers will learn how to teach each of these skills and will help students understand the difference between honesty and integrity. Learn how to assess these five student success skills through intentionality, observation and reflection. Participants will also learn how school culture and student relationships affect each of these important skills all designed for academic and social success. This course is offered through the Teaching Channel.

SELX 550 Bringing Distance Learning to Life with Equity and Humanity 3 credits
Human connection is an essential part of teaching and learning! In our ever-changing world, humanizing distance learning provides comfort and security for students and families. This course guides teachers to dismantle dependency and encourages independent thinking while shining a light on inequities, identity, and the digital divide. Attendance in this course does not require a particular social or political perspective, but we do ask teachers to join us with an open mind and empathetic heart. Enjoy the journey as you bring your learning to life with socioemotional strategies that will humanize your distance learning practices in this one-of-a-kind course. This course is offered through the Teaching Channel.

SELX 551 Connection in the Classroom 3 credits
One of life's universal truths is the need for connection. Even though our students join our classrooms with a variety of backgrounds from trauma to addiction, they also seek connection and a sense of belonging. In Connection in the Classroom, you will learn how emotionally connected classrooms support students in achieving their goals and you will discover what neuroscience research says about why emotional connections are key to students' success. This course will teach you how to create an emotionally connected learning environment that is safe, healthy, and nurturing. This course is offered through the Teaching Channel.

SELX 552 Empathy and Social Comprehension for a Compassionate Classroom 3 credits
Our social and political climate is thoroughly integrated in our personal and professional lives - now more than ever. When students ask about current events, race, religion, or politics, negotiating an appropriate response might feel daunting and uncomfortable. This course will give you and your students the confidence, skills, and tools to embrace and honor questions and discussions, seamlessly and courageously within your curriculum. Participation in this course does not require a specific political or social stance, but you must have an open mind and heart, and the desire to deepen skills in the areas of empathy, listening, awareness, and identity. The goal is to create a space where students can honestly and respectfully ask questions and have discussions about meaningful topics that affect all of us. Our students need us to hold that space for them; this course will empower you to do just that. This course is offered through the Teaching Channel.

SELX 553 Social and Emotional Learning Starts with You 3 credits
In this course, you will explore how social and emotional learning can instill hope in the school community; how it impacts student academics; and how adult SEL is as important as student SEL. You'll examine the five SEL skills and ideas for implementation of each to see how SEL can help make your classroom and your school a place of genuine acceptance and hope. In addition, you'll learn more about your students, your colleagues, and even, yourself! This course is offered through the Teaching Channel.

SELX 554 SEL and Empathy-Based Bullying Prevention 3 credits
Our students deserve a world they can navigate with a strong sense of self, and the courage to make social change. Teaching Channel is proud to partner again with IndieFlix to provide video clips and resources from the film, The Upstanders, to support both SEL and brain science related to bullying prevention. This course provides tools to empower bystanders to become upstanders, and it encourages victims that there is safety in remaining who they are by celebrating their identity. Learners create activities focused on empathy, and well-being, and analyze bullying prevention policies for equity and inclusion. Educators will leave this course understanding the complicated nature of bullying and the many ways they and their students can be part of the solution. This course is offered through the Teaching Channel.

SELX 555 Mental Health Advocacy and Allyship for Students of Color 3 credits
Learn to be an ally and an advocate for students and colleagues of color in this transformative course based on the IndieFlix documentary film, Race to Be Human. This course gives educators the chance to learn the toll racism takes on the mental health of students of color. Discover how representation, self-expression, and courageous conversations can be used to challenge the status quo and aid students who are BIPOC in healing from the trauma of racism. Filled with resources you can use to audit your classroom for equity and to ensure students of color have successful school experiences, as they manage mental health challenges caused by racism. This course is offered through the Teaching Channel.

SELX 556 Mental Health Matters 3 credits
Educators understand the ways mental health challenges can impact student wellness, and want to learn how to provide the support students need so they can focus and flourish. In this course, educators will celebrate students' stories of successfully navigating mental illness and will investigate how to address the stigma associated with it. Pick a PreK, elementary, middle, high school, or educator pathway, then create a "mental health moonshot," your opportunity to dream big and share ideas for making mental health a priority. Discover ways to boost engagement with research-based, actionable strategies like movement, meditation, and mindfulness. Explore how issues of identity, disordered eating, suicide, gun violence, social media, and racism affect student mental health and how technology brings support to "our fingertips." End the course on a hopeful, high-note as you grow in your understanding for supporting students so they can be happy and healthy. This course is offered through the Teaching Channel.

SELX 557 Grief and Your Students: Honoring, Sharing, Healing 1 credit
This course will provide strategies to help teachers deal with the sensitive topics of death, grief, and school-wide loss. Educators will be empowered with age-appropriate ways to help students deal with grief, specifically their feelings, behaviors, and the outcomes instigated by grief and loss. Learn how to initiate and maintain communication, how to help students struggling with complicated grief, as well as ways to manage one's own emotions when helping students. This course is offered through the Teaching Channel.

SELX 558 Supporting Social Emotional Growth for English Language Learners 3 credits
Get ready to embark on a journey to unlock next-level learning potential for your English Language Learners (ELL). Be inspired to identify the many ways to support your ELLs and grow both their social-emotional learning (SEL) skills and academic outcomes. Learn about the interaction between students' mindsets, agency, relationships, and skills and how to develop these concepts to give students the tools they need to succeed now and in the future. Examine your current practices, design ways to integrate SEL skills into your practices and develop resources to support SEL growth. By the end of this course, you'll be well versed in social-emotional learning, and ready to equip your ELLs with a powerful toolkit for success. This course is offered through the Teaching Channel.

SELX 559 Mindsets and Mindfulness in the Classroom 3 credits
"There is no school that is better than its teachers." This declaration is at the heart of the course Unleash Your Teaching Greatness. In this introspective and exploratory course, you will identify the characteristics and skills great teachers possess and ponder what makes a good teacher, great. Think back to why you chose the teaching profession and consider the power of your position to influence and mold the future. Understand how the relationships you create with students, parents, colleagues and administrators can help pave the path to teaching greatness and determine why practice and reflection are instrumental if we want to learn, grow, and master the art of teaching. This course is offered through the Teaching Channel.

SELX 560 Social Emotional Learning (SEL) to Boost EQ 3 credits
Social emotional learning has long been called the "missing piece" of education, and this encouraging, relevant course will allow you to complete the puzzle. Filled with resources and applicable activities, the course takes the learner on a journey from the basics of social emotional learning to teaching strategies for each competency. Applications are designed for exploration and reflection to allow participants to develop future plans to implement social emotional learning and increase these necessary skills in their learners. This course is offered through the Teaching Channel.

SELX 561 SEL for Middle and High School Students 3 credits
In a post-pandemic world, there remains a significant need for supporting middle and high school students in all aspects of social-emotional learning (SEL). This course will guide you in reflecting on your classroom practices to promote the Collaborative for Academic Social Emotional Learning (CASEL) framework through resilience, self-awareness, and more. We'll explore how to refresh group processes and classroom organization to empower students, design a collaborative activity based on restorative practices, and implement a lesson on metacognition to enhance self-awareness and executive function skills. Challenge the status quo through assignments focused on identity, empathy, and responsible decision-making, and design your assessment philosophy to support student resilience. Filled with SEL strategies, this course will refresh and restore the way you promote social-emotional learning in your middle or high school classroom.This course is offered through the Teaching Channel.

Sociology (SOC)

SOC 151 Introduction to Sociology 3 credits
This course will promote sociological imagination, a common-sense approach to culture, politics, history, and psychology, and empower evidence-based reasoning. This course provides an empirical investigation into theory, family dynamics, cultural inequities, organizations, capitalism, democracy, and globalization in application-based exercises, albeit promoting critical thinking and problem skills developing a deeper understanding of social sciences.

SOC 198 Servant and Ethical Leadership 4 credits
This course focuses on servant leadership and faith-based intervention, collaboration, and practices as grounding for the action work toward change advocacy. At an intrapersonal level, students will explore culturally dynamic populations developing community relationships within the human service context that creates them for the sake of the common good.

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 220 Class & Community 3 credits
This course analyses the nature, functions, and tensions of American social classes and community life. The primary focus is on the historical and modern expressions of stratification, which are evaluated in terms of their consequences for the individual and the community. The debate and tensions of rights versus responsibilities form the basis of inquiry into the individual-community relationship. (Prerequisites: SOC 151, SOC 198, CJU 200 and PSY 201)

SOC 225 Minority Groups 3 credits
This course explores and analyses the various racial, ethnic and socially marginalized groups. Further exploration is made on the psychology of diversity examining possible systemic and historical considerations as they relate to modern issues. Attention is given to understanding minority and majority issues and how they relate to prejudices, discrimination and segregation in contemporary life. Further, how these issues affect access to areas such as education; employment; acquiring shelter etc.. Also explored is the individual and corporate role such as the role of organizations, policy makers and government agencies. Students will select and engage directly with a social group and/or organization to gain an enhanced understanding of the dynamics and effects of a minority and majority status and propose possible methods for understanding and proposed solutions.

SOC 236 Social Welfare as an Institution 3 credits
This course examines basic social welfare theory and methods in order to understand the structure and function of public and private welfare. Examinations of social problems both globally and domestically are made focusing on the American social structure. Explorations will highlight broad historical trends and explanations of today's social controversies, built upon the understanding, and use of sociological theory, which ties facts together to create meaning and deepen insight. Attention is given to several areas of social welfare in which specialization has occurred, such as work with the elderly, poverty, gender inequality; and people experiencing homelessness.

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 151)

SOC 311 Social Theory 3 credits
This class provides an overview of the history of sociological theory, exploring classical and contemporary theories and how these are expressed in society through examinations, discussions and applications of the works of Karl Marx, Max Weber, Georg Simmel, Emile Durkheim, George Herbert Mead, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research.

SOC 321 Social Organization 3 credits
This course will theories and analysis of social organization in its historical and present context. Emphasis will be on the interrelationship between individuals and other institutions and as 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, and formal organizations), basic social processes (integration, differentiation, regulation, and change), the emergence of social organization from individual decision-making, and the sociology of work and occupations

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 151)

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 in equality 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 151)

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 151)

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 151)

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 151)

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 151)

SOC 476 Sociology Capstone Portfolio 4 credits
This Sociology Capstone course is an integral component to enhance a student's total academic experience through a Portfolio model used throughout their academic Sociology journey. Students will design a personalized Portfolio consisting of personal and professional artifacts linking theoretical, conceptual, and practical experiences to examine, challenge, question, and broaden their educational experience. This course will further expose students to an opportunity to formalize their career goals. (Prerequisites: SOC 151, SOC 198, SOC 220, SOC 225, SOC 236, SOC 311, SOC 498, and SOC 321)

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 151)

SOC 498 Sociology Internship: Leadership in Community Service and Engagement 1-15 credits
The internship provides the student with firsthand experience in work setting providing services that pertain to the student's major and field of interest. The student learns to apply theories, concepts, and principles learned in the classroom. In conjunction with the university supervisor, the student selects a suitable internship site that meets the needs and interests of the student and the organization in which they serve. (Prerequisites: SOC 151, SOC 358, SOC 359)

Spanish (SPA)

SPA 101 Beginning College Spanish I 4 credits
This course introduces basic vocabulary along with present and simple future tense verbs. Cultural notes and short readings are included along with 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 verbs and using a communicative approach to review basic tenses. Cultural readings 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, at times with the same texts. Continued refinement of reading, writing, listening, and conversational skills with emphasis on cultural issues are 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 3 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 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 593 Applied Experience in Autism Spectrum Disorders 3,6 credits
Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.

SPED 595 Applied Experience in Emotional Behavioral Disorders 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.

Special Needs and Gifted Students (SNGX)

SNGX 500 Differentiation for Students Identified as Gifted 3 credits
Get ready to dive into the minds of students who are identified as gifted as we explore ways for them to use their unique characteristics for engagement in the classroom. You will tackle the important issue of why minority groups are often left out of gifted education, and brainstorm ideas to level the playing field. Beyond academics, you'll learn how to nurture their social and emotional social growth to thrive in and out of school. You will design engaging lesson plans with tiered activities and mind-blowing group strategies, and create a plan to involve families and caregivers in the gifted classroom. Get ready to boost academic and SEL skills for students identified as gifted! This course is offered through the Teaching Channel.

SNGX 508 Special Education Process and Law 3 credits
More than 7 million students receive special education services each year in the United States. The Individuals with Disabilities Education Act (IDEA) currently leads special education programming, and a detailed understanding of this law can ensure that educators are able to apply the elements to support students with disabilities. Throughout this course, you'll navigate the multitudes of special education vocabulary, the specific disability categories covered under IDEA, and create a stronger understanding of Individual Education Programs (IEPs), 504 plans and legislation that has shaped special education today! This course will help you implement programming to ensure students are supported and successful in school! This course is offered through the Teaching Channel.

SNGX 512 A Quick Guide to Response to Intervention (RTI) 3 credits
In today's world, teachers are tasked with many things, including identifying, monitoring, and tracking student progress. For the students who are struggling, utilizing the Response to Intervention (RTI) model can help teachers support struggling learners through its multi-tiered approach. This course will guide teachers through the identification of struggling students, incorporating and monitoring interventions, and determining when additional support, such as special education services, is required. This course is offered through the Teaching Channel.

SNGX 516 The Gen Ed Guide to Special Ed 3 credits
With more than 7.3 million children with disabilities currently receiving special education services across the United States, teachers need skills and knowledge to reach and teach all students! This course gives general educators a look into the history of special education, the process for identification and diagnosis, as well as a view into how to support students in an inclusive classroom. You'll utilize the new learning to ensure you have a strong foundation in the 13 types of disabilities, strategies you can use, and methods for engagement within the classroom. This course will give you essential knowledge and skills to serve all students! This course is offered through the Teaching Channel.

SNGX 520 A Guide to Oppositional Behavior Disorder (ODD) and Similar Behavioral Challenges 3 credits
Defiant. Stubborn. Obstinate. Inflexible. Argumentative. These are all words often used to describe a student with behavioral needs. Are behaviors you see in your student considered to be Oppositional Defiant Disorder (ODD), or could it be another behavioral issue? In this course, you will gain an understanding of the root causes of ODD, and learn to modify your responses to behaviors to create a supportive environment. You'll explore strategies and supports for both school and home, including interventions and schoolwide systems for managing student behavior. Take the opportunity to compare and evaluate the benefits of various therapeutic approaches for both students and their families. By the end of this course, you will gain a better understanding of the causes and symptoms of ODD, and be able to apply strategies to create a supportive learning environment for students.This course is offered through the Teaching Channel.

SNGX 521 School Leadership in Special Education 3 credits
A survey by the Council for Exceptional Children in 2019 reported that special education teachers believe that only 18-26% of their school and district level administration (e.g. principal, general district administrators) are well versed and qualified to support them while they work to ensure a high-quality education for students with special needs. These statistics underscore the opportunity for leaders to bring together special education teachers, families, students, and community partners. Throughout the course, you'll review the historical context and laws that shape current special education laws, identify your role in the IEP process, how to coach and evaluate special education teachers and determine methods to improve your communication with all stakeholders. Broaden your leadership skills with strategies for inclusive education! This course is offered through the Teaching Channel.

SNGX 523 Culturally Responsive Teaching in the Special Education Classroom 3 credits
This course is designed to empower special education teachers with the necessary skills and knowledge to create an inclusive and culturally responsive classroom environment. The course emphasizes strategies for culturally responsive teaching practices, promoting equitable approaches to pre-referral/referral processes, IEP development, and effective communication with caregivers. You will learn how to develop instruction based on the Universal Design for Learning (UDL) framework to meet the diverse needs of students from various cultural backgrounds. Walk away with a comprehensive toolkit to foster inclusive and equitable practices, so every learner can thrive. This course is offered through the Teaching Channel.

SNGX 524 Creating an Inclusive Classroom for Students with Exceptionalities 3 credits
Today's classrooms include students with disabilities. This course will empower teachers to embrace inclusion with expertise and evidence-based instruction along with behavioral management practices to successfully support students with disabilities! This course is offered through the Teaching Channel.

SNGX 525 ADHD. Focusing, Learning and Teaching 3 credits
Are you seeking strategies for teaching students with the disability of ADHD how to be successful in the classroom? This course will shed light on the questions and issues with which you likely struggle the most, and help you better meet the needs of students with ADHD in your classroom. Explore executive functions, instructional strategies, as well as methods for increasing appropriate behaviors, treatments, modifications and accommodations for students with the disability of ADHD. ADHD: Focusing, Learning, Teaching is 3 graduate credits and offered in an online course format. This course is designed for teachers and school personnel seeking relicensure, recertification, or salary advancement. This course is offered through the Teaching Channel.

SNGX 526 Across the Spectrum:Teaching Students with Autism 3 credits
This course has been designed specifically to help you work with students with disabilities diagnosed with autism spectrum disorder (ASD) in the mainstream classroom. You will explore the following components associated with ASD: anxiety, sensory processing, engagement, classroom communication, parent/teacher communication and collaboration, and associated behaviors. You will learn about a myriad of strategies designed to help your students with the disability of autism to experience success in the mainstream classroom. This course is offered through the Teaching Channel.

SNGX 527 Succeeding with the Struggling Student 3 credits
This course will explore a myriad of ways to help any student become a successful learner—without remediating, watering down content or repeating it endlessly, or lowering expectations. Many students who struggle to learn simply haven't been taught strategies that are compatible with the way they think and learn. In this course, you will learn how to teach students appropriate techniques and strategies to help them succeed in the classroom. This course is offered through the Teaching Channel.

SNGX 528 Improving Outcomes for Students in Poverty: The Difference Makers 3 credits
This strategy-based course will provide a solid base of information and provide ideas to disrupt the adverse effects of poverty for students. Participants will develop activities to build caring relationships with students based on mutual respect and trust. Additionally, they will develop action plans to incorporate effective instructional practices to promote a culture of possibility in their classroom. They will reflect on their own biases and expectations and develop methods for ensuring equity in their practice. Participants will take time to think about their professional accountability to ALL students and learn about the impacts of efficacy and self-awareness. This course is offered through the Teaching Channel.

SNGX 529 Supporting Struggling Students through High Leverage Practices 3 credits
Teaching students with disabilities is challenging albeit rewarding work. Their needs are as varied and complex as the research on how to best help them. To assist educators with this ongoing challenge, Learners Edge has developed this course to provide an overarching view of research based high-leverage practices (HLPs) for use with students with disabilities. Focused on collaboration, assessment, social-emotional-behavioral strategies and instruction, this course will prove helpful and applicable for both special education and general education teachers whose mission is to support students with disabilities. This course is offered through the Teaching Channel.

SNGX 530 New Moves for Teaching Students with Disabilities 3 credits
Ready to energize your instruction for students with disabilities? Need a few new moves to increase achievement? Whether you are a special education teacher or a general education teacher, this course will help you choreograph instruction for students with disabilities. Discover what you can do to increase equity, inclusion, and engagement for ALL students and find out how social emotional learning positively impacts both students and adults. Other course topics include co-teaching, assessment, choice, and much more. This course and the course text will become go-to-resources as you teach and reach students with disabilities. So put on your dancing shoes and get ready to shake things up! This course is offered through the Teaching Channel.

SNGX 531 Special Education Instruction from a Distance 3 credits
Teaching students with disabilities from a distance has its unique challenges. In this course, you'll discover a treasure trove of strategies, tools, and resources on which to build and/or improve online special education instruction for students with disabilities. Special Education Instruction from a Distance provides the opportunity to review and consider new-to-you methods for lesson planning, instruction, collaboration, and technology to ensure engagement for students with disabilities. As a culminating activity, you'll create an innovative online lesson for students with disabilities and reflect upon it for your professional growth and increased student achievement. This course is offered through the Teaching Channel.

SNGX 532 Scaffolding Success for Students with Disabilities 1 credit
Imagine a classroom where students with disabilities are supported using scaffolds for learning success! Just as builders require scaffolding to access new heights, instructional scaffolding helps students with disabilities meet high expectations, navigate content, and accomplish tasks they may not have been able to in the past. This course, all about using scaffolds for students with disabilities, provides the key information you need to understand scaffolds, identify them for use, and integrate them into lessons and learning activities. You will complete the course with several pre-planned and "on the spot" scaffolds to use as you help students with disabilities reach new heights. This course is offered through the Teaching Channel.

SNGX 533 A Closer Look at Dyslexia, Dysgraphia, and Dyscalculia 3 credits
Learn the ins and outs of three common learning disabilities in this no-nonsense course focused on what educators need to know about dyslexia, dysgraphia, and dyscalculia. Explore the experiences of parents/families, colleagues, and students who have knowledge of and experience with learning disabilities. Discover how the Science of Reading, assistive technology, and purposeful engagement can positively impact students with learning disabilities. Whether you're a general or special education teacher, support specialist, or tutor, you'll take away numerous strategies and resources to help students with the disabilities of dyslexia, dysgraphia, and/or dyscalculia thrive. This course is offered through the Teaching Channel.

SNGX 534 Inclusive Support for Students with Severe and Multiple Impairments (SMI) 3 credits
As an educator, you want all your students to feel like they belong in the classroom. When it comes to students with SMI, you may not have the skills and strategies to ensure they feel included in the general education setting. This course provides important tips and processes for how to include students with disabilities like Autism Spectrum Disorder, Speech/Language Impairment, Cerebral Palsy, or Deaf/Blindness. You'll learn how to create tools like visual aids, incorporate multisensory strategies, and use assistive technology. Plus, you'll get practical advice on everything from secondary transitioning to family engagement, along with information on IEPs. By the end of this course, no matter what your role, you'll feel more confident in connecting and supporting students with disabilities in your classroom. This course is offered through the Teaching Channel.

SNGX 535 Mastering the Art of Better IEPs 3 credits
As a teacher in Special education, you know how essential it is to be knowledgeable and skilled in writing effective IEPs to support the success of students. This course is designed to enhance your skills in writing Individual Education Plans (IEPs), whether you are new to the profession or a seasoned veteran looking to refresh your knowledge of due process. Learn how to write Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements, and how to create clear and measurable goals and objectives for students. Develop a data collection tool to track student progress, and engage in collaborative discussions with colleagues to share ideas and best practices. By refining IEP skills, you can better identify and utilize students' strengths to create goals and objectives that will ensure they reach their full potential. This course is offered through the Teaching Channel.

SNGX 536 Inclusion and Access for Students with Disabilities 3 credits
From curb cuts to assistive technology, when we advocate for students who are differently abled everybody benefits. Learn the history of disability advocacy from the Gang of 19 to the Americans with Disabilities Act (ADA), and be reminded why equity and accessibility matter. Design a checklist to audit your curriculum for inclusion, learn about Universal Design for Learning (UDL), and tour an abundance of tech tools designed to break down learning barriers. Explore the diversity of disability, strategies for disability allyship, and the beauty of disability pride. Together with the disability community, we can work toward awareness, recognition, and dignity. Designed for anyone who works with students of any age, in any capacity. This course is offered through the Teaching Channel.

SNGX 537 Neurodiversity: A New Approach for Students with Special Needs 3 credits
Neurodiversity—a concept whose time has come—challenges educators to shift from a disability perspective to a diversity perspective, and to use strength-based strategies designed to help students with disabilities be successful in life and in school. For educators, this course encourages educators to focus on the positive assets of students with disabilities who are neurodiverse and neurotypical, and to understand how to support and provide the instruction they need. The following topics specific to teaching students with disabilities are included in the coursework: assessment, communication, strategies for students with autism, dyslexia, strength-based instructional models, Attention-Deficit Hyperactivity Disorder, mental illness, technology for use with students with disabilities, assistive technology, and Universal Design for Learning. This course is offered through the Teaching Channel.

SNGX 538 Re-Imagining Trauma-Informed Practices With Equity 1 credit
We know students experience trauma in a variety of contexts, both in and out of school. While we cannot always change the circumstances around trauma, we can ensure all students are cared for by incorporating equity principles as part of our trauma-informed practices, and this course will guide you toward that goal. You'll engage with ways to implement strategies to push back against deficit thinking, foster unconditional positive regard, and establish healthy boundaries within the classroom. Explore opportunities to incorporate movement or art as therapeutic tools for healing, and to develop a collaborative activity based on critical consciousness. Learn how to challenge the status quo by evaluating school policies to align with equity-centered, trauma-informed practices. By the end of this course, participants will have the tools and framework needed to create a more inclusive and supportive educational environment for all students. This course is offered through the Teaching Channel.

SNGX 539 Strengths-Based Support for Neurodiverse Learners 3 credits
Neurodiversity is a gift to our world, and understanding how to support neurodiverse students is essential in today's classrooms. This information-packed course provides definitions, strategies, and explanations to shed a fresh perspective on what it means to be neurodiverse. You'll adapt a lesson to include principles of Universal Design for Learning (UDL), and explore strategies specifically for neurodiverse students. Learn how to improve your positive behavior game with shifts in practice that accommodate the unique needs of students who are neurodiverse, and challenge misconceptions related to Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). Prepare a plan to support students who struggle with executive function, and celebrate neurodiversity and diversity from a strengths-based perspective. This course will show general, content-area, and special education teachers, and supportive staff how to create a learning environment where every student can thrive, regardless of their unique learning needs. This course is offered through the Teaching Channel.

SNGX 540 Trauma-Informed Teaching in Early Childhood 3 credits
This course is a warm hug around a topic that is difficult to embrace. Early childhood educators will explore everything from how to define trauma, to determining the meaning behind students' behaviors in the classroom. Learn how children's cognitive, language, physical, and social-emotional development are impacted by trauma, and load up on an armful of strategies to make students' lives better and more manageable. Uncover how trauma-informed and culturally responsive practices make us better educators, and study ways to respond when our youngest students express their experiences. Discover Whole-Classroom Strategies and Individualized Support Plans to ensure our "Littles" feel safe, seen, and supported. This course is offered through the Teaching Channel.

SNGX 541 High-Leverage Practices for Supporting Struggling Students 3 credits
Teaching students with disabilities is challenging albeit rewarding work. Their needs are as varied and complex as the research on how to best help them. To assist educators with this ongoing challenge, Learners Edge has developed this course to provide an overarching view of research based high-leverage practices (HLPs) for use with students with disabilities. Focused on collaboration, assessment, social-emotional-behavioral strategies and instruction, this course will prove helpful and applicable for both special education and general education teachers whose mission is to support students with disabilities. This course includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement? This course is offered through the Teaching Channel.

SNGX 542 Educating with Neurodiversity in Mind 3 credits
In today's inclusive educational landscape, it's critical to effectively support neurodiverse students in general, content-area, and special education classrooms. This course is packed with resources sharing definitions, strategies, and explanations for a new perspective on what it means to be neurodiverse. Learn how to shift behavior interventions to better serve neurodivergent students, and explore how to support students with executive functioning strategies. Challenge misconceptions related to Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD), and celebrate neurodiversity through a strengths-based lens. To culminate your learning, you will adapt a unit to include principles of Universal Design for Learning (UDL), create a behavior strategies guidebook, or prepare a plan to assist students who struggle with executive function. You'll leave this course with a new comprehension of neurodiversity, and ideas for appreciating both the strengths and needs of neurodivergent learners. This course is offered through the Teaching Channel.

SNGX 543 Navigating Anxiety for Student Well-Being 3 credits
As we continue to learn more about children and their mental health needs, anxiety remains a challenge for students everywhere. This course shares information about the multifaceted aspects of student anxiety, including the role of the brain, impacts of social media on student mental health, and considerations for discussing anxiety with students. You'll learn about accommodations and modifications for students with anxiety, and connect it to rising school absenteeism challenges. Boost your toolbox with a variety of strategies proven to be successful for students with anxiety, including mindfulness practices, awareness and grounding techniques, and the cognitive behavior therapy (CBT) Triangle. At the end, you will be prepared to share information with colleagues and support students struggling with anxiety through sure-fire strategies learned in the course. You can make a positive impact by understanding the whats, hows, and whys of anxiety. This course is offered through the Teaching Channel.

SNGX 544 SEL Skills and Practices for High Potential and Gifted Students 3 credits
While gifted and twice exceptional (2e) students are identified based on talent or affinities, this course addresses students' often overlooked need for social-emotional learning (SEL) skills. Explore research-based, practical strategies for differentiating instruction for diverse learners, engaging both under- and overachieving students, and create an instructional artifact for colleagues to understand SEL goals for gifted and 2e learners. Analyze and evaluate district and school policies for diversity, equity, and inclusion to ensure equitable access for high-potential students. Understand how to mitigate challenges like perfectionism and worrying, while teaching resilience skills. Regardless of content area or specialty, all teachers, participants will have a strong understanding of how to support both the academic and emotional needs of gifted and 2e students.This course is offered through the Teaching Channel.

SNGX 545 Behavior Support for Students with Autism 3 credits
The diversity of students with Autism Spectrum Disorder (ASD) showcases their unique strengths and perspectives, which can be a great asset to society. This form of neurodiversity can lead to behavior that might be disruptive in a classroom setting. Through the use of case studies and expert resources, this course will break down the basics of common ASD behaviors for general educators and support staff to assist autistic students. Learn about evidence-based practices (EBPs), functions of behavior, replacement behavior, and reinforcements as strategies to understand and address behavior challenges. Explore how visual supports, social stories, video modeling, and an understanding of sensory function can assist autistic students with communication and social skills. Determine how Pathological Demand Avoidance Disorder (PDA) and anxiety can impact how students with ASD behave. Understand how the difference between a medical and social model of disability can reframe our work with these neurodivergent individuals. This important course will shed light and understanding on the best ways to compassionately and efficiently support autistic students.This course is offered through the Teaching Channel.

SNGX 546 Celebrating and Supporting Twice-Exceptional (2e) Learners 3 credits
Imagine a student who's a creative force, but struggles with organization. Or a whiz at math who gets frustrated with reading. These are just some of the unique challenges faced by twice-exceptional (2e) learners, who are identified as gifted and as having a specific learning disability. This course will help you better understand and support your 2e learners so you can champion them! You'll learn about the essential shift from deficit-based to strengths-based thinking, and how to identify potential learning challenges, executive dysfunction, and processing disorders, through case studies. Explore how motivation strategies and microgoals can inspire 2e learners, and develop a resource to support 2e students' mental health and Social-Emotional Learning (SEL) skills. Finally, you will build a lesson to help students understand and celebrate neurodiversity. This resource-packed course will expand your toolbox to support and celebrate your twice-exceptional learners in meaningful and impactful ways. This course is offered through the Teaching Channel.

Student Support Services (SSS)

SSS 103 CSP Seminar 1 credit
This course guides and supports students making the transition from high school to university study. Students will be introduced to resources available on campus, learn ways to be engaged, and practices strategies for success. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in high-school-setting-only are required to take this course their semester on campus.

SSS 111 College Success Skills 1 credit
This course prepares students for the complexity and intensity of college-level 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 to successfully complete college coursework

SSS 121 Pathway to Academic Success Coaching (PASS) 1 credit
This course is designed to help students learn and practice strategies to be a successful student. Students will work one on one with their instructor using a mentor model to discuss topics including, but not limited to, time management, self-awareness, academic success, and career exploration.

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 450 General Studies Capstone 1 credit

SSS 497 College Transitions Tchg Asst 1 credit
Assist new students' successful transition from high school to college through College Transitions course.

Supply Chain Management (SCMX)

SCMX 200 Forecasting & Logistics 3 credits
Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions. This course is offered through Rize.

SCMX 210 Sourcing & Operations 3 credits
In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions. This course is offered through Rize. (Prerequisite: SCMX 200)

SCMX 300 Supply Chain Management Technologies 3 credits
This course covers the major relevant supply chain technologies and systems. In this course, you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. This online class has optional live sessions. This course is offered through Rize. (Prerequisites: SCMX 200 and SCMX 210)

SCMX 310 Supply Chain in Action 3 credits
Everything from the best concert you saw, to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you'll learn about the application of supply chain systems to vital real-world functions. By the end of this class, you'll have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. This online class has optional live sessions. This course is offered through Rize.

SCMX 400 Supply Chain Capstone/ Practicum 3 credits
This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course, you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions. This course is offered through Rize. (Prerequisites: SCMX 200 and SCMX 210)

Teacher Education Leadership (TELX)

TELX 500 Developing Your Leadership Story 3 credits
Would you like to be the kind of leader who feels a deep connection between who you are as a person and who you are as a leader? In this course, you will dig deep to develop and align your own leadership story through your exploration of personal experiences, leadership style, core values, and mindset. This reflective work will help you weave together a personal leadership philosophy (PLP) which will become an important tool you can share and implement in your school environment. Upon completion of this course, you will have developed a leadership identity that can ground and guide you as you build stronger connections with those you work beside. This course is offered through the Teaching Channel.

TELX 501 Practical Strategies for High-Impact Leadership 3 credits
Are you a leader or an aspiring leader that wants to make an impact? In this course, you will use John Hattie's body of research to learn about and apply high-impact practices in your role. Discover more about important influences on learning like teacher estimates of achievement, school climate, and feedback. Move new learning to practice by collaborating with others to build collective efficacy, develop shared mastery learning goals, create an implementation plan for micro-teaching, and use questioning to dialogue with teachers about student learning. By the end of this course, you will be on your way to maximizing your impact on the students and the teachers in your school. This course is offered through the Teaching Channel.

TELX 502 Mindful Leadership in Schools 3 credits
For school leaders and teacher-leaders wishing to incorporate mindfulness into their lives, this course provides a clear and engaging pathway. Participants will discover how mindfulness can help manage the demands of leadership, improve communication, and support a healthy lifestyle. Beginning with brain research and the impact of stress on the body, learn how to build a self-care practice that serves as a model for colleagues and staff. Explore foundational strategies such as mindful listening and speaking, focused breathing, awareness journaling, and the mindful classroom. Personal stories, practical strategies, and case studies demonstrate the power of mindful leadership to live more focused and balanced lives. There is no time like the present to start living more mindfully! This course is offered through the Teaching Channel.

TELX 503 Impactful Coaching: Reflection, Support, Growth 3 credits
Instructional coaching is a highly effective way to help teachers develop a reflective practice. Through this course, participants will learn how to differentiate coaching strategies to assist teachers at all stages of development to become more reflective and, in turn, make a bigger impact in the classroom. Participants will learn how to ask questions that encourage reflection, plan effective coaching sessions, and analyze videos of coaching in action. This course is a must take for all instructional coaches.This course is offered through the Teaching Channel.

Teacher Wellness (TEWX)

TEWX 505 Leading with Awareness and Accountability 3 credits
Looking for strategies and insights to inspire growth as a school leader? This course examines various ways to enhance leadership skills, and expand capacity to positively impact the school community. Deepen your understanding of the need for faculty and staff support by advocating for additional assistance in the school community. Articulate ideas and best practices for effective professional development programs that address the diverse needs of educators. Explore ideas for improving your communication style, and investigate information centered around applying Social Emotional Learning (SEL) principles as a school leader. These enhanced skills and practices will help you to become the leader you want to be! This course is offered through the Teaching Channel.

TEWX 507 Building and Sustaining an Exceptional Teaching Team 3 credits
In this course, you'll discover best practices for attracting, hiring, coaching, and nurturing excellent teachers. You'll learn how to find the best applicants for your positions and assess whether applicants are a good fit for a position. For your existing staff, you'll review strategies for making good teachers into great ones, including conducting effective observations, providing meaningful coaching, and helping teachers set and meet goals that are important to them. Finally, you'll take a deep dive into the issue of burnout, including how to prevent it and how to intervene when teachers show signs of wanting to quit. By investing your time in this course, you will be able to proactively build and keep a great staff for years to come, saving yourself time and headaches down the road. This course is offered through the Teaching Channel.

TEWX 508 Effective Communication Strategies for School Leaders 1 credit
Are you a university, district, or school level leader looking to enhance your communication skills? This course is designed so you can navigate the intricate world of effective communication. Learn about the essential skill set that enables you to connect with both internal and external stakeholders, actively listen to the needs of your school and community, and utilize that valuable information to prepare, respond, and inform. You'll explore the significance of communication in shaping school culture, the power of building trust, and uncover best practices to become a more compelling and impactful communicator. Get ready to discover how to utilize each one effectively, ensuring all in your community feel heard, informed, and well-prepared. This course is offered through the Teaching Channel.

TEWX 510 Wholehearted Teaching: Reigniting your Passion for the Teaching Profession 3 credits
In this inspiring course, teachers will learn ways to positively impact their students' and colleagues' lives. Educators will grow in their understanding of how to create a classroom and school community that focuses on HEART: happiness, engagement, alliances, risk, thought– and the necessity of connection. Through personal stories, activities, and reflections teachers will explore their personal and professional "heartprint"–and leave the course feeling empowered, energized, and influential. This course is offered through the Teaching Channel.

TEWX 511 The Practice and Power of Vulnerability in the Classroom 3 credits
Whether you are a teacher, leader, or learner, the revolutionary research by Dr. Brene Brown has transformed the way we view vulnerability in our relationships at home, at work, and at school. Learn how to nurture healthy emotions like trust and courage while combating shame and fear. Discover fresh ideas for cultivating a classroom community that supports all students and expand your understanding about how trauma impacts learning. Consider your process for providing feedback and gain new practices for growing gratitude for a greater sense of well-being.Teach your students that vulnerability is not always comfortable, but it is never a weakness," as you explore how vulnerability empowers the way we teach, lead, and learn. This course is offered through the Teaching Channel.

TEWX 512 Goodbye Teacher Burnout, Welcome Teacher Wellness 3 credits
In this course from Teaching Channel, you will learn how to give burnout the boot! Explore what it means to experience teacher burnout, discover the differences between burnout and demoralization, learn why teachers are leaving the profession, and why educators are more exhausted than ever. By the end of this course, you will know how to mitigate and manage burnout, you will walk away with a stockpile of strategies for self-care, and you will understand how healthy living provides a path toward wellness and away from burnout. This course is offered through the Teaching Channel.

TEWX 513 Connection and Calming Strategies for Today's Teachers 3 credits
Envision reacting to the world of unknowns and "new normals" with a connected-and-calm response, even when circumstances are beyond your control. Picture the transformative power of understanding and managing your innate stress response by focusing on gratitude, empathy, compassion, and hope. Connection and Calming Strategies for Today's Teachers will ensure you break free from the bonds of stress as it teaches why cortisol floods our bloodstream when we are under stress, and how somatic awareness, mindfulness, and emotional resilience are the tools we can use to retrain our stress response for a happy, healthy life. This course is offered through the Teaching Channel.

TEWX 514 Be the Teacher You Want to Be 3 credits
Want to be a more satisfied, impactful, and happier teacher!? We've designed this course just for you! It's easy to get pulled away from our teacher "True North" and to forget why we became teachers. Be the Teacher You Want To Be will give you the opportunity to check your teacher compass so you can proudly return to teaching like yourself! You will learn the art of authentic teaching, define your core values & beliefs, understand how to strengthen relationships with students, colleagues and families, and how crucial self-care is for both your professional and personal well-being. This course is offered through the Teaching Channel.

TEWX 515 Living Your Happiest Life, Inside & Outside the Classroom 3 credits
Teaching is incredibly rewarding, but it can also be incredibly hard. In order to be the most effective teachers, we need to bring our best selves into the classroom. When you feel exhausted and overwhelmed, this can be easier said than done. In Living Your Happiest Life you will learn how to master your mindset to improve your happiness. This course will help you lead a happier life, both inside and outside of the classroom. This course is offered through the Teaching Channel.

TEWX 516 Time Management Strategies for Educators 3 credits
"There's never enough time in the day..." "Will I ever be able to leave school at the end of my contracted hours?" We know...from planning meaningful lessons to connecting with parents, not to mention paperwork and grading, there's too much to do and not enough time for everything. You're not alone, and we're here to help! In this course, you'll find strategies to ensure you accomplish it all, while making time for what matters most. You'll learn how to prioritize tasks, use your time more efficiently, stop procrastinating, and teach your students how to manage their time, too! Most importantly, because we know there's no "one size fits all" when it comes to time management, we've created this course in the style of a Choose Your Own Adventure book. You'll select from a variety of curated ideas from time management experts to develop practices that complement your personality, work style, and life! This course is offered through the Teaching Channel.

TEWX 517 Financial Fitness for Educators 3 credits
Financial Fitness for Educators will help you build the knowledge, strategies, and habits to fulfill your financial dreams! From making ends meet on a new teacher salary to saving for retirement, you will learn the steps you can take to achieve financial wellness. Plan for the future as you master how to build a rainy-day fund, plot purposeful spending, and appreciate how investing in yourself brings financial freedom. Get creative while designing a vision board to conceptualize your goals and sketch out a road map to solidify monetary concepts. Explore ways to engage families in teaching students about personal finance and be a role model of financial health for education colleagues. Soar to new heights in this practical, honest course that teaches how you can be financially fit! This course is offered through the Teaching Channel.

TEWX 518 Building on Your Strengths for Professional Wellbeing 3 credits
If you've been reevaluating your role in education, this is the course for you! Whether you're a new teacher challenged by the demands of the profession, a mid-career teacher looking to reinvigorate your practice, or a veteran educator seeking a change, you'll find ideas to meet your needs. Through personal reflection, skills assessment, and exploration, we'll guide you in identifying your strengths, areas for growth, and potential pathways for the future. You'll select a path within the course to understand your options and plan next steps, whether you seek to make your current role more sustainable, explore alternate positions in teaching, or leave the classroom for a different career altogether. When "teacher" is your identity, considering other options can be intimidating. We've put together a road map to support you every step of the way, so when making your next move, you can do so with clarity and confidence. This course is offered through the Teaching Channel.

TEWX 519 Reclaiming Your Passion for Teaching with Balance and Bandwidth 3 credits
"Bandwidth," is the term the course textbook authors use to describe what educators need in order to have the energy, passion, and time to feel balanced and successful. Complete the Brain Energy & Bandwidth Survey to measure and evaluate your current bandwidth, then explore sustainable strategies in individual and learning community pathways. Create a "Bandwidth Band," educator group to discuss what fills, or drains, your cup and design a vision board to encourage strong self-care practices. Learn ways to prioritize tasks, time management tips, and how work-life balance can make you an even more effective and efficient educator. Explore multitasking, how modern connections and disconnections steal focus, and understand how the basic needs of sleep, food, and exercise are the foundation for flourishing. This course will support all educators with actionable strategies, so you can feel your best both inside and outside of school. This course is offered through the Teaching Channel.

TEWX 520 Hybrid: Time Management Strategies for Educators 3 credits
"There's never enough time in the day..." "Will I ever be able to leave school at the end of my contracted hours?" We know...from planning meaningful lessons to connecting with families, not to mention paperwork and grading, there's too much to do and not enough time for everything. You're not alone, and we're here to help! In this course, you'll find strategies to ensure you accomplish it all, while making time for what matters most. You'll learn how to prioritize tasks, use your time more efficiently, stop procrastinating, and teach your students how to manage their time, too! You'll select from a variety of curated ideas from time management experts to develop practices that complement your personality, work style, and life! This course is offered through the Teaching Channel.

TEWX 521 Hybrid: Be the Teacher You Want to Be (There is also a fully synch. version of this course. 5108) 3 credits
"There's never enough time in the day..." "Will I ever be able to leave school at the end of my contracted hours?" We know...from planning meaningful lessons to connecting with families, not to mention paperwork and grading, there's too much to do and not enough time for everything. You're not alone, and we're here to help! In this course, you'll find strategies to ensure you accomplish it all, while making time for what matters most. You'll learn how to prioritize tasks, use your time more efficiently, stop procrastinating, and teach your students how to manage their time, too! You'll select from a variety of curated ideas from time management experts to develop practices that complement your personality, work style, and life! This course is offered through the Teaching Channel.

TEWX 522 Hybrid: Living Your Happiest Life, Inside & Outside the Classroom (Also 5105 Synch. Version) 3 credits
Teaching is incredibly rewarding, but it can also be incredibly hard. In order to be the most effective teachers, we need to bring our best selves into the classroom. When you feel exhausted and overwhelmed, this can be easier said than done. In Living Your Happiest Life you will learn how to master your mindset to improve your happiness. This course will help you lead a happier life, both inside and outside of the classroom. This course is offered through the Teaching Channel.

TEWX 523 Surviving and Thriving as a Teacher 3 credits
In today's fast-paced, "too much to do and not enough time to do it" world of teaching, the word "survival" can feel like the name of the game! In this one-of-a-kind course, teachers will have an opportunity to slow down and consider the things that impact and influence their professional teaching practice. You will be given the opportunity to discuss why healthy teachers are the foundation of healthy classrooms, and how to avoid burnout and increase motivation. Discover how career planning, problem solving, and prioritization make our days at school efficient and effective. Explore how facilitating tough conversations with students creates meaningful connections and how working side by side with families, colleagues, and administrators increases our sense of purpose and pride in our profession. This course is the best of both worlds! Self-paced asynchronous assignments plus one synchronous session where you converse and connect with teacher colleagues from across the nation! This course is offered through the Teaching Channel.

TEWX 524 Refocus and Recharge: Strategies for Finding Balance in Teaching 3 credits
"Bandwidth," is the term the course textbook authors use to describe what educators need in order to have the energy, passion, and time to feel balanced and successful. Complete the Brain Energy & Bandwidth Survey to measure and evaluate your current bandwidth, then explore sustainable strategies in individual and learning community pathways. Create a "Bandwidth Band," educator group to discuss what fills, or drains, your cup and design a vision board to encourage strong self-care practices. Learn ways to prioritize tasks, time management tips, and how work-life balance can make you an even more effective and efficient educator. Explore multitasking, how modern connections and disconnections steal focus, and understand how the basic needs of sleep, food, and exercise are the foundation for flourishing. This course will support all educators with actionable strategies, so you can feel your best both inside and outside of school. This course is offered through the Teaching Channel.

TEWX 525 Nutrition, Exercise, Wellness, and Sleep for Teachers 3 credits
Take a personal and individualized wellness journey using The Health Compass Method focused on winning each day. Learn the 6 step process to identify priorities, goals, and habits that will lead you on a path to improved health and wellness. Trust your compass as you uncover best practices of nutrition, exercise, wellness, and sleep. Through informative videos, guided reflection and intentional planning opportunities, you'll gain the knowledge and tools needed to be your best self. Ideal for educators of any role, this course will help you increase your self-awareness. This course is offered through the Teaching Channel.

TEWX 526 Stress Strategies for a Healthy Life 3 credits
Envision reacting to the world of unknowns with a connected-and-calm response, even when circumstances are beyond your control. Picture the transformative power of understanding and managing your innate stress response by focusing on gratitude, empathy, compassion, and hope. Stress Strategies for a Healthy Life will ensure you break free from the bonds of stress as you explore the physiology of the human stress response and how mindfulness, social-emotional learning, and connection, lead to resilience and flourishing for a happy, healthy life. This course includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement. This course is offered through the Teaching Channel.

TEWX 527 Balance and Wellness as a Prescription for Teacher Burnout 3 credits
In this Fast Track course from Learners Edge, you will learn how to give burnout the boot! Explore what it means to experience teacher burnout, discover the differences between burnout and demoralization, learn why teachers are leaving the profession, and why educators are more exhausted than ever. By the end of this course, you will know how to mitigate and manage burnout, you will walk away with a stockpile of strategies for self-care, and you will understand how wellness and healthy living are part of the prescription for healing teacher burnout. This course is offered through the Teaching Channel.

Teaching Strategies (TSTX)

TSTX 502 Deeper Learning Through Debate and Argumentation 3 credits
Teaching debate and argumentation skills in the classroom may seem daunting, but the benefits far outweigh the challenges! Debate enables deep engagement in learning, supports literacy skills like reading and writing as well as speaking and listening, and improves critical thinking abilities. In this course, you will learn why debate supports all areas of literacy and how it can easily be integrated into any content area. Explore various debate structures, gather topics that align with your curriculum, and develop lesson plans to implement in the classroom. Unlock the potential of debate as a dynamic teaching strategy, and see how its integration into your curriculum can lead to improved engagement and learning outcomes. This course is offered through the Teaching Channel.

TSTX 504 Building Better Lessons with Warm-Ups and Exit Tickets 3 credits
Keeping your students focused during the first and last minutes of your class period can be a challenge, but with predictable routines like warm-ups and exit tickets you can maximize every moment. In this course, participants develop a plan to integrate engaging lesson beginnings and endings into their daily classroom routine and curate a list of ideas that align with curriculum needs. Explore how formative assessment data gathered from warm-ups and exit tickets can be used to modify instruction, resulting in increased student engagement and improved learning outcomes. Discover best practices to captivate your students from the start of your lessons to the very end! This course is offered through the Teaching Channel.

TSTX 508 Cultural Competency from the Classroom to the Community 3 credits
As the saying goes, when we know better, we do better. This course explores the many ways in which we can "do better" to create culturally competent classrooms and communities. Learn how cultural awareness affects the way we teach, learn, and live, and how culturally responsive teaching (CRT) "lifts all boats." Examine the ways unconscious bias and cultural faux pas influence how we react and respond in different situations, and take a test to uncover your own biases. Collaborate with a colleague to converse about creating communities and classrooms that are proudly culturally diverse and competent. This course is offered through the Teaching Channel.

TSTX 512 Learning and Belonging in Student-Centered Classrooms 3 credits
This course helps you to build the knowledge and skills necessary to create an engaging and collaborative classroom environment. Investigate the framework of student-centered learning and explore innovative strategies to implement in your teaching practice. With a focus on building strong relationships with students, learn how to foster a supportive and inclusive classroom community where student voice and choice are valued. You'll have the opportunity to explore humor, play, and other brain-based practices, to enhance student engagement and optimize learning outcomes. Additionally, you'll design a stimulating activity that encourages collaboration among students, promoting teamwork, critical thinking, and communication skills. By the end of the course, you'll be ready to create a student-centered learning environment that inspires and empowers learners. This course is offered through the Teaching Channel.

TSTX 513 Coaching Athletes for Character 3 credits
Athletic coaches play a unique role in a child's life, acting as a combination of parent, friend, and teacher to help students grow as athletes and individuals. This course focuses on teaching character through coaching, contrasting the psychological benefits of sports with the dangers of negative attitudes and behaviors. You'll have help to develop your coaching philosophy, understand the coach's role in teaching life lessons, model appropriate responses to wins and losses, emphasize respect in sportsmanship, and devise methods for evaluating your progress. You will also have the chance to assess their sportsmanship approach and create a plan to implement a character education curriculum with athletes. Ultimately, this course will allow you to envision a clear coaching framework, strategies for teaching life skills, grace in accepting defeat, and the ability to foster respect among athletes. This course is offered through the Teaching Channel.

TSTX 518 Creating a Highly Engaging Lesson Plan 3 credits
This course focuses on highly engaging lesson plans and strategies to help create them. Special attention is paid to the relationship between student engagement and lesson planning, writing learning objectives, curriculum alignment, and engaging activities. Translating that information into a professional development lesson plan for colleagues is emphasized. This course is offered through the Teaching Channel.

TSTX 519 Cultivating Student-Centered Classrooms 3 credits
This course is designed to equip educators with the knowledge and skills needed to create student-centered learning environments that foster engagement, autonomy, and academic success. Participants will delve into the principles and practices of student-centered instruction, gaining a comprehensive understanding of its methodology and benefits. Through a combination of theoretical exploration and practical application, participants will explore the four key components of student-centered learning: voice, choice, competency-based progression, and continuous monitoring of student needs. By the end of this course, you will be equipped with the knowledge, skills, and resources you need to implement student-centered methods and increase your students' achievement and engagement in your classroom and beyond. This course is offered through the Teaching Channel.

TSTX 520 Unlocking Student Potential with Blended Learning 3 credits
This engaging and practical course offers educators an opportunity to explore blended learning components that enhance their present classroom strategies. Determine the most suitable types of learning tasks for asynchronous and synchronous interaction, and evaluate and develop effective strategies for transitioning from a traditional classroom to a blended learning setting. Educators will also investigate issues of equity in the blended learning format to identify potential barriers in blended learning. Finally, educators will assess a range of technology tools and devices to design virtual and physical learning environments that foster meaningful and interactive learning experiences. This course is offered through the Teaching Channel.

TSTX 521 Engage and Evaluate Students Through Online Assessments 3 credits
As schools and districts explore online and hybrid learning options, the need for online assessments continues. In this course, you will explore and evaluate tools and design strategies to create effective assessment practices in the digital learning environment. Review your own online assessments to identify areas for improvement, and better align assessment methods with students' needs and desired learning outcomes. You'll consider formative and diagnostic online assessments to provide timely and meaningful feedback to foster student growth and learning. Additionally, you will learn how to implement strategies to maintain academic integrity. The course will also introduce various tools and resources to create authentic assessments that accurately gauge students' real-world understanding and skills. By the end of this course, you'll be able to design and implement effective online assessments that support student success. This course is offered through the Teaching Channel.

TSTX 529 Empowering Student Assessment with Standards-Based Grading 3 credits
Historically, grading and assessment in schools has taken a universal approach: letter grades from A-F, points for each assignment, zeros for late work…you know the drill! However, research suggests that traditional grading systems do not always support student learning. Standards-based grading is a relatively new approach to assessment focusing on students' mastery of content rather than on individual tasks. In this course, we will learn the history of traditional grading practices and the debate around the assessment revolution. We'll provide you with a variety of resources to help you understand and implement standards-based grading practices, including ways of incorporating student voice in the conversation. By the end of this course, you will be able to identify the merits of standards-based grading as well as brainstorm potential solutions to some of its challenges. Prepare for a fresh approach to assessment and grading that will empower students to take control of their learning! This course is offered through the Teaching Channel.

TSTX 530 Any Questions? Strategies that Work! 3 credits
Education is all about asking and answering questions to learn and grow, which is all the more reason to determine the effectiveness, engagement, and quality of questioning techniques and strategies. This course provides a deeper understanding of how to enhance questioning practices to promote critical thinking and meaningful learning. You will use Bloom's Taxonomy's cognitive levels to develop question stems that align with various levels of cognitive complexity, and explore specific questioning formats to enhance and improve questioning in the classroom. This course provides strategies and techniques for questioning, and application ideas to engage students in questioning. Get ready to take your questioning practices to the next level! This course is offered through the Teaching Channel.

TSTX 532 Level Up with Games in the Classroom 3 credits
If you have been wondering about using games in the classroom, this course is for you! This learning opportunity will help you to examine benefits and considerations for using games for teaching and learning, and discover a wide range of learning games and strategies that can revolutionize your instructional approach. You'll develop an informational artifact that sheds light on positive behavior support and other essential considerations for integrating games into the classroom. You'll explore various gaming templates, empowering you to create engaging games specifically designed for your students. By the end of the course, you will have a comprehensive plan ready for implementing a learning game that will engage and inspire your students. Watch your teaching practices level up as a result of this informative course! This course is offered through the Teaching Channel.

TSTX 535 The Why's and How's of Student Motivation 3 credits
As educators, we are faced with a profound question: how can we motivate our students to learn? In this course, you will delve into theories and practices that can help us develop a deeper understanding of student motivation and how to foster it. Apply Maslow's Hierarchy of Needs and Self-Determination Theory to design lessons that meet the unique needs of each student. Explore a variety of frameworks and strategies such as student-centered learning, growth mindsets, and gamification that can set students up for success. By the end of this course, you will have gained a holistic view of student motivation and the research-based strategies that can help you unlock your students' full potential. Whether you are a seasoned educator or just starting your teaching journey, this course will equip you with the tools you need to light the fire of motivation in your students! This course is offered through the Teaching Channel.

TSTX 536 Creating a Positive and Organized Educational Environmen 3 credits
Are you ready to get organized, but not sure where to start? This course allows you to explore ways to keep your classroom organized and effective through identifying necessary components for a successful learning environment: classroom's physical set-up, the teacher's expectations and routines for students, and how to revise ineffective structure. You will expand your toolkit to effectively address student behavior, and understand the power of building good rapport with your class to create a positive classroom atmosphere. Investigate strategies to captivate students and minimize distractions and learn how to build effective systems to constrain chaos in the classroom. Whether you're starting from scratch or need to restructure your educational environment, this course will help you to engage students and keep them focused in a positive and structured learning environment. This course is offered through the Teaching Channel.

TSTX 541 Thinking and Study Skills for Student Success 3 credits
Learning how to study will set students up for success! In this course, educators will explore "thinking about thinking" which is the common phrase used to describe metacognition, and so much more! Discover how the Science of Learning, executive functioning, and growth mindsets come into play when teaching students study skills. Learn how to support students who don't have the tools they need to succeed outside of school, and understand what students with disabilities need to be successful when studying. You will leave this course with a head full of ideas about thinking, strategizing, and ensuring your students reach their full potential. This course is offered through the Teaching Channel.

TSTX 542 Teacher Leadership 101 3 credits
This course inspires those who wish to become a teacher leader! Delve into the multifaceted world of teacher leadership. Begin by looking at standard skills and the 7 domains of teacher leadership, then explore questions that can shape your unique teacher leader identity. You'll design an activity to empower your colleagues, and foster inclusive educational practices through equitable data analysis. Investigate how teacher leaders can effectively support classroom instruction and collaborate with peers, igniting positive change within the educational community. Finally, you'll craft a SMART goal specifically tailored to improve the retention of teachers of color, ensuring a diverse and inclusive teaching environment. We hope you'll join us to inspire your journey of teacher leadership to become an agent of transformation in education. This course is offered through the Teaching Channel.

TSTX 543 Enhancing Learning Through Cognitive Rigor Strategies 3 credits
It seems everywhere you turn, there's an article or blog post emphasizing the importance of "rigor" in the classroom. But what exactly is rigor, and how do you incorporate it on a practical level in your classroom? In this course, you will examine what it means to teach for rigor as well as the benefits of rigorous instruction. Multimedia course content and activities will build your understanding of cognitive rigor as you categorize learning tasks using Bloom's Taxonomy, Depth of Knowledge, as well as the Hess Cognitive Rigor Matrix. Through examples and curated resources, you will discover a number of ways to create and revise learning tasks and lessons to increase rigor and provide the appropriate support and scaffolds to ensure each student meets the goals you set with them. This course is offered through the Teaching Channel.

TSTX 545 Project-Based Learning and the Four "Cs" 3 credits
This course delves into the practice of project-based learning (PBL) as a powerful tool for fostering the 4 Cs of 21st Century Learning: Collaboration, Communication, Critical Thinking, and Creativity. Educators will embark on a journey of discovery to see how PBL can cultivate these essential skills in students to prepare them for success in the rapidly evolving learning landscape in the 21st Century. By the end of the course, teachers will have a deep understanding of how PBL can effectively integrate the 4 Cs into their classrooms, empowering students to become active, engaged, and adaptable learners. This course is offered through the Teaching Channel.

TSTX 549 Using the Data Equity Approach in Schools 3 credits
As educators, we spend a lot of time collecting data—even data that we don't realize we are collecting! From homework grades to class surveys about our students' favorite books, from attendance charts to unit reflections, we are gathering multiple types of information from our students all the time. But what do we do with it? And how do we ask critical questions about it to enact equitable practices in our classroom when we don't even know what we are collecting, and why? In this course, you will learn about the Data Equity approach as a way to benefit student growth and learning, while also learning how to identify your own bias when analyzing data. Then, you will explore and interact with a variety of resources and tools to help you categorize, collect, and analyze data. By the end of this course, you will be able to utilize the Data Equity approach to implement change at your school site! This course is offered through the Teaching Channel.

TSTX 554 Teaching Early Learners Through Project-Based Learning (PBL) 3 credits
As an educator, you want to inspire a love of learning in your students that lasts a lifetime. A project-based approach for early learners encourages students to direct their learning through inquiry, problem-solving, and meaningful real-world applications so that they can identify and take on life challenges with confidence, passion, and resilience. In this course, you will learn lesson design strategies for using project-based learning (PBL) to teach early learners. You will explore how to effectively differentiate and design lessons that inspire all students to conduct hands-on investigations and research in a way that is meaningful and engaging. By embracing a project-based approach for early learners, you will unlock their potential to become self-directed, inquisitive problem solvers, equipped with the skills to conquer real-world challenges. This course is offered through the Teaching Channel.

TSTX 559 The Law and Legal Issues for Educators and Schools 3 credits
This course is designed to equip and empower educators with a solid understanding of the legal framework surrounding education. You will engage with the intricacies of federal laws and landmark Supreme Court cases that have a direct impact on the educational landscape, and learn about legal resources pertaining to the rights of both teachers and students. You will create an informational artifact highlighting a current key educational issue in your state, and prioritize the well-being of students by designing a routine centered on physical and/or mental safety. You'll finish the course with a comprehensive and practical foundation to navigate legal considerations, promote student rights, and enhance safety within the educational landscape. This course is offered through the Teaching Channel.

TSTX 563 Delegation and Other School Leader Superpowers 3 credits
The art of delegating, when used efficiently and effectively, can make a big impact on the lives of school leaders. In this course, you will see the myriad of ways delegation is not only good for school leaders, but has the power to lift others so they have a chance to shine! Explore how delegating enhances efficiency and effectiveness, and use the Eisenhower Matrix to organize your day. Learn how strategies like a morning huddle, asking good questions, and managing your To-Do List can streamline your life, and help you stay focused on what matters most. At the end of the course, you'll discover the impact and importance of wellness as an antidote to burnout, so you can continue to thrive as a healthy school leader. This course is offered through the Teaching Channel.

TSTX 570 What Great Teachers Do 3 credits
Explore the beliefs, behaviors, attitudes, and interactions that form the fabric of life in the best classrooms and schools and see what it means to be a great teacher! What Great Teachers Do Differently takes a look at a number of great teacher topics including classroom management, testing, decision making, and relationship building. Participants will examine their core beliefs, be asked to challenge the status quo and develop activities meant to inspire students. This course is offered through the Teaching Channel.

TSTX 571 Differentiated Learning: How to Teach to Varying Ability Levels 3 credits
"This course addresses an issue that every educator faces: how to effectively teach students who have widely different skill levels, interests, and learning styles. In this course, participants will learn how to effectively coordinate their time, resources, and efforts so that learning is maximized for each student in class through differentiated instruction strategies. Participants will learn how to take their specific curriculum and the particular needs of each student, and design and teach successful lessons. Strategies presented in this course are backed by research and classroom success. This course is offered through the Teaching Channel.

TSTX 572 Building Strong Relationships in the Classroom: Care to Connect 2 credits
Building relationships in a classroom with and among students of different cultures, languages, and life experiences can be a challenge for many teachers, but this course can help! Students are universally social beings who are hard wired with the need to connect. By taking time to cultivate deep, authentic connections, educators can make a positive impact on student confidence and ultimately achievement. In this course, educators will examine the role that relationships play in creating the ideal learning environment and explore research-based strategies for developing strong individual and community connections as well as managing behavior challenges with non-punitive interventions. This course is offered through the Teaching Channel.

TSTX 573 Move, Grow, Play! Using Play to Teach and Learn 3 credits
Did you know that students who are running and jumping are learning the laws of physics? That learning about surface tension involves blowing bubbles? That children who are picking up cotton balls with tongs are developing their pincer grips? These are just a few examples of how children learn through play. Textbook author Lisa Murphy challenges us to ensure our professional practice focuses on what the research proves is the foundation of learning: play. In this inspiring course, you will learn ways to add the "Magnificent Seven" to your lessons, gather evidence that champions learning through play, and will return laughter, joy, and play to your classroom! This course is offered through the Teaching Channel.

TSTX 574 Activate and Energize the Learning Brain 3 credits
Did you know that students who are running and jumping are learning the laws of physics? That learning about surface tension involves blowing bubbles? That children who are picking up cotton balls with tongs are developing their pincer grips? These are just a few examples of how children learn through play. Textbook author Lisa Murphy challenges us to ensure our professional practice focuses on what the research proves is the foundation of learning: play. In this inspiring course, you will learn ways to add the "Magnificent Seven" to your lessons, gather evidence that champions learning through play, and will return laughter, joy, and play to your classroom! This course is offered through the Teaching Channel.

TSTX 575 Creating an Anti-Racist Classroom 3 credits
Talking about race, though challenging, is necessary. It's a conversation all of us need to have, no matter our race, background, or comfort level. In this powerful course, you will examine your own racial socialization and learn about the complex history of race in America. Once you've made these critical connections between past and present, you will explore ways to facilitate productive dialogue around race, identity, inequality, and justice with students (or among colleagues). You will learn anti-biased/anti-racist approaches to classroom instruction and learn how ensure equity in the curricular materials you choose. Whether you teach young students or young adults, this course will give you the tools you need to engage age-level appropriate, critical conversations about race and actively work towards rooting out racism. This course is offered through the Teaching Channel.

TSTX 576 An Educator's Guide to Global Thinking and Cultural Competence 3 credits
Whether you are increasingly aware of the beautiful, growing diversity in our student populations, wishing to make better connections with your students, or feeling the need to situate content-area lessons within real-world cultural contexts, this course is for you. You'll collaborate with others to develop a Global Competence Toolkit, infuse content areas with culturally responsive teaching best practices, and design tools that will help you continue to build your cultural competence. Global Thinking and Cultural Competence will advance your thinking, expand your knowledge, and ensure that you have the language, examples, and strategies to increase your teaching effectiveness. This course is offered through the Teaching Channel.

TSTX 577 Reimagining Assessment for the Whole Child 3 credits
Need some new methods to measure student learning beyond test scores and report cards? This course will encourage participants to align their teaching and assessment practices through the development of a learning continuum, pre-assessments, formative assessments and learning stories. Additionally, participants will reflect on the impact of current assessment practices and determine necessary changes while considering and honoring the whole child. The text and course are filled with assessment strategies to engage students and families in the learning process while providing teachers with the information needed to plan their instruction. This course is offered through the Teaching Channel.

TSTX 578 Engagement Strategies for the 21st Century Thinking Classroom 3 credits
Are you looking for strategies to increase engagement and improve essential 21st century skills in your students? Is it time to move from the traditional classroom model to a thinking classroom model? If so, this course is for you! You will learn how to apply the higher levels of the Revised Bloom's Taxonomy to nurture your students' cognitive abilities. Using movement, collaboration and media literacy, you will discover new methods for increasing engagement. This course will allow you to transform your classroom using ready-to-use activities, lessons, tools and ideas you will create for the course. Get ready to boost student engagement in your thinking classroom! This course is offered through the Teaching Channel.

TSTX 579 Mindsets and Skillsets for a Culturally Responsive Classroom 3 credits
Start your "journey to responsiveness" with a focus on both the mindset shifts and skills necessary to be a culturally and linguistically responsive educator. With an emphasis on the "how to" of equity work, this course will help you develop strategies using the Validate-Affirm-Build-Bridge (VABB) framework to first acknowledge and honor your students' diverse experiences, then build a bridge to rigorous academic and social standards. Through reflection, exploration, and strategic planning, this course will help educators make the shift to an asset (rather than deficit) approach that fosters positive outcomes for all. This course is offered through the Teaching Channel.

TSTX 580 Creating a Vision for Equity in Education 3 credits
If you are ready to bring the real world into your classroom, this course on authentic teaching and learning is for you. Delve into numerous instructional strategies useful for increasing relevance and engagement for students as they connect present and future lives outside of school with curricular concepts. Investigate 21st Century skills and inquiry for incorporation into your teaching. Design a backwards built project-based learning plan to use with your students. Generate starting points for problem-based learning and develop a plan to implement case-based learning with your students. You will come away from this course with a solid understanding of authentic learning and ready-to-use activities that can be immediately applied to your teaching. This course is offered through the Teaching Channel.

TSTX 581 Authentic Teaching and Learning for the 21st Century 3 credits
If you are ready to bring the real world into your classroom, this course on authentic teaching and learning is for you. Delve into numerous instructional strategies useful for increasing relevance and engagement for students as they connect present and future lives outside of school with curricular concepts. Investigate 21st Century skills and inquiry for incorporation into your teaching. Design a backwards built project-based learning plan to use with your students. Generate starting points for problem-based learning and develop a plan to implement case-based learning with your students. You will come away from this course with a solid understanding of authentic learning and ready-to-use activities that can be immediately applied to your teaching. This course is offered through the Teaching Channel.

TSTX 582 Maximizing Learning for All through Differentiation 3 credits

TSTX 583 Bringing Students from Unfinished Learning to Soaring Achievement 3 credits
As a result of Covid-19, educators understand students will have inconsistencies in their knowledge and skills. The term for this loss? Unfinished Learning. In this course, educators will meet the challenge of unfinished learning through tried-and-true practices like building relationships, designing differentiated lessons to increase student confidence, supporting autonomy, and using diagnostic tools to measure student needs. With these strategies, teachers will bridge the learning loss gap with acceleration, recovery, and retention. Educators will leave this course with new knowledge that will ensure students grow, thrive and shine! This course is offered through the Teaching Channel.

TSTX 584 Inspire Student-Driven Learning with Questioning and Inquiry 1 credit
What are the keys to an engaging and curious classroom? Questioning and inquiry! This course explores the structure, skills, and strategies of questioning and inquiry through lesson analysis, evaluation, and creation. You'll design your own inquiry cycle and connect it to a 5-step lesson plan. Learn how to ensure student voice and choice in both questioning and discussions through engaging questions to activate student-driven learning. You'll finish this class with a toolbox of strategies to deepen learning in your classroom with questioning and inquiry through small changes with big impact! This course is offered through the Teaching Channel.

TSTX 585 Coaching Your Students to Action Using the Feedback Loop 3 credits
Are you a teacher working to improve student outcomes? Come find out how you can coach your students using the feedback loop! Discover how to provide assessment insights to your learners and collaborate with families for continuous learning. Course activities encourage you to think like a coach through analysis of classroom language, crafting of high-quality and personalized feedback, and experimenting with new assessment and feedback methods. You will complete the course with a fresh take on feedback and a newfound ability to coach your students to learning success! This course is offered through the Teaching Channel.

TSTX 586 Innovation Strategies for Every Classroom 3 credits
Innovation is as much about incremental change as it is about disrupting the status quo. It does not require technology or engineering. By contrast, innovation does require a willingness to focus on deep learning and it asks educators to revisit practices that often focus on compliance and completion more than thinking and understanding. This course offers specific strategies and approaches to improve creativity, curiosity, and passion in teaching and learning. The educational ecosystem, the commitment to try new ideas, and the benefits of collaboration are all key ingredients in this fresh recipe for innovation. This course is offered through the Teaching Channel.

TSTX 587 Beyond Growth Mindsets for Learning Without Limits 3 credits
Did you know that mistakes and struggle make your brain grow? Or that "math brain" doesn't exist? How about the direct connection between belief and physical change? Growth mindset instruction has been widely adopted as a learning approach by educators, and now, Stanford professor Dr. Jo Boaler levels up to introduce research showing the brain to be truly limitless in both flexibility and strength. Learn how to increase your growth mindset within language and professional practice. Explore the ways collaboration and other multi-dimensional approaches directly impact brain growth. Through research and stories around productive struggle, neuroplasticity, and a connected brain, this course makes a strong case for embracing and practicing a growth mindset. This course is offered through the Teaching Channel.

TSTX 588 Strategies to Make Learning Stick 1 credit
When it comes to learning, work smarter, not harder! This course draws upon current research on the Science of Learning to provide teachers with surprisingly simple strategies that will make students' time spent learning and studying more effective. We'll bridge the gap between the tried and true research on how the brain learns and retains information, and the day-to-day reality of teaching a dynamic classroom of students. You'll learn the basics of how the brain takes in and stores information, as well as best practices for retrieval. We'll share easy-to-implement strategies to make learning "sticky" and guide you through lesson design that can improve outcomes for students. No matter the subject or grade level you teach, you'll walk away with "smarter" strategies to create more efficient and independent learners. This course is offered through the Teaching Channel.

TSTX 589 Future-Ready Fluencies for 21st Century Learners 3 credits
One important contention drives this course's purpose: schools need to evolve to fully prepare students for the future. To guide this evolution, we look to skills, or "fluencies," to help students grow in proficiency as they see and interact with the world. The text authors offer six skills, or fluencies – Solution, Collaboration, Information, Communication, Creativity, and Global Citizenship – to replace the traditional focus on the three "R's." In this informational and practical course, you will collaborate with a colleague to identify connections between fluencies and content, and create a tool to track your findings for later planning. You'll understand how to create fluency-based activities using problem-based learning, and you'll design an authentic assessment to measure student success. Finally, you'll leave this course full of fresh ideas for progressive teaching using the fluencies to keep learning relevant, applicable, engaging and future focused. This course is offered through the Teaching Channel.

TSTX 590 Spark Deeper Learning with Thinking Routines 1 credit
You may have heard of Think-Pair-Share or See-Think-Wonder, but did you know these are thinking routines? Developed through research from Project Zero at the Harvard Graduate School of Education, thinking routines are simple structures designed to be used individually or collaboratively to support deeper thinking and learning. Sets of questions or short steps may be used again and again, with any grade, content, or context to make students' thinking visible, enabling metacognition and formative assessment. With many opportunities to practice their "thinking moves" in a supportive classroom culture, student engagement and understanding are enhanced. In this practical and applicable course, you will explore ways to pair tech tools with thinking routines that spark the skills students need to be creative, critical, and curious 21st Century learners! This course is offered through the Teaching Channel.

TSTX 591 Using Universal Design for Learning (UDL) to Create Inclusive and Equitable Classrooms 3 credits
Shift from a one-size-fits-all curriculum to the classroom your students deserve with a Universal Design for Learning (UDL) and equity approach. With accessibility, empowerment, and rigor at its core, UDL aims to minimize barriers to learning and open up multiple pathways for student success, no matter their background. Take a fresh look at curricular and instructional design to ensure that the learning you provide aligns with UDL best practices, as well as social justice, culturally responsive, and equitable teaching practices. You'll gain practical strategies for lesson and assessment design, ideas for increased engagement, and take a peek into classrooms that are finding success. Whether you are just starting out with UDL, or are looking for inspiration to improve implementation, this course will guide you! This course is offered through the Teaching Channel.

TSTX 592 Finding Funds for Student Fulfillment 1 credit
To fully prepare students for our rapidly changing world, educators must continue to engage students in creative and innovative learning opportunities. You'll engage with the funding and grant resources that are ready to provide "free money" to support a variety of educational initiatives and projects. This course is designed to walk you through key steps for requesting funding by identifying, researching, defining, and budgeting for a project. Complete this course with a foundational document and build a dynamic funding proposal to bring amazing ideas to life! This course is offered through the Teaching Channel.

TSTX 593 Engaging Learners Through Productive Struggle 3 credits
When the brain is challenged, insightful learning happens! Our students need us to create more opportunities for them to grapple with new ideas and content. Transform your classroom to a place where mistakes are celebrated, grit is valued, and all students can learn through clear and rigorous expectations. Set learning intentions with specific criteria for success, develop constructive feedback, examine implicit bias, and evaluate ways to improve your teaching processes to honor a "not yet" mindset. Keep joy and creativity alive in designing activities to reach every student, and collaborate with colleagues to develop new ideas. Your work will ensure your classroom is a place to feel supported and encouraged to engage in "cognitive wobbling." This course will foster a deeper and more gratifying way of learning, through productive struggle. This course is offered through the Teaching Channel.

TSTX 594 Learning to Learn: Student Skills for School and for Life 3 credits
Executive skills are becoming a focal point for many educational professionals, as they are integral to lifelong success for ALL learners. This course seeks to define executive function skills and offers a variety of ways to teach, assess, intervene, and adapt to help all students be successful. Participants will come away with many teaching structures and activities to strengthen executive functioning in learners. Teachers will learn strategies their students can immediately put into action and methods for tying executive function skills to teaching and learning academic content. This course is offered through the Teaching Channel.

TSTX 595 Co-Teaching: Partners in Practice 3 credits
Co-teaching has increasingly become more popular as education moves to more collaborative models of instruction. This course will help you to reflect on what you can bring to a co-teaching framework, and to reflect on aspects of co-teaching that are essential for you (and your partner!) to succeed in that environment. You'll learn the different co-teaching models, how to co-teach with a specialist, and how to apply specific strategies to foster learning in a collaborative environment. This course is offered through the Teaching Channel.

TSTX 596 The Challenging Child: Strategies for the Early Childhood Classroom 3 credits
Created for early childhood education professionals, this course introduces key strategies designed to prevent, assess and address challenging behaviors in young children. Focused on proactivity, the methods presented encourage early childhood teachers to lay a solid foundation with children and parents/guardians. Additionally, participants will learn about and develop processes for data collection, intervention planning and implementation. This course is offered through the Teaching Channel.

TSTX 597 Teach Like A Champ: Effective Strategies for an Engaged Classroom 3 credits
Take time to stop, reflect, and analyze why you run your classroom the way that you do. Are you spending too much time managing, and not enough time teaching? Are your students getting the most out of your instruction? This course will renew educators in the quest for efficient, engaging, and effective teaching strategies that demand the best of all students. Realign the focus to a flow of content and learning instead of housekeeping and maintaining order by utilizing techniques that speak to all aspects of instructional framework. Whether this is your first or your fifteenth year in the classroom, you will be enlightened and reminded why you are good at what you do, and how students can thrive in your space. This course is offered through the Teaching Channel.

TSTX 598 Learning with Laughter and Levity 1 credit
It's no joke! A significant amount of research exists about the positive impact of humor on student learning when used well by educators. As educators re-evaluate what it means to be effective, increased attention is being given to the affective factors, interests, and emotions within the learning environment. This course brings fun and levity to the forefront while providing specific methods for being humorous and revealing why memes, gifs, and comics are so engaging and effective. Course participants will investigate and develop strategies for humor-infused lesson plans, classroom activities, and routines. Connect with your students, enjoy your lessons, and remember that teaching and learning can be seriously fun. This course is offered through the Teaching Channel.

TSTX 599 Transforming Schools Through Equity Coaching 3 credits
It's no joke! A significant amount of research exists about the positive impact of humor on student learning when used well by educators. As educators re-evaluate what it means to be effective, increased attention is being given to the affective factors, interests, and emotions within the learning environment. This course brings fun and levity to the forefront while providing specific methods for being humorous and revealing why memes, gifs, and comics are so engaging and effective. Course participants will investigate and develop strategies for humor-infused lesson plans, classroom activities, and routines. Connect with your students, enjoy your lessons, and remember that teaching and learning can be seriously fun. This course is offered through the Teaching Channel.

TSTX 600 EQUIP for New Teachers 3 credits
EQUIP for New Teachers is designed with busy pre-service educators and new teachers in mind. The course includes curated resources on common new teacher challenges, professional microlearning modules, and exemplary videos of highly-effective teachers in action. Microlearning modules and Teaching Channel videos encourage direct application to professional practice and provide many opportunities for reflection. Participants will complete an authentic assignment for use in their classroom or role for each of the ten modules (i.e. lesson, classroom management, and implementation plans) and a final written reflection. EQUIP for New Teachers supports teachers with five or fewer years of experience. Registrants will have access to the course for twelve months from the date of registration. Course topics include professionalism, classroom management, relationship building, instructional best practices, teaching strategies, lesson planning, student engagement, culturally responsive teaching, wellness, differentiation, assessment, and more! This course is offered through the Teaching Channel.

TSTX 601 Creating Transformative Professional Development 3 credits
Empower your PD planning and facilitation with this course designed for teacher leaders, workshop presenters, and administrators. Using The PD Book's 7 Habits as your guide, you'll learn how to transform your professional development sessions from transactional to transformative. Discover strategies for engaging reluctant participants, navigating power dynamics, and ensuring psychological safety. With an intentional design template, checklists, and knowledge of adult learning theory, you'll use an equity lens to create effective and comprehensive PD experiences. Explore your own facilitator habits and learn how to adapt your plan as needed. Upon completion, you'll be ready to present a transformative PD experience that will receive rave reviews from your participants. This course is offered through the Teaching Channel.

TSTX 602 Growing and Learning with Nature-Based Outdoor Education 3 credits

TSTX 603 The Art and Science of Positive Classroom Management 3 credits
Classroom management can be a challenge for educators, and there are as many schools of thought as there are behaviors! This course will introduce you to some of the main frameworks and philosophies of classroom management, and you'll learn how they work with one another to increase success for students. You'll explore fundamental strategies to proactively set the stage for learning and learn new-to-you strategies to help your students thrive in your classroom. Positive behavior is a learned skill, and you will leave this course with tools and frameworks to support student learning in your classroom the very next day. This course is offered through the Teaching Channel.

TSTX 604 Unleash Your Teaching Greatness 3 credits
"There is no school that is better than its teachers." This declaration is at the heart of the course Unleash Your Teaching Greatness. In this introspective and exploratory course, you will identify the characteristics and skills great teachers possess and ponder what makes a good teacher, great. Think back to why you chose the teaching profession and consider the power of your position to influence and mold the future. Understand how the relationships you create with students, parents, colleagues and administrators can help pave the path to teaching greatness and determine why practice and reflection are instrumental if we want to learn, grow, and master the art of teaching. This course is offered through the Teaching Channel.

TSTX 605 The Power and Possibilities of Play 3 credits
Feel the enthusiasm, engagement, and energy jump off the page when you hear, "the power and possibilities of play!" More than a teaching strategy for our youngest, play enhances learning for all students from PreK to 12th grade, and even the adults, too. Learn the history of play, how to be an advocate for play in the classroom, support children's right to play, and celebrate its benefits on the International Day of Play! Behold what researchers say about why play is the way we learn best, and identify the damaging effects of shrinking recess and taking play away. Investigate how you can infuse the best of technology and outdoor learning experiences into your professional play practice. Honor the rejuvenating power play brings to your classroom, including the ways it fosters friendships, teaches self-regulation, encourages social-emotional learning, and promotes well-being. Learn about the people behind the research, share your own play experiences, and take a quiz to determine your own play personality. Bring joy back to teaching as you rediscover the power and possibilities of play! This course is offered through the Teaching Channel.

TSTX 606 Science of Learning: A Practical Approach to Engaging Every Learner 3 credits
When it comes to our students, we know that one size does not fit all. While most teachers have access to abundant academic and well-being data, they don't have objective data on students' cognition, or how they learn, which accounts for the majority of learner variability. In collaboration with MindPrint Learning, we've designed a course that outlines the importance of using the science of learning to understand students' cognitive strengths (i.e. critical thinking, memory, and executive functions) and use a strengths-based approach to address learning and behavior challenges. Whether you are a general educator or support specialist, cognitive strengths and needs, can help you see students through a new lens and guide you towards an easy-to-implement, personalized plan of action. With the MindPrint Learning free library of strategies and tools, you'll conclude this course feeling empowered to address everyday challenges in teaching, learning, and behavior. This course is offered through the Teaching Channel.

TSTX 607 Learning by Choice 3 credits
Do you have professional learning books you'd love to read for your own professional development but can't find the time? Have you watched a documentary that would be the perfect tool to teach a curriculuar topic? Are you planning to travel and want to apply your insights to the classroom? Did you attend a professional development training or workshop that didn't offer credit? If any of these sound familiar, this is the course you've been looking for! In this course, you have the freedom to choose: the text (related to teaching), the tool (documentary, tv series, podcast etc.) the travel experience (a trip you took or plan to take, a field trip with students, etc.),the training (PD workshop, etc.) pathway that meets your learning needs. At your own pace, you will engage in a guided exploration, with plenty of options to demonstrate your learning. By the end of the course, you'll apply what you've created to support your role in education. Your most precious resource is time, so decide what you want to learn! This course is offered through the Teaching Channel.

TSTX 608 The Art and Skill of Listening to Understand 1 credit
Our rapid-fire culture, fueled by short videos and sound bites, clashes with the need for soft skills like active listening in today's workforce. This course provides essential information on why listening skills are crucial for strong communication and relationships, both now and in future careers! You'll learn the differences between hearing and listening, and active and passive listening, explore five key types of listening, and investigate practical strategies to adjust classroom protocols for a more successful classroom. Fun activities encourage you to refine your listening abilities through paraphrasing, empathy, and more. Packed with resources, tips, and tricks, this course empowers you to teach, reinforce, and ultimately improve student listening skills, setting them up for success in communication and interpersonal connections. This course is offered through the Teaching Channel.

TSTX 609 Making Mistakes Meaningful for Students AND Teachers 3 credits
When Bob Ross said "mistakes are happy accidents," it was easy to believe in the context of painting, but why is it so hard to accept in the context of our teaching? Perhaps, the school system appears not to welcome failure, as evidenced by high-stakes testing and class rank. Or, because we teach students to learn from mistakes, but often fear them ourselves. In this course, you will reflect on your relationships with failure and mistakes, both personally and professionally, including the barriers faced—from fear, to perfectionism, to burnout. You will then analyze and collaboratively problem solve mistakes at the classroom and school levels. By the end of the course, you will develop a mistake-welcoming classroom by creating lessons and activities for students (and yourself!) to navigate and reframe risk-taking. Learn to embrace mistakes and transform risks into opportunities to rise! This course is offered through the Teaching Channel.

TSTX 610 The Brilliance of Playful Learning for All Ages 3 credits
Explore the brilliance and discover the characteristics of playful learning in this refreshing course about the Pedagogy of Play! Feel energized and enlightened as you read the research that supports the power of play as a proven teaching strategy. Created for students from PreK through 12th grade, learn about cross-cultural indicators of playful learning and poke through a teaching toolbox filled with 18 tools designed to enhance your lessons and learning activities. Reflect on your beliefs about play as a pedagogy and grow in your understanding about how play enhances learning for students with different abilities, backgrounds, and life experiences. Prepare for pushback from the powers-that-be so you are ready to respond with what the research proves: play improves student outcomes and success. You will even have the opportunity to explore how play influences and creates curiosity in your own life. Enjoy the empowerment, wonder, and meaning play can bring to your teaching in this one-of-a-kind course.This course is offered through the Teaching Channel.

TSTX 611 High-Dosage Tutoring for Learning Recovery and Acceleration 3 credits
Explore the transformative potential of high-dosage tutoring (also known as high-impact tutoring) to address learning loss and accelerate achievement for all student groups. When compared to other academic interventions, high-dosage tutoring boasts the most robust evidence for significantly improving student outcomes. In this course, you'll gain a deep understanding of how high-impact tutoring—which is intensive, relationship-based, and personalized—differs from traditional tutoring methods. Drawing upon examples from districts across the country, you'll examine successful implementations of high-dosage tutoring programs, exploring various models and strategies for setup and sustainability. The course provides practical insights into overcoming common challenges, including strategies for securing funding and addressing logistical considerations. Discover innovative technologies, such as AI-powered tutoring platforms like Khanmigo, and learn how these tools can enhance the effectiveness and efficiency of tutoring efforts. Whether you're a teacher, administrator, or district leader, this course equips you to advocate for, plan, and implement high-impact tutoring initiatives in your school community. This course is offered through the Teaching Channel.

TSTX 612 Successful Student Collaboration in the Classroom 1 credit
This course will empower you with the knowledge and skills to design and implement effective collaborative learning experiences! Through exploration of strategies and insights from the Teaching Channel's video library, you'll investigate and apply innovative techniques for group work, understand factors that contribute to successful collaboration, and design a group lesson plan template catering to diverse student needs. By identifying inspirational aspects of collaboration, you'll develop a wide range of strategies to implement in your practice. At the end of this course, you'll know how to incorporate best practices for collaboration, and address potential challenges to ensure a transformative learning experience for all students.This course is offered through the Teaching Channel.

Technology (TECX)

TECX 502 The Importance of Teaching Digital Literacy 3 credits
Students must understand how to apply digital literacy skills to be successful in the future. This course focuses on the crucial role that digital literacy plays in the field of education. Educators will gain a comprehensive understanding of what is meant by digital literacy, why it's important, and the essential skills and tools needed for students to become digitally literate. Gain insight into the digital citizenship and learn why it is a critical component of being a responsible and ethical member of the online community. By taking this course, you'll be equipped to prepare your students for a future where digital literacy is an essential skill. This course is offered through the Teaching Channel.

TECX 506 Time-Tested Learning Supports 3 credits
This course explores dependable strategies that provide learning supports for students with special needs. You'll harness the power of differentiation and Universal Design for Learning (UDL) to create a learning environment that caters to every student. Explore strategies to assist students with improving Executive Functioning (EF), and investigate technology techniques to boost student engagement. You'll dig into Assistive Technology (AT) and how it benefits the inclusive classroom, and learn tips for the practical implementation and advantages of AT tools. Whether you are refreshing your knowledge or are learning about these strategies for the first time, you will finish the course feeling well-equipped to create a learning environment for all students. This course is offered through the Teaching Channel.

TECX 508 Using Technology to Transform Research Writing 3 credits
Research writing can be an intimidating topic to approach in the classroom. With so many rules around style and citation, it's no wonder teachers and students gravitate towards more open-ended styles of writing. However, research writing is an important writing style offering excellent opportunities to create interdisciplinary, real-world content. With the emergence of new digital tools to assist with writing, the research writing process has never felt more manageable! In this course, participants will review resources and tools for teaching research writing and design a variety of digital tools to implement in their own instruction. From mind maps and collaborative digital toolkits, digital resources for teaching editing and revising, and artificial intelligence (AI) tools, participants will develop ways to engage all learners in the writing process! By the end of the course, teachers will know how to make research writing come to life for their students! Come explore all of the digital tools that can transform the research writing classroom! This course is offered through the Teaching Channel.

TECX 509 Coding and Creativity for Students 3 credits
Since 2014, a total of 1 million combined teachers and schools have adopted computer science and coding into their curricula, and for good reason: careers requiring problem-solving and programming knowledge continue to emerge in our world. Coding empowers students to stretch their minds in creative ways, while building an aptitude for problem solving. This course offers educators a start for teaching coding through a basic understanding of vocabulary and concepts, along with age-appropriate resources. You'll learn about algorithms, debugging, loops, conditionals, and more as you engage with tutorials and activities for beginners. You will understand how to advocate for coding and computer science instruction that is inclusive, diverse, and open to all students. This course is perfect for the educator with limited experience with computer science, who wishes to engage in learning about coding with their students. This course is offered through the Teaching Channel.

TECX 515 Choosing the Right Tech-Tools for Your Classroom 3 credits
Delve into the dynamic world of ed tech with the knowledge and skills you need to select and introduce new tech tools to students. In this course, you'll explore the latest trends in educational technology, learn to critically evaluate ed tech tools for curriculum alignment and accessibility, and gain practical strategies for onboarding students to new tech. Develop a comprehensive tech integration plan for a tool of your choice that includes a gradual release of responsibility framework and considerations for the diverse range of learner needs. With this course as your guide, you'll be equipped to make informed ed tech decisions, ensuring that every tech tool you introduce in your classroom is purposeful, accessible, and seamlessly integrated into your teaching practice. This course is offered through the Teaching Channel.

TECX 517 Planning for Engagement and Rigor in the Online Classroom 3 credits
You have worked hard to create the best online classroom you could, and now, you are looking for strategic ways to make it even better. This course can get you there! You will discover an effective, efficient way to plan for online teaching. You'll understand and internalize the importance of rigor in remote learning. You will learn, try and apply strategies for increasing engagement. Filled with resources, ideas and videos demonstrating examples of high-impact teaching, this course will give you what you need to improve your online classroom and student learning, even from a distance! This course is offered through the Teaching Channel.

TECX 518 Docs,Slides, and Forms in the Classroom: Your Next Level Google Guide 3 credits
In this course you'll go beyond the basic features and functions of Google tools, to explore what's possible with G Suite. You'll learn how to take Slides, Sheets, and Forms to the next level with interactive, dynamic elements that incorporate 21st-century skills like collaboration, communication, and creativity. You will learn how to design a digital portfolio template to showcase student growth using the versatile Sites platform. We will also show you how to set up your Google Drive and Chrome browser for maximum efficiency and introduce you to Keep, a lesser-known, but powerful Google tool to organize and track your digital workflow. Advance your skills and knowledge of G Suite with this intermediate-level course. This course is offered through the Teaching Channel.

TECX 519 Enhancing Formative Assessment Practices with Technology 3 credits
Boost your formative assessment routine with accessible digital tools. You'll clarify your approach to daily assessment with 3 key questions– Where are students going? Where are they now? What are the next steps in learning?– and use innovative technology to make learning progress visible. With easy tech substitutions, you can collect data more efficiently, empower students to reflect on their own progress, and improve peer feedback pathways. Plot a course for learning with everyday embedded assessments and a renewed focus on continuous progress. This course is offered through the Teaching Channel.

TECX 520 Making the Shift to Blended Learning in Your Classroom 3 credits
Get ready to reinvent the student experience with Blended Learning! We'll show you how this approach offers a more personalized experience for students through increased connectivity, agency, and creativity in the classroom. Whether you're an energized educator blazing a trail toward technology integration in your classroom or a progressive school leader looking to support change across several classrooms or buildings, this course will lead you through the development of your blended learning vision and the creation of a comprehensive roadmap to guide your journey towards innovation. You'll gain insights into building and sustaining a blended learning culture, explore and apply digital tools including Screencastify and Hyperdocs to support learning objectives, and design learning activities (for adult or student learners) using blended learning models like Station Rotation, Flipped Classroom, Individual Rotations, and A La Carte. No matter the pathway, you're sure to advance your knowledge and skills with this course designed for those ready to take technology integration to the next level. This is an intermediate-level course. This course is offered through the Teaching Channel.

TECX 521 Integrating Innovative Classroom Technology 3 credits
Whether you're just beginning to dip your toes into the ed tech waters or ready to dive in head first, this course will give you a strong foundation in technology integration best practices to support increased engagement and academic outcomes in your diverse classroom. Throughout this course, you'll learn how to move beyond online skills practice and word processing to integrate meaningful technology into your classroom routine. We'll show you how to build lessons with the SAMR and the ISTE frameworks in mind and introduce you to simple digital tools that encourage creativity and critical thinking. This course is offered through the Teaching Channel.

TECX 522 Teaching with Video to Support Digital Classroom Success 3 credits
Bring your lessons to life with video that engages students and supports your curricular goals. Whether you're planning for your flipped or blended classroom, taking a dive into personalized learning, or just looking to add more digital content to your lessons, this course is for you. Participants will learn to filter through the myriad of online content to curate high-quality, relevant videos to support classroom curriculum. We'll show you some free web tools to record video for instruction, feedback, and differentiated student support. Participants will develop lessons that include both curated and created video content that build higher-order thinking skills and help tap into students' creative brains This course is offered through the Teaching Channel.

TECX 523 Digital Tools in the Connected Classroom 3 credits
In this course, you'll explore and evaluate various digital tools available online to support student learning and the acquisition of 21st Century skills known as the 4Cs– communication, collaboration, creativity and critical thinking. You'll develop lessons and a project plan that integrate the 4Cs with supportive digital tools, all while hitting core standards educators are required to cover. No matter the grade or subject you teach, you'll come away with a better understanding of the digital tools available, and plenty of applicable strategies to incorporate technology that engages, enhances and extends learning. This course is offered through the Teaching Channel.

TECX 524 Teaching Online with Equity in Mind 3 credits
Looking for guidance as you bring your classroom online? This course provides a solid foundation for any educator making the shift from traditional face-to-face instruction to online teaching. You'll learn about best practices for developing high-quality tech-based lessons, facilitating online discussions and incorporating a host of digital tools to support learning goals. To reach and teach all learners, participants will investigate challenges and solutions surrounding digital equity, that affect English Learners, students receiving special education, and students without internet at home. Additionally, they will review and reflect on methods for connecting with students, parents and other educators, and using culturally responsive strategies to ensure equity when teaching online. This course is offered through the Teaching Channel.

TECX 525 Teaching Media Literacy in a Fake News World 3 credits
Filled with resources, videos, strategies, and more, Teaching Media Literacy in a Fake News World, will have you digging deep into this timely topic. Investigate media literacy, fake news basics, and effective and engaging teaching strategies. Discover the five components of media literacy education, and uncover reliable methods for educating students about fake news. Reflect on current practices and develop opportunities to apply new learning to your classroom or school for a real, relevant impact on 21st Century students. This course is offered through the Teaching Channel.

TECX 526 Cultivating Digital Citizenship in Today's Classroom 3 credits
Ready to join the ranks of super digital citizens? This course will immerse you in ideas and resources covering all nine characteristics of digital citizenship skills to help students embody skills to act responsibly, ethically and safely online. You'll participate in a collaborative effort to examine digital equity, create an innovative approach to identify reliable sources, and shift the response to cyberbullying from reactive to proactive. If that's not enough, you'll become a forward thinking superhero in your school or building by engaging with creative lessons, activities, and resources to support the infusion of strong digital citizenship skills into instruction. Join us as we strive for a better digital world! This course is offered through the Teaching Channel.

TECX 527 The Keys to a Connected Google Classroom 3 credits
Learning the ins and outs of Google Classroom is no small feat! In this course, educators will learn the basics of creating your first class to more intermediate level techniques for building and managing a streamlined Google Classroom. With helpful video tutorials from Google certified trainers and educators, you will explore various ways to post assignments, collect and grade student work, and learn about time-saving strategies to provide feedback. With your new digital skill set, you'll have what you need to keep your Google Classroom running smoothly and efficiently all year long! This course is offered through the Teaching Channel.

TECX 528 Exploring the Impact of Social Media on Students, Wellness, and Society 3 credits
For digital natives, social media has become the primary way to communicate. It has also become a big obsession: keeping up with one another, using photos and "likes" as currency. Exploring the Impact of Social Media will help educators and in turn, digital natives, understand the effects of social media on the brain, and how the coding in apps aim to keep us paying attention. Social media is a tool, not good or bad, but too much use can be detrimental to health and self-identity. This course illuminates the benefits and the drawbacks of our online interactions so we can all learn to regulate our use of social media, along with several creative ways to keep technology in its place. This course is offered through the Teaching Channel.

TECX 529 Integrating Computational Thinking and Coding Across the Curriculum 3 credits
Technology influences everything– the way we work, play, communicate, teach, and learn. Sure, your students can navigate their iPad or smartphone like a pro, but do they really understand these complex systems? Are they equipped to solve challenging problems and design the technology of the future? To better prepare students for an increasingly computational world, educators must introduce computer science concepts early and often throughout their schooling. In this course, we'll demystify computational thinking (an effective problem solving process) and unpack the skills, concepts, and mental habits needed to solve complex problems. Learn how the universal components of computational thinking like decomposition, pattern recognition, and debugging apply not only to science and math, but also to literature and art! Tinker with some free coding tools and learn strategies to engage students of all ages and backgrounds in abstract thinking and creativity with computers. Whether you teach general ed, STEM, kindergarten or middle school, this course will provide the knowledge and strategies you need to create a community of future-ready computational thinkers! This course is offered through the Teaching Channel.

TECX 530 Creating Adventure and Engagement with Gamification 3 credits
Journey to the lost "Island of Engagement" where you'll complete a variety of challenges to uncover the powerful secrets of gamification and playful learning! In this gamified course, you'll explore ways to combine tried and true instructional methods with the science of gamification to transform any lesson or classroom routine. Using your island map as a guide, you'll discover essential game mechanics (like story, teams, levels, timers, rewards, etc.), determine the best brain-based strategies to increase engagement, and explore ready-to-go game templates to infuse new energy and excitement into your classroom. Upon completion of your heroic quest (and defeat of the "Big Boss"), you will have created a fully developed, gamified unit that's ready for launch. Get ready for an epic adventure to create play with a purpose! This course is offered through the Teaching Channel.

TECX 531 Teaching with Immersive Technologies 3 credits
Virtual and augmented reality (AR/VR) are no longer relegated to the gaming and science fiction worlds! These immersive technologies, which create life-like experiences by merging both the physical and digital world, are surprisingly easy to use. Dinosaurs in the classroom? A trip to the pyramids of Egypt? No problem! In this course, you'll learn about the unique characteristics of AR and VR, and tinker with specific apps and websites like Google Earth, FlipgridAR, and CoSpaces Edu. This resource-filled course will help you design innovative learning experiences that not only engage your students, but also enhance and extend learning beyond the four walls of the classroom. This course is ideal for intermediate level tech users that are comfortable navigating web and mobile apps, and open to learning to create in 3D. This course is offered through the Teaching Channel.

TECX 532 Project Based Learning for the Digital Age 3 credits
Are you looking for ways to bring innovative, engaging, and authentic projects into your classroom? This course introduces you to the key elements of designing, implementing, and managing project based learning experiences in the online and face-to-face classroom. Using best-practice frameworks, you will learn strategies to empower your students as they explore their passions, collaborate with others, and create projects that answer challenging real-world problems. Get ready to design your own project and see why so many educators think project based learning is key to the future of innovative learning! This course is offered through the Teaching Channel.

TECX 533 Technology on the Move, Best Practices for Balancing Movement and Tech 3 credits
In this timely course, you will explore both the risks and the rewards of technology use in the classroom and how movement can be easily integrated into lessons and learning. The course text is filled with just the right amount of acronyms to ensure easy recall of movement and tech strategies, including Stress Management and Relaxation Techniques (SMART) designed to manage student stress and boost resilience. You will grow in your educational expertise as you become a Movement and Tech Educator (MTE) and an agent of change. Make plans for a bright future and join the movement-Movement that will ensure students' tech use is accompanied with a healthy body and mind in your face-to-face or virtual classroom. This course is offered through the Teaching Channel.

TECX 534 Boosting Classroom Creativity Through Canva 1 credit
How many times have you told yourself you aren't the creative type or that you don't have an eye for design? That's all about to change! In this course, you will discover ways visuals can enhance creativity and student engagement through brain-based strategies and the free online tool, Canva. Canva empowers you to design professional looking infographics, anchor charts, and other lesson materials with just a few clicks. You'll reflect on your current level of creativity and determine new ways to infuse creativity into your classroom routines and lessons. Not only is creating in Canva easy and fun, it can also allow you to create more meaningful learning experiences for your students! Ready to get in touch with your creative side? Let's go! This course is offered through the Teaching Channel.

TECX 535 Technology for Littles 3 credits
Technology is here to stay, and our PreK-2nd graders are energetic and enthusiastic about using it! To ensure technology is appropriate and young students have positive experiences, it is important to understand best practices and principles. In this course, you will articulate your beliefs about this age group's use of technology in the classroom, and "tinker" with a variety of tech tools, explore the many aspects of digital citizenship and internet safety. Learn about the SAMR (Substitute, Augment, Modify, Redefine) model, then select your pathway for adding apps and tools for teaching and learning into your professional practice. Design checklists and visual organizers that guide students in tech basics like logging on, passwords, and charging devices. Impact impressionable learners by creating activities that demonstrate how equity, accessibility, and social-emotional learning are influenced by technology, and celebrate the joy and discovery tech brings! This course is offered through the Teaching Channel.

TECX 536 Making Magic with Google Sheets and Forms 3 credits
Whether you consider yourself a novice techie or edtech expert, this course will get you thinking outside of the box to see Google Forms and Sheets in a whole new way! You'll learn practical ideas for using these lesser-known Google tools to automate and differentiate assessments, then collect and analyze data with built-in formulas and functions (it's easier than you think!). We'll also showcase how Forms and Sheets can help you communicate with families, deliver engaging lessons, and increase teacher productivity. Explore the Google Workspace Marketplace to identify add-ons that enhance and extend the functionality of Forms and Sheets. In the end, you'll walk away with ready-to-use documents and activities to boost efficiency and innovation. Discover the magic of these classic tech tools with our fresh take on Google Forms and Sheets! This course is offered through the Teaching Channel.

TECX 537 Harness the Power of Screen Time in Your Classroom 1 credit
Are you concerned about the effects of excessive screen time on your students? This course is here to help! Although research shows many negative effects on students' brains, even when they follow age-appropriate guidelines, we believe that screen time isn't inherently "good" or "bad": it all depends on how we use it. Learn how to evaluate and set age-appropriate goals for intentional ed tech use with the SAMR framework. Discover ways to transform your students from passive consumers to active creators by utilizing resources that celebrate creativity. Explore ways to increase engagement in the classroom through gamification and activities that incorporate social media. By the end of the course, you will have a wealth of resources and strategies to use screen time in the classroom in fun, engaging, and beneficial ways. Join us as we explore the possibilities of screen time in education! This course is offered through the Teaching Channel.

TECX 538 Tech Tools for Time Management 1 credit
Tackle time management with help from technology! Learn strategies to help all education professionals become more productive and efficient with intentional scheduling, focus, and organizational tools. Use digital to-do lists to set priorities and checklists to track routine tasks. Reduce stress and overwhelm with assistance from apps to lighten your mental load. Learn to create boundaries and say "no" to overwork, and prioritize time for yourself, too! Time management is all about finding what works for your needs and style, so we've provided plenty of options and room to experiment along the way. Whether you're just starting your time management journey or already finesse schedules like a pro, you'll find tips and ideas to take your practice to the next level. This course is offered through the Teaching Channel.

TECX 539 Create and Captivate: Using Online Presentations to Teach 3 credits
This course will provide you with the knowledge and skill to deliver an engaging presentation using online tools. You'll learn how to leverage instructional and visual design to enhance presentations, and how you can structure your presentation to effectively communicate ideas and engage your audience. You'll take a look at why color is important, how photos help learning stick, and why clip art doesn't. You'll be exposed to a variety of platforms for creating interactive presentations, that include embedded videos and screencasts. You'll discover new alternative uses for presentation slide decks, such as an ebook or teacher planning canvas. Then, you'll create wonderfully engaging online presentations for use in your professional role. This is an intermediate level course. This course is offered through the Teaching Channel.

TECX 540 One Stop Shop: Online Docs Spreadsheets, Slides and Forms for your Classroom 3 credits
This course will prepare you to take your classroom to the next level using a host of Google apps. You'll learn how to set up and organize your Google Drive and Chrome browsers for optimal efficiency. We will teach you step-by-step how to leverage the creative and collaborative features of Google documents, slideshows, spreadsheets, forms and sites to increase engagement in your classroom. Participants will also design innovative lessons that enhance and extend student learning. Upon completion, you'll be able to immediately implement the skills and ideas you've gathered throughout the course to improve content delivery and teach essential 21st-century skills that will help your students thrive in the digital age. This beginner-level course will demonstrate the power of the Google™ Suite of Apps to help you design innovative learning experiences that integrate technology in meaningful ways. This course is offered through the Teaching Channel.

TECX 541 Choose Your Own EdTech Adventure 3 credits
This course is not like other independent study opportunities. There will be choice, adventure, and fun ahead! In this Choose Your Own Adventure-style learning experience, you'll engage in guided exploration of a specific edtech tool of your choice. Whether you're a beginner looking to integrate a tool to support student learning, or an advanced user ready to take your tech implementation to the next level, we've got you covered! We'll share best practices for evaluating and learning to use edtech tools, and strategies for sharing your knowledge with colleagues. You'll review ways other educators use the edtech tool and ultimately make a plan for implementation in your setting. Along the way, we've incorporated choice in how you share your learning, as well as gamified elements to ensure your edtech adventure is action-packed. Blend learning and fun as you master a new tool, level up your tech integration, and support innovation at the same time! This course is offered through the Teaching Channel.

TECX 542 Unlocking the Potential of Artificial Intelligence in Education 3 credits
What do autocorrect, Siri, traffic navigation, and your "watch next" list have in common? They're all examples of how we use Artificial Intelligence (AI) every day! Once science fiction, AI technologies are increasingly embedded in our lives. Whether this fills you with excitement or trepidation, AI literacy is essential for all educators, and students—and this course is your virtual assistant along the way! You'll develop a foundational understanding of AI and consider the challenges and opportunities it offers in education. Explore specific AI tools like ChatGPT and Curipod to streamline your teacher workflow, support innovative lesson design, and save time. Discover how to personalize learning with adaptive technologies and inform instruction with AI-powered assessment. Prepare students to understand and use AI responsibly, and level-up lessons with AI enhancement. Finally, you'll explore considerations for school policies around safe and ethical uses of AI in the classroom. The future is here, and this course will equip you with the knowledge and awareness to navigate it successfully! This course is offered through the Teaching Channel.

TECX 543 Amplify Learning with Podcasts in the Classroom 1 credit
"Lend me your ears" for a unique podcast-based course—a podcourse! Discover how teaching and learning with podcasts can amplify student engagement and achievement, boost listening skills, and support diverse learners. Expand your pedagogy with educator podcast episodes on a range of topics. Listen up for guidance on selecting educational podcasts to meet your students' needs, and ideas to incorporate them into lessons across grade levels and content areas. Whether you're an avid podcast listener or are just tuning in to this versatile medium, you'll add to your queue of fresh ways to use podcasts in the classroom. Bonus: We've created a playlist just for participants in this course—so you can press play and learn on your way! This course is offered through the Teaching Channel.

TECX 544 Immersive Learning with Google Arts & Culture 1 credit
Make learning come alive with Google Arts & Culture! Discover the incredible resources available on this digital database with artwork, artifacts, and 360-degree images of natural wonders, cultural sites, and more. Whether you teach the arts, history, STEM, world language, or another content area, Google Arts & Culture offers resources to enhance learning and engage students. Global museum collections, themed topic areas, virtual field trips in augmented and virtual reality, and interactive experiments connect students with real-world, immersive experiences. Curate exciting and memorable lessons with ready-to-go resources made for educators. In this exploratory course, you'll familiarize yourself with Google Arts & Culture resources and "wow" students as you bring the world to the classroom with technology. This course is offered through the Teaching Channel.

TECX 545 Teaching with Tech in the Content Areas 3 credits
Transform teaching and learning in your content-area classroom with thoughtful technology integration! This course will guide educators in all content areas—from ELA, to STEM, to social studies, the arts, and more—in creating engaging, interactive, differentiated learning experiences supported by tech tools. You'll begin with tips for purposeful integration with a grounding in edtech frameworks, universal design for learning (UDL), and digital citizenship. Then, you'll explore a curated collection of edtech tools for students and educators. Discover best practices and resources for implementing gamified learning, augmented and virtual reality, and artificial intelligence tools. And, because we believe the best way to become adept with edtech is jumping right in, we've incorporated a variety of tech tools into the course design, so you can try them out as a learner. You'll complete this course inspired and empowered to level up technology integration in the content areas! This course is offered through the Teaching Channel.

TECX 546 Building Equity in the Tech Rich Classroom 3 credits
Looking for guidance as you bring your classroom online? This course provides a solid foundation for any educator broadening their teaching format to include online teaching. Explore best practices for high-quality tech-based lessons, facilitating discussions and including of digital tools in your instruction. Investigate challenges and solutions surrounding digital equity affecting English Learners, students with learning needs, and students who do not have home access to reliable internet. Reflect on methods for connecting with students, parents and other educators, and using culturally responsive strategies to ensure equity when teaching on- and offline. This course includes two modules culminating in multiple-choice progress checks and one module with a larger application project and reflection requirement. This course is offered through the Teaching Channel.

TECX 547 Empowering Responsible Learners Through Media Literacy 3 credits
Empowering Responsible Learners Through Media Literacy offers resources, videos, and strategies, to develop an understanding of media literacy, credibility in resources, and effective and engaging teaching strategies. You'll review each of the five components of media literacy education and learn reliable methods for educating students about information credibility. This course includes two modules culminating in multiple-choice progress checks and one module with a larger application project and reflection requirement. This course is offered through the Teaching Channel.

TECX 548 Google Tools to Up Your Classroom Game 3 credits
This course will help you "up your classroom game" using a host of Google apps. You'll learn how to set-up and organize your Google Drive and Chrome browser for optimal efficiency. Step-by-step we will teach you how to enlist the creative and collaborative features of Google documents, slideshows, spreadsheets, forms and sites to increase engagement in your classroom and teacher efficiency. Participants will ultimately design an innovative, tech-infused unit of study or website that supports student learning. Upon completion of the course, you'll be able to immediately implement the skills and ideas you've gathered to help your students thrive in the digital age. This course is offered through the Teaching Channel.

TECX 549 Promoting Social Good with Ed Tech 3 credits
Empower students to become agents of change through bold teaching and educational technology! Students will be inspired to dream, design and act through practical, purpose-driven projects that drive social good. Discover how the meaningful use of technology, peacemaking, storytelling, and collaboration with diverse local and global populations impacts learning and motivates action. Inspire students to change the world in this fresh, influential course designed to promote positive change through innovative educational technology. To get the best course experience, you will need a Twitter account. This course is offered through the Teaching Channel.

TECX 550 Unveiling Efficiency & Engagement with the Magic School AI Tool 3 credits
What enchanting technology grants teachers the gift of extra time? Enter the Artificial Intelligence-powered world of Magic School AI! Among the growing field of generative AI tools, Magic School AI has emerged as a comprehensive favorite designed to meet educators' needs. This easy-to-use, free, customizable tool is a powerful teacher assistant, simplifying tasks like differentiating lessons, creating assessments, designing IEPs, crafting clear communication, and more. This course will take you from basic navigation to innovative creation with Magic AI's rubric, choice board, and exemplar generators. Discover recommended tools tailored to your role and content area, and ideas for using the embedded MagicStudent tool to create a safe, guided AI experience for students. Whether you're an AI novice or an experienced user, this course unveils the enchanting features of Magic School and will empower you to apply timesaving teaching tools with confidence and creativity. This course is offered through the Teaching Channel.

TECX 551 Empowering Students with Assistive Technology 3 credits
Assistive Technology (AT) can be the key to ensuring success for all students! Although the inclusion of AT provides different ways for students to access information, the content remains the same! Explore the vast array of high and low tech tools to support students including the speech-to-text, assistive listening devices, and speaking aids, along with resources for specific content areas. You'll even learn how Artificial Intelligence (AI) can play a role in AT! Strengthen communication and collaboration between home and school by creating a resource to demystify the AT selection process for families. Design or modify a lesson plan using Universal Design for Learning (UDL), that includes AT tools to ensure every learner has the chance to shine. This course provides space for both discovery and application to empower students through the use of AT. This course is offered through the Teaching Channel.

TECX 552 Teaching Artificial Intelligence (AI) Literacy for Students 3 credits
From ChatGPT to TikTok algorithms to shopping recommendations, Artificial Intelligence (AI) is increasingly embedded in students' daily lives, transforming industries, and shaping future education and career pathways. That's why empowering students with AI literacy—the knowledge and skills to understand, navigate, and critically engage with AI—has become an essential priority for educators. In this timely course, you'll develop lessons and strategies to teach students how AI systems work, how to use them safely and effectively, and how to thoughtfully evaluate the ethical implications, societal impacts, and data privacy concerns AI technologies present. You'll develop hands-on practices to integrate AI education across content areas, cultivate critical thinking skills, and assess AI literacy. Let's prepare students to be informed and responsible citizens, consumers, and creators in an AI-driven world! This course is offered through the Teaching Channel.

TECX 553 Harnessing Artificial Intelligence for Innovative Instruction 3 credits
Explore the transformative capabilities of artificial intelligence tools to optimize instruction while lightening your teacher workload! Learn how AI can become your invaluable "teaching assistant," streamlining the creation of lesson plans, presentations, and assessments. Navigate AI safely and effectively with guidelines for evaluating data privacy, bias, and accuracy. Harness the power of language models like ChatGPT, Google Gemini, and Microsoft Copilot to save time and reduce burnout. Discover specialized prompt tools tailored to educators' unique needs, from content creation to personalized learning pathways. Customize activities for individual student needs with features like text leveling, speech-to-text, translation, and more. Introduce students to custom chatbots and AI tutors in monitored spaces, elevating engagement and building AI literacy. Level up your lesson planning with AI assistance, and boost efficiency and effectiveness in your classroom! This course is offered through the Teaching Channel.

TECX 554 Building Classroom Community and Engagement with Social Media #TeacherTok 3 credits
Bring the adage, “if you can’t beat ‘em, join ’em” to the classroom through engagement with social media! Explore the power of social media apps like TikTok, YouTube, and Instagram to motivate and engage students in the learning process. Fill your teaching toolbox with hashtags, ideas, and resources for incorporating social media in the classroom. Try your hand at social media content creation and learn strategies for amplifying your instruction with apps as your assistants. This dynamic course will leave you a proud member of the #TeacherTok universe and ready to take on social media in your classroom! This course is offered through the Teaching Channel.

TECX 555 Rethinking Assignments and Assessments in the Age of Artificial Intelligence 3 credits
Navigate the AI revolution in education and empower students to thrive! In this course, you'll gain the strategies to intentionally design assignments and assessments that are AI-resistant or AI-integrated, depending on your instructional goals. Develop practices to encourage academic integrity while cultivating critical thinking, creativity, and authentic learning. Explore the evolving landscape of plagiarism and cheating in the AI era, rethink traditional assessment methods, and become an advocate for innovative approaches that prepare students for the future. Learn how to strike the balance between setting clear expectations for AI use and empowering students to responsibly harness AI's potential. You'll be equipped to confidently manage AI use, integrate AI tools effectively, and engage students with AI literacy and future-ready skills. This course is offered through the Teaching Channel.

TECX 556 An Educator's Guide to Navigating Cell Phone Use in School 1 credit
Let’s face it, cell phones are everywhere in schools, whether we want them to be or not! This course explores the complicated world of smartphones and evaluates their use in education. Review both sides of the device debate, explore cell phone policies from across the country, and develop your own cell phone policy and implementation plan. Design digital citizenship activities and lessons incorporating smartphone technology to learn about their potential use in schools. By the end of this course, you will be ready to tackle cell phones as both a tool and topic of conversation in your classroom. This course is offered through the Teaching Channel.

TECX 557 Organize Your Way to a Happier Digital Life 1 credit
You’ve organized your classroom, your closets, and your cupboards, but what about your digital life? If you’re ready to understand the impact of digital organization, come along and tidy your most used digital spaces, Google Drive, or Chrome browser. Begin at the beginning by decluttering and cleaning your physical workspace, then dive in and discover how organization sets you free from endless digital distractions. Discover the impact of digital clutter on mental health, conquer Google Drive chaos, tidy your Chrome toolbar, and streamline bookmarks and extensions. Learn why Google is designed so you don’t “have” to know where things are, and explore best practices for inventorying and organizing your digital world. From boosting productivity to reducing stress, discover the “life changing magic” of digital decluttering, along with strategies to sustain order in all your tech spaces for a happier digital life! (This course is offered through the Teaching Channel)

The Arts (ARTX)

ARTX 501 Poetry in the Classroom 3 credits
Transform your classroom from poetry on the page to poetry to engage! Poetry provides a space for students' voices to be heard and for them to listen to the voices of their peers. But how do we do it? As Shakespeare would say, “fear not!” In this course, you will discover the ways that poetry supports both academic skills AND social-emotional learning (SEL). Regardless of your teaching context, you will engage with poetry materials and resources from a variety of grade levels (elementary and secondary) and across all subjects so that you can celebrate poetry in every classroom you enter. By the end of this course, you will have the tools needed to effectively implement poetry instruction in your classroom. Write on! This course is offered through the Teaching Channel.

ARTX 502 Assessments in the Arts 3 credits
Using the strategies from this course, you'll ensure your students take away what you intended, and will develop a long-lasting, and meaningful, appreciation of the arts. Applying traditional assessment to art instruction can pose challenges because what matters in the art classroom is: instilling a love of art, creativity, experimentation, and other things that can’t always be measured! The nature and diversity of art-based disciplines means assessments like multiple-choice tests and essays often can’t adequately measure student learning. In this course, you will evaluate and create a variety of formative and summative art assessment strategies for your classroom. You’ll explore techniques for evaluating student performance based on your learning objectives, including journals, portfolios, and integrated performances. In addition, you’ll learn how to sequence activities that build in opportunities for students to reflect on their creative art experiences. This course is offered through the Teaching Channel.

ARTX 504 Integrating Music Across Content Areas 3 credits
Music is all around us! It sparks emotion, strengthens memory, and connects multiple systems in the brain which makes it an amazing tool to use in the classroom. This course will focus on how music can be integrated into classroom routines and lessons to enhance students’ learning experiences. Participants will look at music’s affect on the brain, its role as a teaching tool, and the social-emotional impact music has on students. You will explore ways to integrate music into your content area and make plans for implementation, learn strategies to use music as a social emotional support and create activities to foster cultural awareness. Unleash the power of music in the classroom to boost creativity, engagement, and academic achievement. This course is offered through the Teaching Channel.

ARTX 505 Positive Practices for the Art Classroom 3 credits
Designed for art educators, this course teaches ways to effectively manage a creative classroom so all students can thrive. With the focus on establishing rules, routines, and relationship building, teachers will learn how to nurture students' imaginations in a classroom that provides structure and predictability. Explore the ways in which clear communication and culturally responsive practices can help to develop students' unique strengths and interests. Discover how the rich course resources include ideas for maintaining a positive classroom that champions students' artistic abilities. Learn how to establish healthy dynamics for a productive learning environment where all students can uncover and celebrate their creativity. This course is offered through the Teaching Channel.

ARTX 506 Engaging Students with Classical Music 3 credits
Bring classical music to life in your classroom! In this course, you will learn how classical music, more specifically Western European music, has evolved over time through the four main musical eras. You will take a look at impactful composers of each era, develop an artifact to share composer information with students, and create learning experiences to incorporate their music into your teaching. Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with a symphony of knowledge and strategies to incorporate classical music education into your classroom! This course is offered through the Teaching Channel.

ARTX 507 Jazzing up your Classroom 3 credits
In this course, you will take a look at the history and development of jazz music and its various styles, jazz's historical context, and some of the leading figures in jazz. You will develop an artifact to share what you have learned about jazz music with students, and create learning experiences to incorporate jazz music into your teaching. You'll even learn about some of the more technical aspects that make jazz....jazz! Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with knowledge and strategies to incorporate jazz music education into your classroom increasing student understanding, appreciation, and enjoyment of jazz music. This course is offered through the Teaching Channel.

ARTX 509 The Powerful Effects of Music on the Brain 3 credits
It's been said that music makes you smarter, and although this is an overly-generalized statement, there is truth to it. In this course, you will explore current research supporting the connection between music and the brain and design learning experiences aligned to that science. You will also learn about various aspects of music education, including the social-emotional benefits, the impact of a growth mindset, and the importance of inclusivity in the music classroom. Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with strategies to use in your classroom that benefit each learner and knowledge that will strengthen your professional philosophy. This course is offered through the Teaching Channel.

ARTX 510 Flip Your Classroom for Active Learning 3 credits
This course invites you to explore the possibilities of flipping your classroom as an innovative instructional strategy. You'll examine your own instructional style and discover how integrating the flipped classroom approach can enhance your teaching effectiveness. Take the time to brainstorm content-focused ideas and strategies for implementing the flipped classroom in specific subject areas. Put theory into practice by selecting one of the six flipped learning models and applying it to a topic within your classroom. Learn how to design pre- and post activities experiences that amplify student learning across three of your curriculum topics. Finally, you'll explore technology's role in the flipped classroom by crafting an activity to apply technology tools.Revolutionize your teaching practice with the power of flipping the classroom! This course is offered through the Teaching Channel.

ARTX 511 Creativity Reboot for the Art Teacher's Classroom 3 credits
Spark your inspiration and get creative in this one-of-a kind course, designed by an art educator, for PreK-12th grade visual art teachers! Creativity is an essential component of a vibrant art classroom, and it starts with the teacher. Guided by the course text, Keep Going: 10 Ways to Stay Creative in Good Times and Bad, you'll reconnect with your creative process and foster an environment that encourages student creativity, too. You'll develop activities that support students' social-emotional skills and identity, engage with "artivism," and build connections through collaborative and local art. Because traditional grading practices can stifle creativity, you'll learn how to design meaningful assessments that promote reflection and ongoing growth. "Creativity Pauses" sprinkled throughout nurture your imagination along the way. After completing this course, you'll be energized to incorporate new ideas for a creativity reboot in your classroom! This course is offered through the Teaching Channel.

ARTX 512 Teaching for Equity in the Music Classroom 3 credits
Music educators are uniquely positioned to provide learning experiences that bridge students' culture and the universal language of music. This course goes beyond the Western classical perspective to honor a different approach: one that both affirms the music students are familiar with, and includes strategies to expand musical understanding. Through exploration, reflection, and implementation you'll gather resources to create a more representative curriculum, design inclusive lessons to meet diverse student needs, and make a plan to engage community musicians to help students experience new genres and styles. Ideal for general music, band, choir, and orchestra teachers (PreK-12+), this culturally responsive approach to music education will transform learning for all students and inspire a lifelong love of music! This course is offered through the Teaching Channel.

ARTX 513 Educational Innovation with Arts Integration 3 credits
Transform learning in your classroom with arts integration! In this innovative approach, students deepen learning of core content through arts experiences, while fostering understanding and appreciation of the art form. Arts integration offers authentic opportunities for differentiation, UDL, culturally responsive teaching, and social-emotional learning to meet students' individual needs. Discover why and how the arts enhance engagement, creativity, and achievement, while boosting 21st century skills. Foster a safe classroom environment where creative risk-taking, collaborative problem-solving, and students' identities are encouraged and celebrated. Don't consider yourself an artist? This course will help! We'll share resources to prepare all PreK through high school teachers to integrate visual and media arts, music, dance, and theater into any grade level or content area. Whether you're an arts educator interested in expanding arts opportunities in your school, or a teacher of any subject, you'll complete this course inspired and energized to spark deeper learning with arts integration! This course is offered through the Teaching Channel.

Theatre (THR)

THR 103 Introduction to the Theatre 3 credits
This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.

THR 111 Theatre in Practice 0-2 credits
Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews. This course is repeatable.

THR 131 Improvisation 2 credits
This course will provide basic instruction in performance improvisational techniques for the theatre.

THR 160 Introduction to Dance 2 credits
This course examines the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. A special emphasis is placed on Cultural Folk Dances from around the world, their origin, purpose, history, function, costume, music, and dance steps.The basics of modern, ballet, tap, and jazz dance movement are incorporated into warm ups to provide a wide overview of dance technique. Through readings, research, and film viewing, students are introduced to basic dance forms and history. Students are introduced to each dance style with a focus on body awareness and alignment. Warm ups and across the floor movement are incorporated to develop strength, flexibility, musicality, and coordination.

THR 201 Dance for Musical Theatre 3 credits
Through the study and practice of the various styles of dance used on the musical theatre stage, such as ballet, modern, jazz, and tap, this course will focus on dance technique, character development through movement, and performance skills. Execution and exploration of choreographed pieces from musical theatre repertoire will be taught and performed in a final Student Showcase. Students will be introduced to a wide dance vocabulary as well as to the major contributors/ choreographers of Musical Theatre. Prerequisite: May be repeated once as an elective which may count as a general elective or be credited to a theatre major.

THR 221 Acting I 4 credits
Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.

THR 241 Script Analysis 4 credits
Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

THR 251 Stagecraft 4 credits
The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the material presented.

THR 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 445 Theatre History, Theory, and Literature I 4 credits
A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

THR 446 Theatre History, Theory, and Literature II 4 credits
A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of performance in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

THR 478 Directing 4 credits
Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR 241)

THR 488 Independent Study in Theatre 1-4 credits
Independent study offers students an opportunity to investigate and study an area of theatre of their own choosing.

THR 498 Theatre Internship 4-16 credits
Students participate in a first-hand theatre experience at a local professional or semi-professional theatre. The student, through observation and/or direct involvement, learns practical application of drama theories and theatrical principles. The student and internship advisor select an appropriate internship site that meets the needs and interests of the student. (Prerequisite: Consent of advisor and department chair)

UNIVERSITY ORGANIZATION AND FACULTY

- Administrative Organization and Faculty (p. 286)
- College and Departmental Organization and Faculty (p. 286)
- Faculty (p. 288)

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