

Welcome to



Concordia  
UNIVERSITY · SAINT PAUL

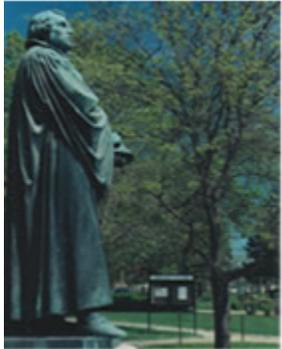
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**An Invitation from Rev. Dr. Robert Holst  
President  
Concordia University, St. Paul**

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

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

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

Sincerely,

Robert A. Holst  
President



# Concordia

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## Contact Us

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

Email addresses to specific colleges and departments are available on our [web site](#). Links to our web site are available below.

Contact information for staff and faculty is available from the [Staff and Faculty Directory our web site](#).

## Telephone Numbers

Main Switchboard	(651) 641-8278
Academic Affairs	(651) 641-8730
Admission/Undergraduate and Graduate	
local:	(651) 641-8230
toll-free:	(800) 333-4705
Alumni Relations	(651) 641-8223
Athletics	(651) 641-8854
Bear Center	(651) 603-6300
Bookstore	(651) 641-8262
Business Office	(651) 641-8206
Career Services	(651) 603-6241
Center for Hmong Studies	(651) 641-8870
Colleges	
Arts and Sciences	(651) 641-8248
Education	(651) 641-8200
Graduate and Continuing Studies	(651) 641-8863
Vocation and Ministry	(651) 641-8841
Disability Services	(651) 641-8272 (V) (651) 603-6222 (TTY)
Financial Aid	(651) 603-6300
Helpdesk	(651) 641-8866
Library Circulation Desk	(651) 641-8237
Oswald Hoffmann School of Christian Outreach (OHSCO)	(651) 641-8701
Registrar (BEAR Center)	(651) 603-6300
Residential Life	(651) 641-8228
Student Affairs	(651) 641-8216

## Web Addresses

College of Arts and Sciences	<a href="http://www.csp.edu/cas/">http://www.csp.edu/cas/</a>
College of Education	<a href="http://www.csp.edu/COE/">http://www.csp.edu/COE/</a>
College of Graduate and Continuing Studies	<a href="http://www.csp.edu/CGCS/">http://www.csp.edu/CGCS/</a>
College of Vocation and Ministry	<a href="http://www.csp.edu/cvm/">http://www.csp.edu/cvm/</a>
Continuing Education	<a href="http://www.csp.edu/CE/">http://www.csp.edu/CE/</a>
Master of Arts in Christian Outreach	<a href="http://www2.csp.edu/OHSCO">http://www2.csp.edu/OHSCO</a>

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[Tuition/Fees](#) > Undergraduate Programs

## College of Arts and Sciences College of Education College of Vocation and Ministry Educational Costs 2005-2006

### Undergraduate Programs

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

### Undergraduate Costs by College and Programs

#### College of Arts and Sciences / College of Education / College of Vocation and Ministry

##### BA and BBA Degree Traditional Programs

	Fall/Spring Semesters	Academic Year
Tuition	\$10,656	\$21,312
Residence Hall / Food Services	\$3232	\$6,464
Totals	\$13,888	\$27,776

#### College of Arts and Sciences / College of Education / College of Vocation and Ministry

##### BA and BBA Degree Traditional Programs

Undergraduate (per credit hour, for students registered for 6-11 credits)	\$888
Undergraduate (per credit hour, for students registered for 1-5 credits)	\$444
Summer School (2006) per credit hour	\$375
Auditing (per class)	\$150
Course overload (per credit hour, over 19 credits)	\$235
DCE or DCO Internship (in lieu of on-campus tuition)	\$10,656

#### College of Education Cohort Delivered Programs BA programs (Child Development and Family Education)

Per Credit Fee	\$350
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**College of Arts and Sciences / College of Education / College of Vocation and Ministry**  
**Optional Fees**

Parking	No charge
Single Room (additional charge per semester)	\$550
Room Charge (per day for early-arrival students)	\$25
Extra institutional credit (includes credit by examination-per credit hour)	\$235
Colloquy tuition rate (per credit hour)	\$235
Technology fee for part-time students	
9-11 credits	\$100
6-8 credits	\$200
1-5 credits	\$400
PSEO	\$100
Private Music Instruction (private lessons)	\$150
Private Music Instruction (honors lessons)	\$300

**College of Arts and Sciences / College of Education / College of Vocation and Ministry**  
**Required Fees**

Application for admission	\$30
Credentials	\$8
Graduation	\$100
Transcript(s)	\$7*

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

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

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

**College of Arts and Sciences / College of Education / College of Vocation and Ministry**  
**Deposits**

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

**Apartment Damage Student Deposit:**

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

\$500
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**Payment of Fees****College of Arts and Sciences, College of Education, and College of Vocation and Ministry**

Fees are due each semester as follows:

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

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

**Payment Option #1**

Payment in full by the due date(s) listed above. A late fee of 1% is added to outstanding balances at the end of each month.

**Payment Option #2**

Enroll in a budgeted payment plan with a tuition payment company, such as Academic Management Services, Inc., or Tuition Management Services, Inc. More information about these services may be obtained from the student accounts office (651) 641-8205.

\*A late fee of \$25 is added to accounts monthly when payment is not received.

**All Colleges**

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

Note: A late fee of \$25 per month is added to outstanding balances of non-enrolled students. Students are responsible for payment of all costs assessed for the collection of their accounts. This includes interest charges, collection fees, and attorney's fees.

Only those students with bills paid in full receive grade reports, transcripts of credits, and diplomas. Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the bill. This takes place when the student has completed all the necessary paperwork for receiving financial aid.

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

**Refunds**

Students in the College of Arts and Sciences, the College of Education, and the College of Vocation and Ministry who discontinue their studies during the first five (5) weeks of the semester may receive a refund of tuition, fees, room and board, according to the following schedule:

- During the first week of classes 90%
- During the second week of classes 80%
- During the third week of classes 50%
- During the fourth week of classes 33%

During the fifth week of classes    17%  
After the fifth week of classes    No Refund

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

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

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

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## Financial Aid

### Colleges of Arts and Sciences, Education, and Vocation and Ministry

#### Philosophy

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

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

Concordia cooperates with federal, state, church, and private agencies in the awarding of scholarships, grants, loans, and work assistance to qualified students. Students receiving financial aid have the right to:

- apply for and receive fair and equitable consideration for financial aid based on eligibility and availability of funds.
- discuss eligibility with a financial aid staff member.
- request consideration for unique and extenuating financial circumstances.
- appeal decision regarding eligibility.
- request information regarding his/her loan indebtedness and repayment options.
- Students receiving financial aid have the responsibility to:
  - read and respond to all information from the financial aid office in a timely manner.
  - be informed about application processes and eligibility requirements and apply annually by published deadlines.
  - maintain Satisfactory Academic Progress as defined in the Concordia academic catalog.
  - inform the financial aid office of receipt of any third party scholarships.

#### Application Procedures

All students applying for financial aid must complete the following steps each year:

1. New students and former Concordia students not currently enrolled at Concordia must be accepted for admission before financial aid can be awarded.
2. New students complete the Free Application for Federal Student Aid (FAFSA). The FAFSA will provide instructions on how to have your financial information sent to the university (Concordia's code is 002347). Returning students complete personalized renewal applications which are sent by the federal government to their permanent e-mail/address through December. If a renewal application is not received, returning students should complete the FAFSA, available at [FAFSA.ed.gov](http://FAFSA.ed.gov). This application must be submitted every year.
3. Complete Concordia's Financial Aid Application form and submit it to the financial aid office in the Bear Center. The application must be submitted every year.

### **Church Vocation Students**

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

### **Current Concordia Students**

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

### **Eligibility**

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

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

### **Summer School Financial Aid**

Limited financial aid is available for summer school at Concordia. To be considered for summer assistance, students must submit the Concordia summer school financial aid application, which is available after April 1. In addition, the FAFSA must be on file in the financial aid office.

### **Satisfactory Progress**

Each student at Concordia must maintain satisfactory progress to receive financial aid. Minimum requirements for satisfactory progress are found in the academic policy section of this catalog. In addition to the credit and CGPA requirements, a student must earn a degree or certificate within a prescribed time frame. For a full-time student, the maximum time frame is:

- Associate degree 3 years (6 semesters)
- Bachelor degree 6 years (12 semesters)
- Graduate degree 27 months (8 semesters)

The maximum time frame is adjusted proportionally for less than full-time students. A transfer student will be placed at the appropriate point in the time frame based on the number of hours of credit accepted from previous institutions toward the current program.

### **Refund Policy for Financial Aid**

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

If a student will be withdrawing, then the student should complete the "Change of Status".

This procedure will enable Concordia to refund the maximum possible institutional charges. Worksheets used to determine the amount of refund or the return of Title IV aid are available upon request from the BEAR Center.

## Study Abroad

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

## Financial Aid Programs Available

\* Denotes undergraduate students only

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

### Federal

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

- Federal College Work Study Program (FCWS)
- Federal Stafford Student Loan
- Federal Perkins Loan
- \* Federal Parent Loan for Undergraduate Students (FPLUS)
- \* Federal Pell Grant
- \* Federal Supplemental Educational Opportunity Grant (FSEOG)

### State

- \* Minnesota State Grant Program
- Student Educational Loan Fund (SELF)

### Institutional

#### Athletic Scholarships

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

#### \*\*Concordia Merit Scholarships

Renewable merit scholarships for new freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia. The amounts of the merit scholarships range from \$2,000 to \$8,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Academic Achievement. They are renewable for 3 additional years if a certain GPA is maintained. Campus residency is required for the maximum amounts at each level.

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

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

#### \*\*Lutheran Heritage Scholarship

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

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

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

**\*\*Church Assurance**

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

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

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

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

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

**\*\*Dean's Scholarship in Business**

The Dean's Scholarship in Business is available to new students who are enrolled full-time and planning to major in Business. Scholarships are awarded based on high school class rank and SAT or ACT score. The scholarships ranging from \$500 to \$2,500 are renewable for returning students who have declared a major in a business area and met other criteria. For more information, contact Dr. Wilbur Thomas at (651)641-8825.

**\*\*Dean's Scholarship in Communication Studies**

The Dean's Scholarship in Communication Studies is available to new students who are enrolled full-time and planning to major in Communication. Scholarships are awarded based on demonstrated excellence in high school and a demonstrated interest in communication through yearbook, school newspaper, speech, debate, media, etc. The scholarships ranging from \$500 to \$2,500 are renewable for returning students who have declared a major in Communication and met other criteria. For more information, contact Dr. Marilyn Reineck at (651)641-8850.

**\*\*Dean's Scholarship in English and Modern Languages**

The Dean's Scholarship in English and Modern Languages is available to new students who are enrolled full-time and have indicated an interest in English and Modern Languages. Scholarships are awarded based on verbal ACT score and an application essay. The scholarships ranging from \$500 to \$2,500 are renewable for returning students who have declared a major in English and met other criteria. For more information, contact Dr. Susan Pratt at (651)641-8221.

**\*\*Dean's Scholarship in History**

The Dean's Scholarship in History is available to new students who are enrolled full-time and have indicated an interest in History. Scholarships are awarded based on high school grade point average and participation in high school activities, such as History Day and/or History club, or by submission of a history paper or project for evaluation and by application essay. The scholarships ranging from \$500 to \$2,500 are renewable for returning students who have declared a major in History and met other criteria. For more information, contact Dr. Paul Hillmer (651)641-8215.

**\*\*Dean's Scholarship in Mathematics and Natural Sciences**

The Dean's Scholarship in Mathematics and Natural Sciences is available to new students who are enrolled full-time and have indicated an interest in math and/or biology. Scholarships are awarded based on high school performance in math and science courses. Recipients of the scholarship are expected to complete two courses in science or math in the fall of their first

year, and one science or math course in the spring of their first year. The scholarships ranging from \$500 to \$2,500 are renewable to students who have declared either a Mathematics or Biology major and met other criteria. For more information, contact Dr. Dale Trapp at (651)641-8499.

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

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

**\*\*Dean's Scholarship in Social and Behavioral Sciences**

The Dean's Scholarship in Social and Behavioral Sciences is available to new students who are enrolled full-time and have indicated an interest in Criminal Justice, Psychology or Sociology. Scholarships ranging from \$500 to \$2,500 are awarded based on high school grade point average, ACT score and a demonstrated interest in Psychology, Sociology and/or Criminal Justice through high school courses, work, volunteering or similar experience. The scholarships are renewable to students who have declared a major in one or more of these areas and met other criteria. For more information, contact Dr. David Bredehoft at (651)641-8827.

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

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

**Miscellaneous Scholarships**

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

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

**\*\* LCMS Forward in Remembrance Music Scholarship**

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

**\*\* LCMS Forward in Remembrance Scholarship**

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

**\*\* LCMS Minority Scholarship**

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

**\*\*Endowed Funds** Endowed funds are funds provided to support undergraduate students. The principle of the endowed fund is never used because only the generated interest is used for the designated purpose. Endowments are important to the university because they will provide annual income to Concordia for years to come. The funds allow the university to further its mission and maintain its ministry.

David Aasved Scholarship - church work students

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

Athletic Scholarship Fund - students in athletic programs

The Leon Avenson Family Scholarship - church work students

The Willi and Adeline Ballenthin Scholarship - church work students

Bob Barnes Scholarship - physical education students

Harry G. Barr Scholarship - Oswald Hoffmann School of Christian Outreach students

John Barthel Scholarship - pre-ministerial students

Harold and Lovine Bartz Scholarship - church work students

Carl and Amanda Behm Scholarship - church work students; preference given to students from Minnesota North District LCMS

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

Marvin and Luella Behm Scholarship - pre-ministerial students

Larry and Judy Behnken Scholarship - pre-ministerial students

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

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

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

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

The Rev. Louis F. and Olga D. Brandes Scholarship - church work students

Kerry (Schlichting) Brandvold DCE Scholarship - Director of Christian Education students

Professor Friedrich and Ann Brauer Scholarship - church work students; music emphasis

Bredehoft Family Scholarship - psychology students

Rev. Paul F. Buck and Clara (Wacker) Buck Scholarship - pre-ministerial students; seniors

Edwin H. Buegel, Edna L. Buegel & John E. Buegel Scholarship - church work students from Minnesota

Lorraine and Vernon Buesing Scholarship - Director of Christian Outreach students

Buetow Scholarship - general; academic performance and/or financial need students

Irwin J. Burkart Scholarship - general; financial need students

L.H.B. Scholarship - general

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

The Michael Colgrove Family Scholarship - church work students

Colloquy Scholarship - church work financial need students

Communication Scholarship - communication students; high academic standing and financial need

Concordia Business and Economics Scholarship - business administration and/or accounting students; 3.0 GPA

Concordia General Endowment - general; board designated/directed

Concordia Guild Scholarship - church work students; female

Concordia Scholarship - general

Concordia Scholarship for Full-time Church Work Students - pre-ministerial or church work students

Concordia Pre-Ministerial Scholarship - pre-ministerial students

Erna and Robert Cordes Scholarship - church work students

Ruth Proft Dannehl Scholarship - pre-ministerial and/or church work students

Richard A. and Hilda Danowsky, Sr. Scholarship - pre-ministerial students; junior or senior

Director of Christian Education Scholarship - Director of Christian Education students

Rev. Professor William A. Dobberfuhr Scholarship - pre-ministerial students

Kenneth Duerr Scholarship - church work students

Earth Science Scholarship - earth science students; high cumulative GPA

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

Paul W. Eggert Scholarship - church work students

The Emery and Almeda Eickhoff Scholarship - church work students

Environmental Science Scholarship - environmental science students; high cumulative GPA

Fred O. Erbe Memorial Scholarship - pre-ministerial or teacher education church work students; from specific parishes in Iowa

Donald and Leone Erickson Scholarship - teacher education church work students; preference given to students of Trinity Lutheran Church of Lake Johanna, Arden Hills, MN

Leonard C. Ewald-Norman Brandt Memorial Scholarship - church work students

Forward in Remembrance Scholarship

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

Michael Gangelhoff Scholarship - church work students

The Edward and Clara Gesch Scholarship - church work students

Omar E. and Verna R. Glessing Scholarship - church work students

Lester A. Gottschalk Scholarship - teacher education church work students

Mr. and Mrs. Herbert Grimm Scholarship - church work students; preference given to pre-ministerial students

Leona M. Groth Scholarship - revolving scholarship; church work students and pre-med students

Rev. Dr. Richard L. Guehna Scholarship - pre-ministerial students

Alvina Haack Ministerial Scholarship - pre-ministerial students; German descent with high academic standards

Julie Halbmaier Scholarship - Concordia School of Accelerated Learning students

Halvorson/Sohre Memorial Scholarship - general; financial need and/or high academic students

Mabel M. Harmel Memorial Scholarship - church work students

William Randolph Hearst Scholarship - general; economically disadvantaged students of color

Walter and Leone Helmkamp Scholarship - church work students

Hispanic Outreach Scholarship - Hispanic students

Otto and Sophia Holtz Scholarship - outdoor/environmental biology teacher education students

Dr. Gerhardt W. Hyatt Memorial Scholarship - general; deserving students

Mark and Gayle Janzen Scholarship - second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ

Lorraine and Michael Johnson Scholarship - female students; preference given to Director of Christian Education students

Walfred and Julia Johnson Scholarship - church work students

The Kaden Family Scholarship - church work students

Warren & Marilyn Kluckman Scholarship - church work students

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

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

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

The Frieda W. Krueger Scholarship - church work students

Elsie Kruse Scholarship - pre-ministerial students

Theodore and Caroline Kuhn Scholarship - pre-ministerial students

Edward A. Lange Writing Award - students excelling in writing

Dr. Paul Lassanske Scholarship - church work students

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

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

Rev. Walter Luedtke Scholarship - pre-ministerial students

The Dr. Ernest A. Lussky Scholarship - church work students

Dr. Martin Luther Scholarship - pre-ministerial and teacher education church work students  
Lutheran Brotherhood Scholarship for Lutheran Students - Lutheran students; financial need  
Lutheran Church of the Holy Spirit Scholarship - church work teacher education students;  
junior or senior

Charlotte Mack Scholarship - Director of Christian Outreach students

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

The Harold Mattfeld Family Scholarship - church work students

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

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

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

The Pastor Gerhard and Augusta Michael Scholarship - church work students

Rev. Dr. Marvin and Melba Middendorf Scholarship - pre-ministerial students

Thomas and Chris Milbarth Football Fund - Athletic students participating in football; Minimum  
2.5 GPA

Rev. Fred and Frieda Miller Scholarship - pre-ministerial students

Minority Student Scholarship - minority students

William Moenkenmoeller Scholarship - general; deserving students

Mr. and Mrs. B.A. Mosling Scholarship - pre-ministerial students; or other church work  
students

H.F.C. Mueller Scholarship - pre-ministerial male students and teacher education female  
students

Dr. Luther Mueller Scholarship - church work students; priority given to teacher education  
students

Theodore F. Neils, Sr. Scholarship - worthy students

Paul and Diane Netsch Scholarship - pre-ministerial students

Richard E. Norris Scholarship - band program students majoring in instrumental music  
education

Marvin T. Nystrom Scholarship - U.S. citizens with financial need; minimum 3.0 GPA

Dr. Stanley and Eleanor Oexemann Scholarship - U.S. citizens enrolled in Christian mission work; preference given to Freshman having graduated in the top 20%; continuing students must have a minimum 3.0 GPA

Stanley and Miriam Oexemann Scholarship - U.S. citizens enrolled in Christian mission work; preference given to Freshman having graduated in the top 20%; continuing students must have a minimum 3.0 GPA

Oswald Hoffmann School of Christian Outreach Scholarship- church work students interested in working in the area of outreach; two years experience at Concordia University and/or have been admitted to a professional program; spiritual maturity and significant contribution to Christian outreach.

Mr. and Mrs. Theodore Olsen Scholarship - pre-ministerial or church work students

William H. and Georgia B. Olson Scholarship - pre-ministerial students

Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship - pre-ministerial or other church work above average students

E. J. and Anna H. Otto Pre-Seminary Scholarship - church work students

Outdoor/Environmental Biology Scholarship - elementary education students; concentration in outdoor/environmental biology; at least 2 quarters remaining, demonstrating academic excellence

Frank & Elsie Papke Scholarship - pre-ministerial students

Parents' Appreciation Scholarship - church work students

Jan Pavel Scholarship - pre-ministerial students

Rachel Ann Pocrnich Scholarship - teacher education students; early childhood or elementary

Esther Podewils OHSCO Scholarship Endowment - Oswald Hoffmann School of Christian Outreach students

Richard D. and Joyce Peterson Peters Scholarship - church work students; preference given to minority students

W.A. Poehler Alumni Scholarship - church work students; high academic achievement; financial need

The Irene Reinking Scholarship - church work students

Rev. Louis Rosin Scholarship - pre-ministerial students

Henry and Lela Rossow Church Teacher Scholarship - church work teacher education students; male

Henry and Lela Rossow Ministerial Scholarship - pre-ministerial students

Pastor Kenneth and Lorraine Roufs Scholarship - pre-ministerial American Indian students or pre-ministerial minority students

Edward and Natalie Rudnick Scholarship - Oswald Hoffmann School of Christian Outreach students; merit based

Rev. Palmer and Lois Ruschke Scholarship - female church work students or pre-ministerial

The James M. and M. Martha Ryan Scholarship - church work students

Walter and Cora Scharf Scholarship - church work students

Scheele-Mueller Pre-Seminary Scholarship - pre-ministerial students

William T. and Alma H. Schluter Scholarship - general

Victor and Harriet Schmidt Scholarship - church work students

The Fritz Schneider Scholarship - church work students

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

The Ray Schrader Family Scholarship - church work students

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

Ted and Edna Schroeder Scholarship - general; financial need students

Arthur J. Schuette Scholarship - church work students

The Leigh and Rose Schulze Church Work Scholarship - church work sophomore, junior or senior students

Steven Schutte Scholarship - church work teacher education students

Rev. Earl O. and Mrs. Ruth Schwerman Scholarship - pre-ministerial students

The Rev. Paul and Regina Seltz Scholarship - church work students

Sohn Ministerial Scholarship - pre-ministerial students

Rev. Harold Schweigert Endowment Fund - church work students; preference to students of St. Peter's Evangelical Lutheran Church, Edina, MN

Gary and Eileen Specketer Scholarship - pre-ministerial students

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

Arthur Stanz Scholarship - pre-ministerial students

Albert J. Stehr Scholarship - church work students

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

Mary Behrens Stelter Scholarship - pre-ministerial students

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

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

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

pastoral vocations

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

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

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

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

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

Carol Anne Trapp Scholarship - pre-ministerial students

Thomas Trapp Pre-Ministerial Scholarship - pre-ministerial students

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

Linus Ulbricht Memorial Scholarship - general

Martin and Loretta Vanseth Scholarship - church work students

General John and Avis Vessey Scholarship - Oswald Hoffmann School of Christian Outreach students

Kristin Aleta Vetter Memorial Scholarship - general; Lutheran Church of the Triune God students, Brooklyn Center, MN

The Leroy Vogel Scholarship - pre-ministerial students

Volkert Family Scholarship - church work students

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

The Harvey C. Wagner Family Scholarship - church work students

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

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

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

The Arnold and Bernice Westlund Scholarship - church work students; junior or senior with a music major or minor

Elsie L. and Lea A. Wildung Perpetual Scholarship - church work students

William P. Winter Memorial Scholarship - general

The Steve Wise Family Scholarship - church work students

Della Wolf Scholarship - church work students

Max Wolf Scholarship - speech department students

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

George C. and Erna B. Zielske Scholarship - general

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

### **Annual Gift Scholarships**

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

Nettie G Adamek Memorial - female students; financial need

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

Concordia Publishing House Scholarship - church music students

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

Carmen P. Henschen Scholarship - general; financial need

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

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

LCMS Evangelism Scholarship - Director of Christian Outreach students

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

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

Randalin Powell Scholarship - Concordia School of Accelerated Learning students

Pre-Ministerial Greek Scholarship - pre-ministerial students

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

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

Norma H. Stevens Scholarship - church work students

Hulda Suomi Scholarship - general; freshman students experiencing challenges

### **International Students**

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

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

#### **Concordia Work Study**

All full-time international students in F1 status are eligible to work on campus. See the

Financial Aid Office in the Bear Center for application.

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## College of Graduate and Continuing Studies Educational Costs 2005-2006

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

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

### College of Graduate and Continuing Studies Tuition and Fees BA and AA Cohort Delivered Programs

Per Credit fee	\$350
<ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Human Resources Management</li> <li>• Information Technology in Management</li> <li>• Marketing Management and Innovation</li> <li>• Organizational Management and Communication</li> <li>• Associate of Arts Degree</li> </ul>	
Fast Track Program	\$235
Application Fee	\$30
Enrollment deposit	\$100
Auditing	\$150

### Graduate Costs by College and Programs

On-line Master of Arts	Per credit fee	\$360 per credit
Master of Arts in Education (College of Education)	Early Childhood Education Congregational Leadership Differentiated Learning	\$395 per credit

Master of Arts in Organizational Management (College of Graduate and Continuing Studies)	Organizational Management Human Resources	\$395 per credit
Master of Arts in Human Resources		\$395 per credit
Master of Arts in Christian Outreach (College of Vocation and Ministry)		\$395 per credit
	Application fee	\$50

### College of Graduate and Continuing Studies Tuition and Fees

#### Continuing Education

Per credit hour undergraduate (face to face)	\$235
Per credit our human relations in-service	\$235
Per credit hour graduate (face to face)	\$335
Per credit hour undergraduate (on-line)	\$235
Per credit hour graduate (on-line)	\$335
Certificates (Marketing)	\$235
Auditing (per class)	\$150
Workshop fee full day	\$100
Workshop fee full day - alumni	\$70
Workshop fee half day	\$60
Workshop fee half day - alumni	\$45
Per credit hour Non-PSEO High School (on-line)	\$215

#### Payment of Fees

Fees are due each semester as follows:

##### *Payment Option #1*

Payment in full by the due date(s) listed below. A late fee of 1% is added to outstanding balances at the end of each month.

- Term One is due on the third class night.
- Subsequent terms are due on or before the first class night of each term.

##### *Payment Option #2*

The student uses the tuition reimbursement plan offered by his or her company. A Concordia Tuition Reimbursement Agreement must be completed in order to use this option.

Note: The tuition reimbursement plan is not eligible if the employer requires the student to pay for courses and submit receipt of payment in order to receive reimbursement.

##### *Payment Option #3*

Academic Management Services (AMS) offers a monthly payment plan spreading tuition payments, interest-free, over the duration of a student's coursework. A non-refundable enrollment fee of \$65 is due at the time of enrollment, along with

the first month's payment.

Registrations may be canceled for registrants who fail to comply with the payment options they select.

Note: A late fee of \$25 per month is added to outstanding balances of non-enrolled students. Students are responsible for payment of all costs assessed for the collection of their accounts. This includes interest charges, collection fees, and attorney's fees.

Only those students with bills paid in full receive transcripts of credits, and diplomas.

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

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

### **Refunds**

Students in the College of Graduate and Continuing Studies who discontinue their studies by the end of the second class of Term One may receive a refund, minus the \$250 tuition deposit. A student's failure to notify the CGCS office that he or she will not be attending two weeks prior to the beginning of Term One will result in the forfeiture of the \$250 tuition deposit.

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

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## Undergraduate Admissions

### Colleges of Arts and Sciences, Education, and Vocation and Ministry

#### General Admission Information

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

#### Acceptance to Concordia University

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

#### Academic Requirements

Transcripts should demonstrate that candidates have successfully completed requirements in the following high school subjects: four years of English, two years of history/social sciences, two years each of mathematics and science, two years of fine arts, and one year of health/physical education.

Applicants who have not had the college preparatory courses indicated above may be admitted upon examination of their academic records, provided they meet other admission criteria.

#### Application Contacts

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

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

#### Immunization

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

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## Undergraduate Admission

### College of Graduate and Continuing Studies

#### General Information

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## Graduate Admission

### General Information

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

### Acceptance to Concordia University

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

### Application Procedures

Each program shall require the following:

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

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

MA in organizational management:

- A personal interview is required.

MA in education and human services:  
(College of Education)

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

- boards and committees;
- o Evidence of personal leadership potential;
- o Educational and professional goals.

#### MA in Christian Outreach (College of Vocation and Ministry)

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

#### MA in education - emphasis in differentiated learning (College of Education)

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

#### **Appeal of Policy and Procedure**

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

B. Steps for appeal include:

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

#### **Application Contacts**

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

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

#### **Immunization**

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In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to our campus nurse.

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

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

### **International Students**

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

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

Concordia will grant credit for most CLEP Examinations to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, St. Paul (code number 6224).

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

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## Graduate School Programs

### General Information

#### Advisor and Committee

##### Advisor

- All students will be assigned an advisor.
- All students shall receive academic advice from a CSP graduate faculty person.

##### Committee

- A student's committee shall consist of a committee chair and a reader approved by the department chair.
- The chair of the committee shall be a Concordia graduate faculty.
- Exceptions shall be approved by the department chair.

#### Requirements for Graduation

1. Earn a cumulative GPA of 3.0 or better;
2. Receive departmental approval for program capstone;
3. Meet all financial obligations as indicated by the business office.

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#### Graduate Programs

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## Special Programs

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## Mission

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

Therefore, the university pursues the following purposes:

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

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[2005-2006 Calendar](#)

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## Campus

Concordia is located in the Midway district of St. Paul, Minnesota, on Marshall Avenue between Snelling and Lexington, immediately south of Interstate 94, which joins St. Paul and Minneapolis, often referred to as the "Twin Cities." Four Points Sheraton is conveniently located directly across Interstate 94 from the campus for visitors to the university.

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

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

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## Student Life

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

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

A [Student Guide](#) containing more detailed information about student life is made available to each student upon enrollment.

Download the [Concordia University St. Paul 2005-2006 Student Guide and Student Athlete Handbooks here](#).

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## Staff / Faculty

Please Note: Contact information for our faculty and staff is available on our web site at <http://www2.csp.edu/humanresources/directory/index.asp>.

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## Diversity Initiatives

### Diversity Affairs Office

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

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

### Students of Color Mentoring Program

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

Mentors of color:

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

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

### United Minds of Joint Action (UMOJA)

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

The mission of UMOJA is to:

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

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

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

The goals of the association are:

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

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

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## Legal Notices

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

### Nondiscriminatory Policy

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

Concordia does not discriminate on the basis of handicap (cf. Section 504 of the Rehabilitation Act of 1973 as amended). Inquiries regarding compliance and grievance procedures may be directed to Philip C. Tesch, Compliance Officer, [tesch@csp.edu](mailto:tesch@csp.edu).

### Family Educational Rights and Privacy Act

#### Confidentiality

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

Concordia University observes the following principles:

1. Appropriate Concordia University officials are held directly responsible and accountable for the careful protection of student education records against possible misuse.
2. Within Concordia University, student education records will be used only for appropriate research, educational, and Concordia University administrative functions. Access to those records is allowed only to

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- those members of Concordia University community whose designated responsibilities reasonably require access or to persons to whom the student has given written permission for access.
3. Concordia University officials responsible for the use of student records require that there be no communication of such records outside of Concordia University except under proper written authorization or as provided elsewhere in this policy statement.
  4. Concordia University provides the student with the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.
  5. Concordia University gives students the right to request amendment of the contents of student education records, to have a hearing if the result of the request for amendment is unsatisfactory, and to include a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.
  6. Concordia University notifies students annually of their privacy rights, their right to file complaints concerning alleged failures of Concordia University to comply with their privacy rights, and where copies of the Concordia University policy and procedures on access to student records may be obtained.
  7. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.

## **Student Education Records**

### **Directory Information**

#### **Category I**

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

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

Past and present participation in university sponsored sports, physical factors (height, weight of athletes) and

birth date are considered directory information for athletes only.

### **Other Student Education Records**

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

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

### **Other Records**

Concordia University maintains other records that contain information about students.

Information in medical or psychological counseling records, including results of examinations by Concordia University personnel, is afforded greater protection. Concordia University obtains such information with a commitment as to its highly private nature. Such records should not be disclosed except (a) under direct written authorization by the student, (b) pursuant to a court order signed by a judge, or (c) as otherwise required by law. Concordia

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

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

### **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 [Concordia Student Guide](#). The Student Guide is available through the office of student affairs.

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## Academic Information

### College of Arts and Sciences, Education, and Vocation and Ministry

#### Policies and Procedures

##### Academic Advising

Academic advising at Concordia is a developmental process for clarifying life/career goals and designing educational plans to realize those goals. To help students make informed decisions regarding their goals, Concordia provides faculty advising and peer advising services. New students are assigned a faculty advisor based on indicated major interests. Students are required to meet with an academic advisor upon initial entry to the university, and at least once a semester thereafter. The academic advisors will discuss career goals, choice of major, course selection, class scheduling, degree requirements and other academic concerns. Peer advisors are assigned to the first year NSS classes and to incoming transfers. They are available in the academic advising center to assist with pre-planning and academic program implementation.

Student life/career choices and major interest areas may change as goals become more focused. Academic advisor change forms are available in the academic advising center. Contact: Rosie Braun, Director of Academic Advising, (651) 641-8708. [www.csp.edu/cap](http://www.csp.edu/cap).

##### Assessment Program

The assessment program at Concordia University, St. Paul is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students' learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia students compare in certain subject areas to students across the country. Many of the assessment activities will be part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

##### Registration

The average academic load for a full-time student is 16 credits. The maximum load without payment of additional fees is 19 credits. Students who desire an academic overload without

the required cumulative grade point average must petition through the advisor for permission.

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

### **Classification of Students**

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

Freshmen: up to 31 credits  
Sophomores: 32–63  
Juniors: 64–95  
Seniors: 96 credits and above

### **Full-Time Students**

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

### **Part-Time Students**

Part-time students are those who have satisfied certain requirements for admission to the university but carry fewer than 12 credits per semester. Students carrying 9 to 11 credits are classified as three-fourths time students; students carrying 6 to 8 credits are classified as half time students.

### **Repeating a Course**

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

### **Auditing Courses**

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

### **Co-Curricular Activities**

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

### **Independent Study**

Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty

designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 42 clock hours of work.

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

### **Internships**

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

### **Attendance at Class**

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

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

#### *Full semester courses*

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

#### *Half semester courses*

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

#### *Less than half semester courses*

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

### **Withdrawal with Record**

#### *Full semester courses*

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

#### *Half semester courses*

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

#### *Less than half semester courses*

Students may withdraw from less than half semester courses and receive a "W" through the

first five-sevenths of the class meeting times.

### Withdrawal Procedures

1. Prior to the week classes start: Students must obtain a Course Change form from the office of the registrar or the academic advising office. Complete Course Change forms must include the student's advisor signature and be submitted to the office of the registrar.
2. The week classes start: Students must obtain a Course Change form from the office of the registrar or the academic advising office. Completed Course Change forms must include the student's advisor and instructor signatures and be submitted to the office of the registrar.
3. Effective dates for withdrawals will be determined by the date when the properly completed Course Change form is received in the office of the registrar.

### Grading System -- Effective Fall Semester 2005

A Superior	4.00 grade points
A-	3.67 grade points
B+	3.33 grade points
B Above Average	3.00 grade points
B-	2.67 grade points
C+	2.33 grade points
C Average	2.00 grade points
C-	1.67 grade points
D+	1.33 grade points
D Below Average	1.00 grade point
D-	0.67 grade points
F	0.00 grade points
P Pass	
N No Pass	
X Continuing registration for more than one term	
V Audit	
W Withdrawal	Student officially withdrew from a course during the third through eighth week of the semester.
I In progress	This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work

Prior to the end of the term the student files a form with the professor requesting the "I" grade and indicating a planned completion date. Normally, an "in-progress" (I) grade should be removed by the end of the seventh week of the following semester in which the "I" grade was incurred, or at a date set by the professor on the form provided. The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit. Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and vice president for academic affairs and filed with the registrar.

#### *Pass-No Pass Grading*

Students are eligible to register for elective courses on a "Pass-No Pass" basis by filing a form before the end of the fifth week with the registrar. There is a two-course limit per year for sophomores, juniors, and seniors. Other courses and internships that are graded only by the P-N system do not count towards these limits. The "P" grade is equated to the normal "A," "B," or "C" grade.

All co-curricular music, drama and athletic group credits are graded as P-N. A student may earn a maximum of eight credits in the combined music/drama area and one credit in each area of athletics that are applicable to the total credits for graduation requirements. The maximum credit limit applies to students who are not music/drama majors, minors, emphases. Field experiences required in liberal education, business/economics and in professional programs (teacher aide, student teaching, internship, practicum) and several courses (identified P-N) are offered ONLY on a "Pass-No Pass" basis. Although these courses apply toward graduation requirements, they are not calculated into the cumulative grade point average.

A course is designated as required when it is used by a given student to meet any specific area or course requirement, including the general education program, major, minor, emphasis, or professional courses. P-N courses are acceptable in these areas only in transfer from another college or where this grading system is the normal system as described above.

#### *In-Progress Grades*

An In-Progress Grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. However, any in-progress grade could affect the students' probationary and disqualification status (See Satisfactory Progress Policy). Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

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

#### *Student in Good Standing*

A student in good standing is one who:

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

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

#### *Satisfactory Progress*

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

To be eligible to register continuously without conditions, a student must maintain good academic standing by maintaining a 2.00 CGPA and complete a minimum of 12 credits each semester. Incompletes (I) and withdrawals (W) do not count toward completion. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students.

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

**1. Academic Alert:** An academic alert is to notify students either that they did not complete 12 credits of the registered courses for the semester, or their CGPA was below 2.0. Students will receive a letter from the registrar notifying them that they are on academic alert. Students placed on academic alert may enroll for no more than 16 credits for the following semester or no more than 4 credits in any of the summer sessions without written permission of the dean of their college. Students are required to meet with their academic advisor within the first two weeks of the new semester to determine a plan of assistance. The plan of

assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. An additional class may be required. Students must submit a copy of their plan of assistance to the director of academic advising to remain registered for the term. Financial aid continues for the term. An academic alert appears on the student's Banner records, but it is not part of the permanent transcript. The status of academic alert is only effective during a student's second semester of attendance.

**2. Academic Probation:** An academic probation is a formal warning that students did not achieve satisfactory progress. Students will receive a letter from the registrar notifying them that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following semester or no more than 4 credits in any of the summer sessions without written permission of the dean of their college. Academic probation status appears on the student's Banner records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new semester to determine a plan of assistance. An advisor hold will be placed on the student's record. This means that the student needs to secure written approval from the advisor to finalize his or her course registration for the semester.

**3. Disqualification** (unsatisfactory progress for two consecutive semesters after a student's first semester): Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students can do one of the following.

a. Appeal: Appeals must be submitted on the academic appeals form and submitted to the academic appeals committee within two weeks of receiving notice of disqualification. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one semester only.

b. Re-establish eligibility: Students who have been disqualified may apply for readmission after successful completion of 12 semester credits with a CGPA of 2.00 or above from another accredited institution.

### **Withdrawal from the University**

Students wishing to change their status by discontinuing, taking a leave of absence or changing their cohort will discuss their plans with their advisor. Traditional students will contact the director of academic advising, Rosemary Braun [AD121, (651) 641-8708, or braun@csp.edu.] for an exit interview. It is the student's responsibility to fulfill all necessary obligations for these offices: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as: laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any unpaid accounts.

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

### **Honor Recognition**

#### *Dean's List*

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

#### *Graduation Honors*

Students who have a cumulative grade point average of 3.80 or higher are designated as graduating summa cum laude; students with a cumulative grade point average of 3.60 to 3.79 are designated as graduating magna cum laude; students who have a cumulative grade

point average of 3.40 to 3.59 are designated as graduating cum laude.

#### *Academic Honors Convocation*

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

### **Honorary Societies**

#### *Lambda Pi Eta*

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

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

The goals of Lambda Pi Eta are to:

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

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

#### *Sigma Tau Delta*

Sigma Tau Delta, The National English Honor Society, was founded in 1924. In 1987, the Mu Chi Chapter was established at Concordia. The purposes of the Society are to confer distinction for high achievement in English language and literature; to promote interest in literature and the English language on the campus and in the surrounding community; and to foster the discipline of English in all its aspects, including creative and critical writing. Membership is open to students who have completed at least five semesters of college work with a minimum of 3.00 average in English and who rank in the top 35 percent of their class in general scholarship.

### **Off-Campus Study**

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

### **Off-Campus Enrollment**

Students wishing to apply for an Off-Campus Enrollment (OCE) for required courses must be (1) an admitted student, (2) currently registered for six or more credits, (3) maintaining

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

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

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

#### *China Study Abroad Program*

English Language Institute of China (ELIC) offers students who have completed at least one year of college an opportunity to teach English in China for a six-week period, including stateside orientation, centering on July of any given year. A Concordia faculty member will assist the students in applying and will provide an introduction to life in China. Students will teach at a Chinese elementary or secondary school. Students will not be alone, but will be part of a team of four students along with a fifth person who acts as counselor. ELIC provides materials the students can use in assembling airfare and program costs. If students desire to receive academic credit for this experience, it is their responsibility to work out a plan with their advisor to determine the amount of credit (not to exceed four) and whether this experience will be used as a substitute for a course in the student's program. ELIC also offers a two-year experience teaching in China for college graduates that results in a masters degree in Teaching English as a Second Language. Interested students may contact Jim Found, Outreach faculty member, at 603-6159 or [found@csp.edu](mailto:found@csp.edu).

#### *Higher Education Consortium for Urban Affairs (HECUA)*

Concordia is a member of the Higher Education Consortium for Urban Affairs. HECUA was established to offer undergraduates an opportunity to broaden their perspectives by immersing themselves in urban reality, both in the United States and in other cultures. The programs are full-time, semester-long, off-campus learning experiences, open to all majors. They grant full academic credit (equal to a full semester load), which can be used toward the major, general education requirements or electives. Students arrange these credits in consultation with their academic advisor and the HECUA representative on campus. Although HECUA programs are diverse, they all use a particular city or metropolitan area for exploring critical issues of the urban condition. Interested students should contact the HECUA coordinator, Dr. Debra Beilke, at (651) 641-8260 or [beilke@csp.edu](mailto:beilke@csp.edu).

#### *India Study Abroad Program*

India is a land rich in history, culture and traditions. The India program, with its dual emphasis on academic rigor and experiential learning, seeks to equip students with analytical and practical skills necessary to relate effectively in today's multicultural world. The program will be based at Concordia University, St. Paul and in Cochin in India. During the fall semester students will enroll for academic seminar on India and on the chosen topic of interest (for example, wildlife policy in India).

There are two options for foreign study, one for four weeks during the January interim and the other is a semester long program during the spring semester. For more information contact Dr. Bruce Corrie, (651) 641-8226, [corrie@csp.edu](mailto:corrie@csp.edu).

#### *IRSS or Intercontinental Recruitment and Support Services for Study Abroad in England and Ireland*

For more information please contact the academic advising office.

#### *Mexico Study Abroad Programs*

Intro to Mexican Culture: Ten- to twelve-day 2-credit course is offered through the Fine and Performing Arts areas. The program focuses around Mexico City and the state of Oaxaca and introduces students to Mexican history and current culture. Justice issues and explorations of a variety of art forms are investigated. No knowledge of Spanish is necessary to participate. Contact Professor Keith Williams for information (651) 641-8743 or [williams@csp.edu](mailto:williams@csp.edu).

The Monterrey Program: Summer and semester study is offered through Concordia's program at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Monterrey, Nuevo León, México. Students live with a Mexican family while studying at one of six campuses located throughout Mexico. ITESM, widely recognized as the finest and largest university system in Latin America, prepares students for careers in engineering, business, humanities and the sciences. The Monterrey Program provides opportunities for students to enhance their resumes and attractiveness in the job market, learn a world language and experience a different culture. No knowledge of Spanish is necessary to participate in the Monterrey Program. For further information, contact Professor Wilbur Thomas (651) 641-8251, [thomas@csp.edu](mailto:thomas@csp.edu).

#### *Oak Hill College Study Abroad Program*

Students may apply to participate in the Oak Hill College semester of study in London, England, during the fall semester of their junior or senior year. Oak Hill is a small Christian college connected with the Anglican Church. This experience is offered by a consortium of colleges and universities of the Concordia University System (CUS). It enables qualified students to take two courses taught by a visiting faculty member who teaches at one of the CUS institutions. In addition, the student can take two courses from Oak Hill faculty or one from Oak Hill and one at a nearby institution. For further information on the Oak Hill College experience, contact Alisa Potter (651) 641-8826 or [potter@csp.edu](mailto:potter@csp.edu).

#### *Semester in Korea*

Through a cooperative program with the Lutheran Church in Korea, Concordia students can study for the fall semester at Luther Theological University in Shingahl, south of Seoul. The program emphasizes cross-cultural living and learning in Christian communities associated with the Lutheran Church in Korea. Academic work is conducted jointly by Concordia and LTU faculty. Students explore intercultural communication by learning the rudiments of the Korean language and by serving as conversational partners in LTU's English program. The history of Korea is a second focus of the program and is augmented by travel around the peninsula. The work of the Lutheran Church in Korea provides a third focus of study as students meet and study with pioneers and leaders of the church and become involved with a local Lutheran congregation as well as the worship life on the LTU campus. For more information, contact Professor Mark Schuler (651) 641-8736 or [schuler@csp.edu](mailto:schuler@csp.edu).

#### *Russia Study Abroad Program*

Students have the opportunity to combine academic study and service learning in a three-week program in Russia. The program, which takes place in late May and early June, combines visits to Moscow and St. Petersburg with a two-week stay in Kitezh Children's Community. Located in a rural area 300 km south of Moscow, Kitezh is a flourishing holistic village community dedicated to the education of Russian children. Concordia students, faculty and staff will take an active role in teaching English to the Kitezh children, working side-by-side in the community gardens, learning the Russian language and participating in informal seminars on Russian society, history, culture, folklore and traditions. For more information, contact Professor Debra Beilke (651-641-8260) or [beilke@csp.edu](mailto:beilke@csp.edu) or Professor Basma Ibrahim DeVries (651-641-8813) or [devries@csp.edu](mailto:devries@csp.edu).

#### *Short Term International Study Opportunities*

Concordia University sponsors a variety of courses that take students abroad for study. These generally range from two to four weeks in duration. They include courses like: Introduction to Mexican Culture, Israel, Costa Rica, etc.

#### **Air Force ROTC**

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

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

### **Army ROTC**

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

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

Cadets/students are under no legal obligation while in the Basic Program. Upon entrance into the Advanced Program the students sign a contract and begin receiving a monthly stipend. For further information, call (651) 624-7300.

### **Naval ROTC**

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

### **Simultaneous Enrollment**

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

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## Definition of Terms Colleges of Arts and Sciences, Education, and Vocation and Ministry

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Application Procedures Undergraduate Programs in the Colleges of Arts and Sciences, Education, and Vocation and Ministry

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

### Freshmen

1. Complete the application for admission and include a \$30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, [www.csp.edu](http://www.csp.edu). Fall term deadline is August 1st, and winter term is December 1st.
2. Request that an official transcript of the high school record to date be sent to Concordia University, and also a FINAL official transcript after the senior year's grades and graduation have been recorded. Passing GED scores may be accepted in lieu of verification of graduation.
3. Complete the ACT and have an official Student Profile Report sent directly to the Concordia University Office of Undergraduate Admission. Arrangements for taking the ACT should be made through the high school counselor's office. The SAT or the PSAT may be substituted for admission purposes only.
4. Submit two letters of recommendation on forms provided by the Office of Undergraduate Admission. One form is to be completed by the guidance counselor and the other by a pastor, teacher, or employer not related to the applicant.

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

### Transfer Students

1. Complete the application for admission and include a \$30 non-refundable application fee. Applications are encouraged to be submitted via the admission website, [www.csp.edu](http://www.csp.edu). Fall term deadline is August 1st, and winter term is December 1st.
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 30 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.
3. Submit a letter of recommendation on the form provided by the Office of Undergraduate Admission from the dean of students of the institution last attended.
4. Submit a letter of recommendation from a non-relative, (e.g. pastor, teacher, employer) on the form provided by the Office of Undergraduate Admission.

Transfer students should have maintained an overall grade point average of "C" or better in previous courses. Concordia University accepts an Associate of Arts degree or the Minnesota Transfer Curriculum in lieu of our general education requirements. Exceptions include: 8

credits of religion and requirements within majors that include general education courses not previously completed. Final Note: Admission to specific majors is required beyond general admission to the university. See the appropriate departmental major and/or the Office of Undergraduate Admission.

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

Persons possessing an undergraduate degree from an accredited institution may satisfy teaching licensure requirements in any of the licensure areas listed by completing the undergraduate requirements for the license or endorsement desired. Students have the option of attending as full-time students or as part-time students in Concordia's T.E.A.C.H. (Teacher Education at Convenient Hours) program. Students enrolled in the T.E.A.C.H. program attend late afternoon/early evening classes and complete daytime student teaching experiences the last semester of residence. T.E.A.C.H. classes are offered each semester and summer. Secondary and K-12 licensure students may need to take day courses to complete content area coursework. Contact the Office of Undergraduate Admission (651) 641-8230 for more information.

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

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

### **Associate in Arts for Para-Educators**

An AA program designed for cohort groups of para-educators in collaboration with the College of Education and school districts is available. Contact the Office of Undergraduate Admission (651) 641-8230 for more information.

### **Visiting Students**

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

In order to be admitted as a "visiting student," the student is asked to complete a basic demographic information form and have approved by the previous college (where student was regularly admitted) a form verifying the student's admission and giving the institution's approval for the student's registration plan.

Course requests are submitted to the registrar who acts as advisor to the student. If the student wishes to complete a program, regular admission procedures are enforced by the Office of Undergraduate Admission.

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

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

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

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

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

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

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

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

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

#### **International Students**

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

#### **Advanced Placement Program**

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

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

Concordia will grant credit for most CLEP Examinations to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, St. Paul (code number 6224).

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

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

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

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

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

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

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## Curriculum

### Colleges of Arts and Sciences, Education, and Vocation and Ministry

#### Framework for Learning

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

#### Goals and Competencies

##### Aesthetic

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

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

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

##### Intellectual

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

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

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

## Physical

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

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

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

## Spiritual

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

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

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

## Communication

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

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

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

## Interpersonal

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

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

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

**Civic**

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

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

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

**Global**

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

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

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

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

**General Education Requirements****General Education**

In particular, the general education curriculum is represented by the areas listed alphabetically below. To the extent relevant to each area and to the particular disciplines or courses the area represents, Concordia students will be expected to mature 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.

**FIRST YEAR SEMINAR (1 CREDIT REQUIRED)**

FYS100	First Year Seminar	1
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Required of all students with 20 credits or less

**FINE ARTS (4 CREDITS REQUIRED)**

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

ART101	Approaching Art #	2
FPA112	The Human Odyssey	4
INT300	Their Eyes Were Watching God: Harlem Renaissance	4
MUS120	Music and Human Experience #	2
THR101	Introduction to Theater Arts	2

(# Recommended for Teacher Education)

#### HISTORY AND POLITICAL SCIENCE (4 CREDITS REQUIRED)

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

HIS212	Historical Inquiry	4
INT111	Western Civilization to 1648	4
INT113	Western Civilization since the Reformation	4
POL131	American Government	4
POL241	International Relations	4

#### COMMUNICATION (4 CREDITS REQUIRED)

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

COM103	Communication Fundamentals	4
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#### GLOBAL STUDIES (4 CREDITS REQUIRED)

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

ARC301	Palestine and Its Material Remains	4
BIO336	Marine Biology (Belize or Jamaica)	2
BIO337	Tropical Biology (Costa Rica)	2
COM309	Intercultural Communication	4
ECO101	Amer. in Global Economy: Macroeconomics	4
ED290	Language and Society	4
GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4
HIS121	World History	4
HIS221	World Culture: Greece and Rome	4
HIS267	Introduction to Latin America	4
LTN111	Beginning Latin I	4
LTN112	Beginning Latin II	4
RLG350	Religions of the World	4
SOC254	History and Culture of Thailand	4
SPA101	Beginning College Spanish I	4
SPA102	Beginning College Spanish II Foreign Study Programs (see catalog) England, India, Mexico, Jerusalem, HECUA, Thailand	4
THY473	Cross-Cultural Outreach	4

#### SOCIAL AND BEHAVIORIAL SCIENCE (4 CREDITS REQUIRED)

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

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

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

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

KHS110 Health and Human Movement 3

#### LITERATURE (4 CREDITS REQUIRED)

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

ENG155 Introduction to Literature 4

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

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

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

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

MAT101 Contemporary Mathematics 3

MAT110 Introduction to Probability and  
Statistics # 3

MAT125 Pre-calculus 4

MAT135 Calculus I 4

# Recommended for Teacher Education.

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

BIO100 Biology Today 3

BIO120 Biology I: The Unity of Life 4

BIO130 Biology II: The Diversity of Life 4

##### **Physical Science (minimum 2 credits required)**

CHE115 General Chemistry I 4

CHE141	Household Chemistry	4
ESC140	Observational Astronomy	2
ESC120	Observational Geology	2
PHS111	Principles of Physics	4
PHS221	General Physics I	4

#### RELIGION AND THEOLOGY (8 CREDITS REQUIRED; 4 BIBLE, 4 CHRISTIAN FAITH)

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

Note: # courses for Church Work students

##### **Biblical (3 or 4 credits)**

RLG100	Word in Its World	4
RLG102	Old Testament Narrative #	3
RLG202	New Testament #	3

##### **Christian Faith (4 credits)**

RLG140	On Being a Christian	4
RLG220	Issues in Vocation and Ethics	4
THY330	Our Living Faith #	4

#### WRITING (4 CREDITS REQUIRED)

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

ENG120	College Writing	4
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[Programs](#) > [Undergraduate](#) > Programs by College

## Undergraduate Programs by College

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

### College of Arts and Sciences

#### Bachelor of Arts Majors

Art Studio  
 Biology  
 Communication Studies  
 Criminal Justice  
 English  
 Family Life Education  
 History  
 Mathematics  
 Music: Performance, History/Literature, Theory/Composition  
 Psychology  
 Sociology  
 Theatre

#### Bachelor of Arts Minors

Art History  
 Art Studio  
 Biology  
 Chemistry  
 Communication Studies  
 Criminal Justice  
 Design  
 English  
 Environmental Science  
 Family Studies  
 History  
 International Studies  
 Mathematics  
 Music  
 Outdoor Education  
 Psychology  
 Sociology  
 Spanish  
 Theatre

#### Bachelor of Business Administration Majors

Accounting  
 Finance  
 General Business

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Management Information Systems  
Marketing

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

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

## **College of Education**

### **Education Majors/Licensures**

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

Parent and Family Education

Early Childhood Education (Birth - Grade 3)  
Elementary Education with Early Childhood Specialty (Pre-Kindergarten ð Grade 6)  
Elementary Education with Middle Level Specialty (Kindergarten ð Grade 8)

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

Chemistry Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on  
Communication Arts/Literature Teaching Major, Grades 5-12  
Health Teaching Major, Grades 5-12  
Life Science Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on  
Mathematics Teaching Major, Grades 5-12  
Social Studies Teaching Major, Grades 5-12  
Visual Art Education Teaching Major, Grades K-12  
English as a Second Language (ESL), Grades K-12  
Vocal and /or Instrumental Music Teaching Major, Grades K-12  
Physical Education Teaching Major, Grades K-12  
Special Education Post-Baccalaureate Licensure, Grades K-12

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

### **Non-Licensure Majors**

Child Development  
Child Learning and Development  
Community Health Science  
Family Life Education  
Kinesiology

### **Minors**

Bilingual Education (licensure)  
Community Health Science  
Special Education  
Teaching English as a Second Language (TESL)

### **Endorsement**

Kindergarten (for teachers licensed in 1-6)

### **Certificate Areas**

Interscholastic Athletics Coaching  
Lutheran Classroom Teacher

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

Emphasis area: Differentiated Learning

Emphasis area: Early Childhood

**Master of Arts in Human Services**

Emphasis area: Family Life Education

**College of Vocation and Ministry**

**Majors**

Christian Outreach  
Church Music  
Parish Education and Administration  
Theology

**Minors**

Bible Translation  
Biblical Languages  
Confessional Lutheranism  
Outreach  
Parish Education and Administration

**Certifications**

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

**Colloquy**

Director of Christian Education  
Director of Christian Outreach  
Lutheran Classroom Teacher

**Specialty Studies**

Career Development  
Pre-Pastoral Studies  
Pre-Deaconess Studies

**Graduate Degrees**

Master of Arts in Christian Outreach † see listing in College of Graduate and Continuing Studies

**Pre-Engineering Studies**

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

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

Recommended:

**Chemistry**

CHE115 General Chemistry I 4  
CHE116 General Chemistry II 4

CHE321	Organic Chemistry I	4	
CHE322	Organic Chemistry II	4	
CHE326	Analytical Chemistry I	4	
CHE327	Analytical Chemistry II	4	<b>Computer Science</b>

4

CSC30 Programming and Problem Solving

**Mathematics**

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

**Physics**

PHS221	General Physics I	4	
PHS222	General Physics II	4	

**Pre-Law Studies**

Pre-law students at Concordia University should complete the bachelor of arts degree in one or more fields of study. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse and challenging courses. A broad liberal arts curriculum is the preferred preparation for law school. Undergraduate programs should reveal your capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, (651) 641-8251.

**Pre-Medical Studies**

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

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

**Graduation Requirements for Baccalaureate Degrees****Bachelor of Arts Degree**

Baccalaureate degrees from Concordia University, St. Paul, carry the following general

requirements. Students will:

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

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

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

1. Complete one major or two minors and courses prerequisite to the major or minor if applicable. A cumulative grade point average of 2.50 is required in the major or two minors. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
2. Complete 32 credits in residence of which 20 are to be completed in the senior year.
3. Complete at least 50% of a major, minor, or emphasis in residence unless approved by the appropriate department(s).
4. After accumulating 48 credits, complete an application for major or minor for approval by an advisor, department chair and director of student academic advising. Junior or senior transfer students complete the application for major or minor the first semester on campus.

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

## **Bachelor of Business Administration Degree**

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

Admission to all business majors:

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

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

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

the student declares his or her major.

5. Complete the Major Field Test in Business.

### **Transfer Courses**

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

### **Associate in Arts Degree**

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

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

Associate in Arts program is designed for cohort groups of para-educators in collaboration between the College of Education and school districts is in the process of final approval.

### **Specialization - 16 credits**

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

### **Individualized Programs for Transfer**

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

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

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- [Computer Information Systems](#)
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- [Director of Christian Education](#)
- [Director of Christian Outreach](#)
- [Early Childhood Education](#)
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- [Economics](#)
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## College of Arts and Sciences

**Dean:** Alan D. Winegarden

**Associate Dean:** Amy Gort

**Department of Art:** Keith J. Williams, chair

**Department of Business:** Wilbur W. Thomas III, chair

**Department of Communication Studies:** Marilyn F. Reineck, chair

**Department of English and Modern Languages:** Susan Pratt, chair

**Department of History:** Paul Hillmer, chair

**Department of Mathematical Sciences:** Robert Krueger, chair

**Department of Music:** David L. Mennicke, chair

**Department of Natural Sciences:** Dale M. Trapp, chair

**Department of Social and Behavioral Sciences:** David J. Bredehoft, chair

**Department of Theatre:** Michael J. Charron, chair

## Curriculum

[Course Descriptions](#)

### Bachelor of Arts Degree Majors 128 Credits

1 Major: 32-44 credits or

2 Minor: 20-24 credits

General Education: 42 credits

Electives: 38-50 credits

- [Art Studio](#)
- [Biology](#)
- [Communication Studies](#)
- [Criminal Justice](#)
- [English](#)
- [History](#)
- [Mathematics](#)
- [Music: Performance, History/Literature, Theory  
Composition](#)
- [Psychology](#)
- [Sociology](#)
- [Theatre](#)

### Bachelor of Arts Minors

- [Art History](#)

## Programs

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- [Art Studio](#)
- [Biology](#)
- [Chemistry](#)
- [Communication Studies](#)
- [Criminal Justice](#)
- [Design](#)
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## **Bachelor of Business Administration 128 Credits**

Electives: 10 credits

Business Core: 52 credits

General Education: 50 credits\*

Major: 20 credits

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

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

#### **Majors**

- [Accounting](#)
- [Finance](#)
- [General Business](#)
- [Management Information Systems](#)
- [Marketing](#)

#### **Specialty Studies**

- [Pre-Engineering Studies](#)
- [Pre-Law Studies](#)
- [Pre-Medical Studies](#)

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## College of Education

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

**Dean:** Lonn D. Maly

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

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

**Department of Teacher Education:** Vacant, chair

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

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

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

**Special Education and English as a Second Language:** Julie Jochum Gartrell, coordinator

## Curriculum

[Course Descriptions](#)

### Liberal Arts Majors

- [Child Learning and Development](#)
- [Community Health Science](#)
- [Kinesiology](#)
- [Child Development](#)
- [Family Life Education](#)

### Majors Leading to Licensure

- [Parent and Family Education](#)
- [Early Childhood Education \(Birth - Grade 3\)](#)
- [Elementary Education with Early Childhood Specialty \(Pre-Kindergarten - Grade 6\)](#)
- Elementary Education with Middle Level Specialty (Kindergarten - Grade 8)
  - [Middle level specialty in Communication Arts/Literature](#)
  - [Middle level specialty in Mathematics](#)
  - [Middle level specialty in Science](#)
  - [Middle level specialty in Social Studies](#)

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- [Chemistry Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on](#)
- [Communication Arts/Literature Teaching Major, Grades 5-12](#)
- [Health Teaching Major, Grades 5-12](#)
- [Life Science Teaching Major, Grades 9-12, with optional Grades 5-8 General Science add-on](#)
- [Mathematics Teaching Major, Grades 5-12](#)
- [Social Studies Teaching Major, Grades 5-12](#)
- [Visual Art Teaching Major, Grades K-12](#)
- [English as a Second Language \(ESL\) Teaching Major, Grades K-12](#)
- [Vocal and /or Instrumental Music Education Teaching Major, Grades K-12](#)
- [Physical Education Teaching Major, Grades K-12](#)

### **Minors**

- [Bilingual Education \(licensure\)](#)
- [Community Health Science](#)
- [Special Education](#)
- [Teaching English As a Second Language \(TESL\)](#)

### **Endorsement**

- [Kindergarten \(for teachers licensed 1-6\)](#)

### **Certificate Areas**

- [Interscholastic Athletics Coaching](#)
- [Lutheran Classroom Teacher](#)

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

- [T.E.A.C.H.](#)
- [Teacher Education Program](#)
- [Special Education](#)

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

- [Emphasis area: Differentiated Learning](#)
- [Emphasis area: Early Childhood Education](#)

### **Master of Arts in Human Services**

- [Emphasis area: Family Life Education](#)

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## College of Vocation and Ministry

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

**Dean:** Steven F. Arnold

**Associate Dean:** Jeffrey E. Burkart

**Department of Religion and Theology:** David A. Lumpp, Chair

**Pre-Pastoral Studies:** Richard E. Carter, Director

**Pre-Deaconess Studies:** Stephen Stohlmann, Director

**Interim Director of Christian Education Program:** Steven Arnold

**Director of Christian Education Program:** Vacant

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

**Director of Drama Ministry Program:** Jeffrey E. Burkart, Director

**Parish Music Program:** David Mennicke, Director

**Lutheran Classroom Teacher Program:** Jeffrey Burkhart, Director

**Colloquy:** Stephen Stohlmann, Director

**Church Placement:** George Guidera, Director

**Lay Leadership Development:** Stephen Stohlmann, Director

**Vocation:** Steven F. Arnold, Coordinator

**Church Relations:** Josh Reams, Coordinator

### Campus Ministry:

Steven F. Arnold, Deacon of Chapel, Coordinator of Campus Ministry

David Mennicke, Cantor

Eric Selle, Campus Ministry Associate

Thomas Trapp, Hospital Visitation Pastor

James Gimbel, Eucharistic Pastor

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- [Parish Education and Administration](#)

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- [Director of Christian Education/Lutheran Classroom Teacher](#)
- [Director of Christian Education Residential Specialist](#)
- [Director of Christian Outreach](#)
- [Director of Parish Music](#)

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- [Lutheran Classroom Teacher](#)
- [Director of Christian Outreach](#)

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- [Pre-Deaconess Studies](#)

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## Department of Continuing Education College of Graduate and Continuing Studies

Concordia University's Continuing Education department offers training and learning experiences in a variety of disciplines that are designed to fit the schedule of the working adult student. Over 400 courses are offered for enrolled or visiting students.

The Continuing Education department offers:

- credit and noncredit classes;
- online or in-class weekday or weekend courses;
- certificate programs;
- customized training in the workplace;
- tuition discounts for hosting seminars;
- instructors who are experts in their fields;
- affordable classes for adult learners; and
- education opportunities that fit into the busy schedules of working adults.

### Weekend Classes

Students may take these courses offered in an accelerated format for seminar college credit, certificate of attendance, or personal enrichment. Credits will be for undergraduate electives unless otherwise stated in the course description.

### Online Courses

Online courses provide opportunities to obtain both required and general electives credits in an accelerated pace from the convenience of a home or work computer.

### How to Register

Registrations are taken in the order received until classes are full. Continuing Education office hours are 9 a.m. to 6 p.m. Request a bulletin of all our courses-which includes a registration form-by email, phone, or fax. All courses and special events are listed on our Web site.

Email: [ce@csp.edu](mailto:ce@csp.edu)  
 Phone: (651) 603-6268 or 1-800-333-1180  
 Fax: (651) 603-6270  
 Web site: [www.csp.edu/ce](http://www.csp.edu/ce)

Offerings include:

- Child, Youth, and Family Studies
- Early Childhood Education
- Life and Career Planning
- Health Care Management

- Information Technology
- Leadership, Management, and Communication
- Post Board, Criminal Justice, and Law Enforcement
- Vocation and Ministry

### **Payment Options**

Prepayment to Concordia University is required at time of registration. Concordia accepts Visa, MasterCard, Discover, and American Express cards.

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## Academic Information

### Undergraduate Programs

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#### Policies and Procedures

##### Assessment Program

The assessment program at Concordia University, St. Paul, is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students' learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia students compare in certain subject areas to students across the country. Many of the assessment activities will be part of courses. Other assessments will involve student participation in surveys, focus groups, or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

##### Registration

##### Classification of Students

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

##### Full-Time Students

Students taking 12 semester credits or more during a term shall be considered full-time undergraduate students.

##### Part-Time Students

Students must take at least 6 semester credits during a term to be considered as half-time.

##### Repeating a Course

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

##### Auditing Courses

Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. The course fee is at a reduced rate unless the course fits under the regular

credit limit of 19 credits per semester. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student's permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Students may change regular registration to an audit before the end of the seventh week of the semester. Registration may be canceled for non-attendance.

### **Independent Study**

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

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

### **Attendance Policy**

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

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

### **Attendance Guidelines and Requirements:**

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

### **Withdrawal Procedures**

The refund policy is on a per course basis. The student will receive a 100% tuition refund for a course not started. To receive a refund for the first course in the program, the student must

call his/her academic advisor before the third class. For subsequent courses, the student must call before the first class in order to receive a refund.

### 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
P Pass	
N No Pass	
X Continuing registration for more than one term	
V Audit	
W Withdrawal.	Student officially withdrew from a course during the third through the eighth week of the semester.
I In-Progress.	This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work.

### Pass-No Pass Grading

Students are eligible to register for elective courses on a "Pass-No Pass" basis by filing a form before the end of the fifth week with the registrar. There is a two-course limit per year for sophomores, juniors, and seniors. Other courses and internships that are graded only by the P-N system do not count towards these limits. The "P" grade is equated to the normal "A," "B," or "C" grade.

### In-Progress Grades

An In-Progress Grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. However, any in-progress grade could affect the students' probationary and disqualification status (See Satisfactory Progress Policy). Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

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

### Student in Good Standing

A student in good standing is one who:

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

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

### Satisfactory Progress

Students are expected to meet satisfactory academic progress standards for each semester. Students not maintaining the specified standards will be required to meet with their advisors

to assist in detecting and alleviating problems students may be experiencing.

To be eligible to register continuously without conditions, a student must maintain good academic standing by maintaining a 2.00 CGPA and complete a minimum of 12 credits each semester. Incompletes (I) and withdrawals (W) do not count toward completion. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students.

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

1. **Academic Alert:** An academic alert is to notify students either that they did not complete 12 credits of the registered courses for the semester, or their CGPA was below 2.0. Students will receive a letter from the registrar notifying them that they are on academic alert. Students placed on academic alert may enroll for no more than 16 credits for the following semester without written permission of the dean of their college. Students are required to meet with their advisor within the first two weeks of the new semester to determine a plan of assistance. The plan of assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. An additional class may be required. Students must submit a copy of their plan of assistance to their advisor to remain registered for the term. Financial aid continues for the term. An academic alert appears on the student's Banner records, but it is not part of the permanent transcript. The status of academic alert is only effective during a student's second semester of attendance.

2. **Academic Probation:** An academic probation is a formal warning that students did not achieve satisfactory progress. Students will receive a letter from the registrar notifying them that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following semester without written permission of the dean of their college. Academic probation status appears on the student's Banner records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new semester to determine a plan of assistance. An advisor hold will be placed on the student's record. This means that the student needs to secure written approval from the advisor to finalize his or her course registration for the semester.

3. **Disqualification** (unsatisfactory progress for two consecutive semesters after a student's first semester): Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students can do one of the following.

a. **Appeal:** Appeals must be submitted on the academic appeals form and submitted to the academic appeals committee within two weeks of receiving notice of disqualification. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one semester only.

b. **Re-establish eligibility:** Students who have been disqualified may apply for readmission after successful completion of 12 semester credits with a CGPA of 2.00 or above from another accredited institution.

#### **Withdrawal from the University**

Students wishing to change their status by discontinuing, taking a leave of absence, or changing their cohort will discuss their plans with their advisor. It is the student's responsibility to fulfill all necessary obligations for these offices: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any unpaid accounts.

If you leave Concordia as a result of administrative dismissal or academic disqualification, you

may appeal. Contact your advisor for the appeal form.

## Change of Status

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

## Financial Hold

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

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

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

## Class Cancellations

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

## Graduation

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

## Research with Human Subjects

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

## Academic Integrity

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

Academic integrity includes:

- Working honestly on tests and assignments.
- Honestly reporting research findings.
- Properly citing the source of any materials quoted, paraphrased or modified in the work one submits.

Lynn Troyka's, Simon & Schuster handbook for writers defines properly citing source material in this manner:

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

### **Continuous Enrollment**

Once a student begins a degree program, enrollment is considered continuous throughout the program or until the student informs the College of Graduate and Continuing Studies through his or her academic advisor about their discontinuation.

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

### **Time Limits**

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

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

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

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## Application Procedures

### College of Graduate and Continuing Studies

Admissions requirements are:

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

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

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

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

#### International Students

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

is paid in full.

4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.
5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

**Advanced Placement Program**

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

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

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

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## Curriculum for Undergraduates

### College of Graduate and Continuing Studies

#### Undergraduate Programs

- Criminal Justice (online)
- Human Resource Management (classroom)
- Information Technology in Management (classroom)
- Marketing Management and Innovation (online and classroom)
- Organizational Management and Communication (online and classroom)

#### AA Degree, Certificates, CE, and Fast Track

- Associate of Arts (AA) Degree (online)
- Continuing Education
- Fast Track Program

#### Adult Learning Concept

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

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

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

#### Admission Requirements

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

## **Transfer of Credits**

To be eligible for admission consideration into one of Concordia's BA, degree-completion programs, a student must have earned a minimum of 36 semester credits, prior to enrolling at Concordia. Students who want an unofficial evaluation of their credits prior to the admission process should contact the admissions office for details.

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## Bachelor of Arts Criminal Justice College of Graduate and Continuing Studies

### Program Objective

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

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

### Course Descriptions

#### **CJU 401 Criminal Justice Revisited - 4 credits**

This course builds upon student work experience and previous education in criminal justice. Learners will review and further study history, theories, and models of criminal justice programs while exploring those different than those in which they work.

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

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

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

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

**CJU 431 Inside the Criminal Mind - 4 credits**

This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.

**CJU 451 Strategic Diversity - 4 credits**

While multiculturalism is a popular term in today's society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

**CJU 452 Constitutional Law - 4 credits**

This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

**CJU 453 Troubled Youth - 4 credits (3 credits beginning Summer 2005)**

This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs.

**CJU 454 First Things First: Priorities for the Criminal Justice Practitioner - 4 credits**

While part of the job, the unique nature of what people employed in criminal justice are subjected to impacts professional and personal lives. In this course students explore the emotional and physical risks associated with their work, and develop strategies that will assist in maintaining physical and emotional health.

**CJU 455 Contemporary Issues in Criminal Justice - 4 credits**

Current criminal justice related events occurring nationally and locally will provide the scenarios for students to apply the knowledge acquired during this degree program in a thoughtful and scholarly manner. Students will draw upon their understanding of systems thinking, constitutional law, religion, modern trends, ethics, and individual and community behavior.

**CJU 466 Contemporary Issues in Corrections - 4 credits**

Students will discuss the challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice. Institutional and community-based programs will be addressed and their relationship to other areas of the criminal justice system explored.

**CJU 490 Portfolio and Synthesis - 2 credits**

This final course is designed to help learners reflect on all they have done during this degree program. Through guest lectures, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

**HSV 401 Returning Student Seminar - 2 credits**

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

**HSV 422 Critical Problem Solving - 3 credits**

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

**HSV 421 Community and Family Dynamics for the Criminal Justice Practitioner - 4 credits**

Understanding family and community dynamics is a basic skill required of all criminal justice

professionals. This course examines the interactions of individuals in various settings in a society that continues to change the expectations of the criminal justice system. History, evolution, and demographics of family and community will be explored in relation to the criminal justice professional.

**HSV 435 Systems Thinking - 2 credits**

Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

**HSV 460 Ethics - 2 credits**

Everyone faces tough ethical decisions in our society, and criminal justice professionals frequently find theirs openly challenged by media, politicians, and the community. Classical and historical views of ethics are explored as students consider their own values system to develop decision-making strategies in their personal and professional lives.

**SAC 430 Biblical Christianity for Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement

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## Bachelor of Arts Human Resource Management College of Graduate and Continuing Studies

### Program Objective

The Human Resource (HR) Management major offers a practical and thorough study of human resource skills required by human resource practitioners. Students receive training in key skill areas of human resource and its application to the dynamics of today's and future organizations. The overall context of the course centers on human resources' role as a strategic partner within its organization.

As people become even more important to organizations, human resource professionals will be expected to provide a greater leadership role.

The objectives of the undergraduate Human Resource Management major are:

- to develop skills in employment, compensation, organizational development, and employee relations;
- to provide a legal, ethical, and strategic basis for leadership and decision making;
- to enhance students' independent and critical thinking skills;
- to enhance students' managerial writing and verbal communication skills; and
- to prepare students for leadership roles in human resource management.

### Course Descriptions

#### HRM 310 Managing in Organizations - 3 credits

Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied.

#### HRM 315 Personal Resources: Assessment and Application - 3 credits

Students will investigate their strengths, and areas of personal development in order to understand how best to create and develop a personal strategic plan for their future.

#### HRM 320 Human Resource Management - 4 credits

The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.

#### HRM 325 Survey and Research Methods - 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 340 Human Resources Plan I - 3 credits**

Students will develop a Human Resource Plan for a key human resource function by utilizing class learning, research, audit practices, and mentors. The Human Resource Plan will provide an analysis of the significant aspects of the human resource profession.

**HRM 345 Compensation and Benefits - 3 credits**

How will employees be compensated for their efforts? Salary administration, variable pay, performance management, position evaluation, and reward systems, in terms of monetary and non-monetary pay, will be investigated and evaluated. Employee benefits will also be examined.

**HRM 350 Legal Issues in Human Resources - 4 credits**

Every human resource manager needs to understand employment law. The application of the law to wrongful discharge, harassment, labor relations, and interviewing and selection will be discussed and studied.

**HRM 355 Organizational Development and Training - 3 credits**

This course introduces students to concepts in organizational development and the training of employees. Students will study how to make organizations more effective, how to perform and assess organizational needs, and how to look at various options in training employees.

**HRM 415 Biblical Christianity for Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**HRM 420 Employee and Labor Relations - 3 credits**

This course will look at the range of issues dealing with employee relations. The historical roots of labor/management will be examined as well as present day paradigms for that relationship. Techniques such as negotiation and mediation will be practiced.

**HRM 425 Employment Strategies - 3 credits**

How do we find and keep good employees? Every manager in America is grappling with this issue. This course will focus on the many aspects of employment: recruitment, forecasting, selection, orientation, and retention.

**HRM 435 Applied Ethics - 3 credits**

This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up the program and this class with their own statement of ethical beliefs.

**HRM 440 Human Resource Plan II - 3 credits**

Students will have completed their human resource synthesis project they began months ago and will present it to their cohort.

**HRM 470 Human Resource: Strategic Partner - 3 credits**

"Human resources are the only sustainable competitive advantage." This class will examine HR professionals as strategic partners with their organizational counterparts. Various cases and readings will be used to illuminate the pivotal role HR can play in influencing the direction of organizations.

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## Bachelor of Arts Information Technology in Management College of Graduate and Continuing Studies

### Program Objective

The goal of the Information Technology in Management major is to provide an opportunity for a focused study of information technology and its relevancy in business management. Students study IT principles and processes and their application to social and organizational problems. When combined with professional experiences, this major can equip students for entry-level or advancement in professional fields such as project management, information systems management, database management, financial systems management, and programming.

The objectives of the undergraduate Information Technology in Management major are:

- to prepare students for careers in business, industry, or government as professional managers of information processing and data systems, or managers in settings requiring a high level of computer literacy;
- to validate and enhance skills and knowledge acquired experientially by practicing computer technicians and information systems professionals;
- to integrate training in information technologies and applications with a moral and social perspective that prepares students to make sound value judgments in their professional and personal lives;
- to provide understanding of and appreciation for the historical development, contemporary progress, unfolding future, cultural value, and social ramifications of computer-related technologies; and
- to develop decision-making, strategic planning, interpersonal, and other managerial skills.

### Research Project

The purpose of the applied research or software development project is to integrate student knowledge of organizations, software development, database management, problem analysis, and human-centered issues related to information technology. Completion of the research project demonstrates mastery of coursework and development of lifelong learning skills, including: verbal skills, writing and research, problem solving and planning skills, and computer competencies. The project must address a problem in a workplace or organization.

The research topic will generally fall into one of the following categories:

- *Software development.* Possible projects may include but are not limited to writing a custom database or appraising/testing an artificial intelligence system.
- *Automate office/work setting.* Student projects may focus on automating manual systems such as inventory, quality control or project management, etc.
- *Business process redesign.* Student projects re-evaluate or redefine organizational

structures and processes to take advantage of information technology. Areas for possible redesign may include order processing structures or strategic planning processes, etc.

The research project is an essential component in the program and helps students:

- recognize and analyze problems and opportunities;
- improve skills in applying structured systems analysis to solve system problems;
- evaluate hardware and software design capabilities and limitations;
- develop writing skills;
- improve oral presentation skills;
- incorporate human and psychological factors in systems implementation;
- prepare and complete formal documentation of a system; and
- create a positive change in the organization or community for which the system is designed.

## Course Descriptions

### **ITM 305 Introduction to Computer-Based Information Systems - 3 credits**

Students will discuss a focused study of the application of systems theory to problem-solving information systems, the roles that the IS function plays in business, and various information systems applications.

### **ITM 310 Contemporary Issues in Computing - 3 credits**

An introduction is given to the latest developments in information technology and its social and organizational impact. The module adopts an historical perspective of computer development leading to present trends in software and technologies, including microchip technologies, artificial intelligence, and programming languages for artificial intelligence. Social issues include the computer's effects, threats, and challenges to privacy and property, and other social impacts. Organizational issues include office automation; effects of information systems on organizational structures, employee behavior and quality of work life; and implications for strategic planning and managerial decision making.

### **ITM 315 Personal Resources: Assessment and Application - 3 credits**

Students investigate their histories, strengths, and weaknesses in order to understand how to best create and develop a personal and strategic plan for their future.

### **ITM 320 Systems Architecture - 4 credits**

This course develops an understanding of the architecture of computer hardware at the systems programming level, introduces operating systems principles, and explores the interaction between architecture and operating systems.

### **ITM 325 Organization and Management Concepts - 3 credits**

This class offers an in-depth examination of the characteristics of organizations and circumstances that affect organizational effectiveness. The course is also concerned with the activities and styles of managers of these organizations. An open systems model is applied as an overall framework for understanding organizations and their management. Practical applications of concepts to the student's work setting and final project enhance the student's potential as a manager and leader.

### **ITM 330 Systems Analysis and Software Development - 4 credits**

An overview is given of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specifications. CASE methodologies are introduced as well as some advanced strategies and techniques of structured systems development.

### **ITM 335 Database Management Systems - 4 credits**

This course covers physical data organization, data models (relational network and hierarchical), SQL (Structured Query Language), query optimization, data integrity and database normalization, database design and maintenance, security, and multi-user and network databases.

**ITM 340 Applied Research or Software Development Project I - 2 credits**

This seminar provides a forum for discussion of issues and problems encountered in the development of the ITM project, a capstone course integrating the information systems knowledge gained through the other courses. Students evaluate each other's project design and plan, organize, and conduct a walk-through exercise.

**ITM 341 Principles of Project Management - 3 credits**

Students explore the methods used in managing projects and processes. Emphasis is placed on scheduling tracking and planning techniques, including diagramming. Computer tools for assisting project management tasks are discussed.

**ITM 415 Biblical Christianity for Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**ITM 421 IT Strategic Planning - 3 credits**

This class offers an in-depth examination of the characteristics of organizations and circumstances that affect organizational effectiveness. The course is also concerned with the activities and styles of managers of these organizations. An open systems model is applied as an overall framework for understanding organizations and their management. Practical applications of concepts to the student's work setting and final project enhance the student's potential as a manager and leader.

**ITM 425 Information Support Functions - 3 credits**

Students examine the function of help desk support services and consider the methods and organizational structures for managing information; technical, interpersonal, and social issues in user support; and technical aspects of troubleshooting computer hardware problems.

**ITM 430 Network and Communication Technologies - 4 credits**

Topics covered include modems; communications protocol, standards, and devices; local area network and wide area network topologies, hardware, and software; network management; and the future of networking and distributed computing.

**ITM 435 Computing Ethics and Values - 3 credits**

The conduct of the computer professional is considered from moral and ethical perspectives. Students prepare a personal moral and ethical statement and a professional code of ethics. Topics include the control of information, privacy, fraud, software piracy, technical competence, and copyright and patent infringement. The Association of Computing Machinery Code of Ethics is evaluated.

**ITM 440 Applied Research or Software Development Project II - 2 credits**

Students complete a synthesis project integrating the information technology and systems knowledge gained through the other courses in the curriculum. The ITM project addresses actual worksite needs, both human and technical. A problem or need is selected and a proposal to solve the problem or meet the need is prepared. A thorough analysis is conducted to design a specific systems plan of action. A written report supported by technical deliverables is prepared for submission to the University and the affected organization. (2 credits)

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## Bachelor of Arts Marketing Management and Innovation College of Graduate and Continuing Studies

The Innovation and Marketing Management major combines the building blocks of marketing with the practical tools that individuals will need in the business world for years to come. The program is based on concepts of adult education, which include an interactive classroom setting, limited lectures, and a focus on practical, hands-on learning. Ethics, globalism, creativity, customer service, e-commerce, and entrepreneurship are some of the topics explored throughout the curriculum.

### Program Objectives

The objectives of the undergraduate Innovation and Marketing Management major are:

- to prepare students to become effective marketing and project managers;
- to provide students the tools to plan and start their own businesses;
- to help students apply classroom learning to current marketing problems in the marketplace;
- to develop problem-solving and decision-making skills;
- to develop written and oral communication skills;
- to develop learner independence and self-image; and
- to become innovators in their own field of expertise.

### Research Project

Past and present work experiences serve as catalysts in the learning process. This research project, which continues throughout the program, blends study and experiential learning.

The research project for the Innovation and Marketing Management major integrates knowledge and skills learned from the coursework and applies it to real world business problems. The project is broken down into two parts-Industry Analysis and Business Plan.

### Course Descriptions

#### **MKM 310 Innovation - 3 credits**

Innovation is essential; that's the rule of business for the new millennium. Students will learn about product development, entrepreneurship, and different types of innovation.

#### **MKM 315 Personal Resources: Assessment and Application - 3 credits**

Students investigate their own past, strengths, and weaknesses in order to understand how to best create and develop personal strategic plans for their future.

#### **MKM 320 Systems Management - 3 credits**

Organizations are unique in and of themselves. Students will examine underlying dynamics,

culture, and change within an organizational context.

**MKM 325 Business Ethics - 3 credits**

Students explore their personal ethics and develop frameworks for addressing tough ethical decisions in business and in marketing.

**MKM 330 Relationship Marketing - 3 credits**

At the center of the discipline of marketing is understanding the behavior patterns of the consumer. In this course, we look at individuals and organizations as consumers. One of the course goals is for students to understand themselves better as consumers.

**MKM 331 Marketing Research - 3 credits**

This course gives students the tools for researching consumers and markets. Qualitative and quantitative methods are explored. Students will create a marketing research plan for a product.

**MKM 340 Industry Analysis - 2 credits**

Students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distributive systems, and other industry factors. Marketing professionals perform similar industry analysis as part of their jobs.

**MKM 341 Applied Accounting and Finance - 3 credits**

Numbers can be intimidating. In this course, financial information is made less daunting and easy to comprehend. Financial reporting, contribution margins, and project financing will be presented.

**MKM 345 Promotional Strategy - 3 credits**

Promotion consists of advertising, sales promotion, sales, public relations, direct marketing, and more. These avenues for transmitting marketing messages across effectively are examined for usefulness, cost/benefit analysis, and social value. Students will create their promotional plans.

**MKM 346 Electronic Marketing - 3 credits**

Amazon.com? Anything.com? Electronic commerce is with us more today than ever before. Cars, travel, clothing, and food are being sold through the Internet. This course examines how to market goods and services electronically.

**MKM 415 Biblical Christianity For Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**MKM 425 Global Marketing - 3 credits**

It is said that contemporary employees compete with other employees worldwide. The economy is global and it is necessary to understand other parts of the world and how business is implemented. Students will create marketing plans to market products to other countries.

**MKM 430 Innovative Marketing - 3 credits**

The five Ps of marketing-place, price, product, promotion, and people-are the center of this module. The building blocks of the five Ps, understanding, and researching the customer, are also covered.

**MKM 435 Marketing Strategy - 3 credits**

This capstone course combines everything that has been taught in previous courses. Students analyze graduate-level case studies. Group work is essential.

**MKM 440 Business Plan - 3 credits**

Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business

plans.

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## Bachelor of Arts Organizational Management and Communication College of Graduate and Continuing Studies

### Program Objective

The Organizational Management and Communication major brings together key ideas and skills useful in working with people. Students achieve an understanding of group behavior and its relation to organizational effectiveness by translating theoretical learning into practical, hands-on experience. By learning to implement ideas in practice, students apply concepts and themes from a variety of disciplines to effective organizational approaches. Students become proficient in understanding change, directing change, and making decisions about the behavior of people within groups.

Students enrolled in the undergraduate Organizational Management and Communication major will develop:

- interpersonal and management skills;
- Problem-solving and decision-making skills;
- written and oral communication skills;
- learner independence and self-image; and
- understanding of research methodology and its applications.

### Research Project

Past and present work experiences serve as catalysts in the learning process. Students will be able to apply problem-solving principles to an existing problem or need in your occupational field. The research project, which continues throughout the program, blends study and experiential learning. The undergraduate research project in Organizational Management and Communication provides a culminating experience designed to integrate learning outcomes from all coursework and link these outcomes to various life roles, particularly the work setting. Working with a project coordinator and an explicit set of guidelines, the student selects a problem to investigate. Then, using models, concepts, and analytical skills, the student identifies (and possibly implements) an appropriate solution(s) to the problem. Drawing on coursework, library resources, and prior experience, the student completes the research project. Finally, the student prepares a written report and presents two oral reports to the project coordinator and classmates.

The undergraduate research project offers the student two options: an applied/action research paper or a policy decision paper. An essential component in the program, the research project helps students:

- integrate and apply knowledge and skills acquired through coursework;
- develop skills in identifying, stating, and solving problems objectively and

- systematically;
- enhance the ability to read and evaluate research;
- become competent and thorough researchers;
- understand the value of research in business and management;
- improve skills in evaluating proposals for change and their subsequent outcomes;
- refine oral and written presentation techniques; and
- create a positive change in the organization for which the project is designed.

## Course Descriptions

### **OMC 311 Group Dynamics - 3 credits**

Students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision-making techniques, determine various roles within organizational groups, and identify decision-making skills and effective collaborative styles for efficient group management.

### **OMC 315 Personal Resources: Assessment and Application - 3 credits**

Students critically examine their personal history, evaluating strengths and weaknesses in order to understand how best to create and develop a personal and strategic personal learning plan and goals for their future.

### **OMC 321 Systems Management - 3 credits**

This course provides an overview of systems management and systems thinking in organizations. Emphasis is on developing the ability to identify patterns and relationships within the whole system. Students will diagnose organizational problems using standard systems dynamics.

### **OMC 326 Research Methodologies - 4 credits**

Basic research methodologies are explored in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project.

### **OMC 330 Effective Interpersonal and Organizational Relationships - 2 credits**

Students examine communications and other interpersonal relationship skills that are essential for creating a productive work environment. Effective personal and social relationships are studied through readings and exercises that explore non-verbal communication, constructive feedback, and conflict resolution. Students research and develop a model for effective relationships.

### **OMC 340 Applied Synthesis Project I - 3 credits**

Students learn professional presentation skills and then combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation or avocation. This project is completed more independently than the other courses, synthesizing information from the rest of the program. Students learn significant skills in research and writing, project management, written and oral presentations, and demonstrate skills in applying theoretical constructs to concrete applications. This mid-program course expects that chapters 1-3 of the written project will be turned in for a grade and an oral presentation will provide the instructor and other classmates with a summary and overview of the project and the work completed up to that time.

### **OMC 360 Personal and Organizational Finance - 3 credits**

In this course students explore some of the major elements of personal finances as a foundation for understanding the major principles of organizational finance management. Topics focus on assets and liabilities, credit, value, budgeting, capital spending, and evaluating financial strengths and weaknesses.

### **OMC 410 Organizational Behavior - 4 credits**

Organizational Behavior is an interdisciplinary field of study and practice that investigates the impact of individuals, groups, structure, and environment on work organizations. Students

examine motivation, decision making, organizational structure, and processes that shape organizational analysis and change management. Case studies are a primary element of learning.

**OMC 415 Biblical Christianity for Thoughtful People - 4 credits**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**OMC 420 Dimensions of Diversity - 3 credits**

Students use literature and interviews to explore the values, beliefs, customs, and perceptions represented in various kinds of diversity that affect social and economic life. The obligations and implications of equal opportunity are explored. Concepts of culture, social class, and power are developed.

**OMC 425 Principles of Management and Supervision - 3 credits**

Students examine management and leadership theories and their application to individual and group functioning in work/home situations. The key elements of Management explored are: Planning, Organizing, Leadership, and Controlling (Accountability). Management and supervision styles and techniques are analyzed to understand the potential solutions to current organizational problems.

**OMC 430 Innovative Marketing - 3 credits**

The five Ps of marketing—place, price, product, promotion, and people—are at the center of this course. Students will examine the building blocks of the five Ps within the context of understanding and researching the customer's needs and wants.

**OMC 435 Philosophy of Values and Ethics - 3 credits**

Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Both ethical theory and personal values are explored.

**OMC 440 Applied Synthesis Project II - 3 credits**

This course is the culmination of the synthesis project that has been developed throughout the program (see OMC 340). Students submit their complete written Synthesis Project and give a formal presentation of the Project's content to the instructor and the learning group.

**OMC 450 Organizational Policy and Strategy - 3 credits (4 credits beginning Summer 2005)**

Organizational Policy and Strategy is the capstone course in this curriculum. This course explores how leaders make effective decisions that shape organizational policy and strategy. Students will synthesize the material from most of their other modules in this class. The class depends heavily upon a variety of simulations and analysis papers.

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## Undergraduate Program General Education Associate of Arts Degree College of Graduate and Continuing Studies

### Program Objective

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

### Course Descriptions

#### **AA 295 Portfolio and Synthesis - 3 credits**

This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will examine how their personal strengths, personal limitations, academic goals and career goals will integrate as they leave the AA program and begin new endeavors. Students will produce a portfolio illustrating their personal, professional and academic growth while in the AA program.

#### **ART 101 Approaching Art - 2 credits**

This seven-week course lays the foundation for approaching visual art by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to appreciating art. These four units will include the importance perceptual skills, the nature of the creative process, the place of art in its cultural context, and the role and processes of abstraction. The course will involve looking at art, reading, writing and speaking about art using acquired vocabulary and knowledge.

#### **BIO 100 Biology Today - 3 credits**

Emphasizing inquiry and investigation, this course introduces students to the discoveries, both historical and contemporary, that support the unifying theories of modern biological science. Topics considered include the nature and methods of modern biological science; the basis of life in terms of matter, energy, cells, genetics, and reproduction; and the impact of evolution on the unity of life. The course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component.

#### **CHE 141 Household Chemistry - 4 credits**

A general education course emphasizing applications of chemistry to daily living. Topics range from "baking to medications," from "cleaning to cosmetics" and from "secrets under the sink" to "close encounters with clothing." Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils.)

#### **COM 103 Communication Fundamentals - 4 credits**

Students examine their methods of interpersonal communication in various contexts including dyadic, small group, public and mediated communication. Individual activities and group work

include both oral and written components. These components are also integrated into career planning by providing an opportunity for an off-campus interview in a career field. Speeches, outlines and papers develop critical thinking, organizational, writing and presentation skills. 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.

**ECO 101 America in the Global Economy: Macroeconomics - 4 credits**

This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States' role in their development.

**ENG 120 College Writing - 4 credits**

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

**ENG 155 Introduction to Literature - 4 credits**

Introduction to Literature seeks to excite students about literature-to feed students' passion about literature and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.

**HIS 220 Leaders in American Society - 4 credits**

In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.

**KHS 110 Health & Dynamic Human Movement - 3 credits**

The aim of this course is to enhance and expand upon the personal and community benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course is designed to optimize informed healthful living, balanced service to God and humanity and enlightened care for self, such that Concordia University students are challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.

**MAT101 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 management science, statistics, coding, social choice and decision-making, and geometric size and shape.

**MUS 120 Music and Human Experience - 2 credits**

Fine arts component of the general education curriculum. This course will explore the relationship between commonly held experiences and the expressive voice of the creative musical artist and will place music in the social/historical context which shapes the expressive spirit.

**NSS 110 Reflective Learner - 2 credits**

This course introduces areas that contribute to the success of the learner. These areas include goal setting, life skills, time management, learning skills, writing, personal life balance and computer literacy. Participants will be introduced to collaborative learning and self-directedness as it pertains to an accelerated program.

**POL 131 American Government - 4 credits**

This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

**PSY 101 Introduction to Psychology - 4 credits**

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.

**RLG 100 The Word and Its World - 4 credits**

An investigation of the literature, cultures, and theological expressions of the early Hebrew and Christian traditions. The course emphasizes the covenant dealings of God with His Old Testament people and the completion of the old covenant in God's new covenant in Jesus Christ. Students will read selected portions of each major division of the Old and New Testaments.

**SOC 152 Introduction to Sociology - 4 credits**

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.

**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.

**THR 101 Introduction to Theatre - 2 credits**

This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students create limited group scene projects.

**Tuition and Fees**

This is a 64-credit program. For current tuition information and financial aid information, please visit our Web site.

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## Fast Track Program

### College of Graduate and Continuing Studies

Concordia's Department of Continuing Education also offers undergraduate general studies options with the Fast Track program.

#### Program Objective

The Fast Track Program is designed for adult students. The purpose of this program is to help learners build enough general education credits to start one of Concordia University's adult degree completion programs. The Fast Track program is an accelerated format, and it allows learners to earn up to 36 semester credits in approximately one calendar year.

The Fast Track program will allow adult learners to:

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

#### Application Process

Contact the Department of Continuing Education for registration information at (651) 603-6287.

#### Course Delivery

In these accelerated classes learners collaborate with a community of peers using weekly virtual class discussions, email, and internet bulletin boards. The program begins with a Fast Track orientation at Concordia University in St. Paul, Minnesota.

#### Course Selection

During the Fast Track orientation, participants will be teamed with an advisor who will assist in creating a class schedule that fits into the student's work and personal life.

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## Academic Information

### Policies and Procedures

#### Assessment Program

The assessment program at Concordia University, St. Paul, is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students' learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia students compare in certain subject areas to students across the country. Many of the assessment activities will be part of courses. Other assessments will involve student participation in surveys, focus groups, or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

#### Registration

##### Classification of Students

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

##### Full-Time Students

Students taking 6 semester credits or more during a term shall be considered full-time graduate students. Students must take at least three semester credits in order to be considered as half-time graduate students.

##### Part-Time Students

Students must take at least three semester credits in order to be considered as half-time graduate students.

##### Repeating a Course

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

##### Auditing Courses

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

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

Graduate students seeking to audit a course must notify their academic advisor and department chair at least four weeks prior to the beginning of the course to be audited. Normally students will audit courses that have been waived because of previously approved transfer courses. Students will be billed the current audit fee. Graduate students should consult with their academic advisor to make sure that the auditing of a course does not affect financial aid or full-time standing in their program.

### **Independent Study**

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

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

### **Attendance Policy**

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

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

### **Attendance Guidelines and Requirements:**

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

## Withdrawal Procedures

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

## 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
P Pass	
N No Pass	
X Continuing registration for more than one term	&nbsp;asp;
V Audit	
W Withdrawal	Student officially withdrew from a course during the third through the eighth week of the semester.
I In-Progress	This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work.

### Pass-No Pass Grading

Students are eligible to register for elective courses on a "Pass-No Pass" basis by filing a form before the end of the fifth week with the registrar. There is a two-course limit per year for sophomores, juniors, and seniors. Other courses and internships that are graded only by the P-N system do not count towards these limits. The "P" grade is equated to the normal "A," "B," or "C" grade.

### In-Progress Grades

An In-Progress Grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. However, any in-progress grade could affect the students' probationary and disqualification status (See Satisfactory Progress Policy). Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

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

### Student in Good Standing

A student in good standing is one who:

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

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

**Satisfactory Progress**

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

To be eligible to register continuously without conditions, a student must maintain good academic standing by maintaining a 2.00 CGPA and complete a minimum of 12 credits each semester. Incompletes (I) and withdrawals (W) do not count toward completion. Credits earned in courses listed as less than 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students.

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

1. **Academic Alert:** An academic alert is to notify students either that they did not complete 12 credits of the registered courses for the semester, or their CGPA was below 2.0. Students will receive a letter from the registrar notifying them that they are on academic alert. Students placed on academic alert may enroll for no more than 16 credits for the following semester without written permission of the dean of their college. Students are required to meet with their advisor within the first two weeks of the new semester to determine a plan of assistance. The plan of assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. An additional class may be required. Students must submit a copy of their plan of assistance to their advisor to remain registered for the term. Financial aid continues for the term. An academic alert appears on the student's Banner records, but it is not part of the permanent transcript. The status of academic alert is only effective during a student's second semester of attendance.

2. **Academic Probation:** An academic probation is a formal warning that students did not achieve satisfactory progress. Students will receive a letter from the registrar notifying them that they are on academic probation. Financial aid continues for the term. Students placed on academic probation may enroll for no more than 16 credits for the following semester without written permission of the dean of their college. Academic probation status appears on the student's Banner records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new semester to determine a plan of assistance. An advisor hold will be placed on the student's record. This means that the student needs to secure written approval from the advisor to finalize his or her course registration for the semester.

3. **Disqualification (unsatisfactory progress for two consecutive semesters after a student's first semester):** Students will be notified of their disqualification in writing by the registrar. Financial aid is suspended. Students can do one of the following.

- a. **Appeal:** Appeals must be submitted on the academic appeals form and submitted to the academic appeals committee within two weeks of receiving notice of disqualification. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one semester only.
- b. **Re-establish eligibility:** Students who have been disqualified may apply for readmission after successful completion of 12 semester credits with a CGPA of 2.00 or above from another accredited institution.

**Withdrawal from the University**

Students wishing to change their status by discontinuing, taking a leave of absence, or changing their cohort will discuss their plans with their advisor. It is the student's responsibility to fulfill all necessary obligations for these offices: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any unpaid accounts.

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

## Change of Status

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

## Financial Hold

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

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

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

## Class Cancellations

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

## Graduation

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

## Research with Human Subjects

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

## Academic Integrity

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

Academic integrity includes:

- Working honestly on tests and assignments.
- Honestly reporting research findings.

- Properly citing the source of any materials quoted, paraphrased or modified in the work one submits.

Lynn Troyka's, Simon & Schuster handbook for writers defines properly citing source material in this manner.

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

### **Continuous Enrollment**

Once a student begins a degree program, enrollment is considered continuous throughout the program or until the student informs the College of Graduate and Continuing Studies through his or her academic advisor about their discontinuation.

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

### **Time Limits**

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

### **Graduate Program Capstone**

All graduate students will complete a capstone experience as part of their program. The nature of the capstone will differ by degree. Students should consult their department chair for specific details of the capstone in their degree program.

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

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

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## Master of Arts Criminal Justice Emphasis College of Graduate and Continuing Studies

### Course Descriptions

#### **CJU 500 Administration of Criminal Justice - 4 credits**

This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.

#### **CJU 502 Correctional Design in a Changing World - 4 credits**

The philosophies, roles, and designs of juvenile corrections continue to evolve. This course expands upon the basics of institutional and community corrections by exploring modern research and trends in modern corrections. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

#### **CJU 512 Criminal Justice and Media Relations Politics - 4 credits**

This course examines the relationships, roles, and responsibilities of criminal justice politics and the media. Included is a critical review of the tension that exists between the two, and how effective relationships can be fostered. Students will also learn to write press releases, organize and facilitate press conferences, and effectively utilize media resources.

#### **ED 501 The Reflective Adult Learner - 2 credits**

Students will address what it means to become a graduate student and lifelong learner. Issues of critical thinking, scholarly research, continuous learning, ethical frameworks and problem solving are discussed in relation to adult learning principles. This class assists with the transition to online learning graduate study by modeling the collaborative learning and self-directed nature of the program.

#### **ED 520 Critical Problem Solving - 4 credits**

This course will provide an understanding of the dynamics of problem solving, paying special attention to finding creative and productive solutions.

#### **ED 540 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.

#### **ED 584 Accessing Educational Resources - 4 credits**

This course familiarizes students with the learning environment of technology. Students learn to efficiently integrate knowledge navigation into their curriculum and at work using a variety of search engines, databases, and research techniques.

**ED 585 Synthesizing Seminar I - 1 credit**

The culminating project of the master's program is the capstone, a research project designed to help learners generate new information for their field. Explanation of the capstone process will take place, along with a dialog regarding possible capstone topics.

**ED 586 Synthesizing Seminar II - 1 credit**

This course continues the process of selecting and implementing the capstone project. Issues of epistemology and social change are discussed and explored.

**ED 596 Lifelong Learning - 3 credits**

While this course is the culminating event in the educational experience, it also sets the stage for new beginnings. The focus is on a combined reflection and synthesis on knowledge learned throughout the program. In seminar fashion, students will discuss with each other the significant issues they have studied, and ways they will continue to learn in the future.

**HSV 540 Understanding Organizational Complexity - 2 credits**

As one of the threads of continuity throughout this degree program, "systems thinking" provides a means to better understand and work more effectively with individuals and organizations. This course provides advanced perspectives of how to identify interactions and best select a means of responding from the position of manager and leader.

**HSV 542 First Things First: Priorities for Criminal Justice Leadership - 4 credits**

Criminal justice professionals are affected not only by catastrophic events such as the Columbine High School shootings and the World Trade Center attacks, but by the more routine and frequent aspects of the job as well. This course examines stress from a leadership perspective, asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

**HSV 570 Applied Ethics - 2 credits**

Students will be introduced to models of ethical decision making, including the vocational ethics of Christianity. The emphasis is on the interplay between the historical models of ethical decision making and the problems professionals face every day.

**LDR 551 Strategic Leadership - 4 credits**

Effective leaders understand and leverage their leadership strengths to positively influence people and, in turn, an organization's success. This course will focus on learning your personal leadership style, how to positively impact others, and how to continue to grow and develop as a leader to bring out the best in yourself and others. Acknowledging the frequent challenge to "run government like business," students will learn the strategies of successful private sector and government leaders.

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## Master of Arts Organizational Management

### Course Descriptions

#### **OMG 500 Management Foundations - 3 credits**

An introduction is given to the philosophy and methodological approach underlying the Master of Arts in Organizational Management. This course focuses on skills used throughout the curriculum including critical thinking, creative thinking, continuous learning, and the use of the Internet and other available electronic data sources.

#### **OMG 505 Organizational Theory and Behavior - 4 credits**

This course promotes the understanding and use of General Systems Theory and its applications in identifying, interpreting, and solving problems within complex organizations. It also examines management theory to see how it has led to current theories such as organizational learning and self-directed management.

#### **OMG 510 Human Resource Management - 3 credits**

An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems.

#### **OMG 515 Management and Leadership - 4 credits**

Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, decision making, resource allocation, and human resource development. This course will analyze how leadership is not only different from management but also more effective in today's workplace.

#### **OMG 520 Managerial Finance - 3 credits**

The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a global market.

#### **OMG 525 Productivity and Quality - 3 credits**

Students will explore the concepts and theories underlying Total Quality Management and Continuous Improvement Processes in manufacturing and service environments. This course includes re-engineering, innovation, and Six Sigma as practical tools for improving productivity.

#### **OMG 530 Managerial Research Methods and Design - 4 credits**

This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will begin work on their Capstone during this course.

**OMG 535 Managing in an Information Age - 3 credits**

This course focuses on the way in which business strategy is served by information technology. It also explains the tools and techniques that help to ensure that information systems strategies are in line with strategic organizational needs. Concepts introduced include maximizing the value of individual knowledge work and how it can improve personal productivity.

**OMG 540 Legal Environment for Managers - 3 credits**

This course covers legal issues that managers face in operating organizations in today's complex environment. The ubiquitous nature of our legal environment necessitates managers being able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U. S. legal system, the public and international environment, the private environment, and the regulatory environment.

**OMG 545 Ethical Dimension of Leading and Managing - 3 credits**

Students explore the ethical dimension of organizational life from the perspective of Christian vocational ethics and values and how values and ethics are incorporated into the organizational decision-making process. This course also focuses on values formation, self-understanding in an ethical context, and the construction of a personal model of ethical decision making congruent with personal values.

**OMG 550 Strategic Thinking - 4 credits**

This course examines the role of the leader in the development of coherent strategic plans and the articulation of short- and long-range plans. It examines the systemic interrelationships among the topics introduced in earlier program courses.

**OMG 555 Capstone Seminar - 3 credits**

Provides students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the Master of Arts in Organizational Management program. Students will present the results of a self-directed capstone. This could be a case study, action research, literature review, or various other form of quantitative or qualitative research.

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## Master of Arts Organizational Management Human Resources emphasis

The following courses are unique to the Human Resources emphasis.

### Course Descriptions

#### **OMG 506 Human Resource Organizational Theory and Behavior - 4 credits**

This course examines the full scope of human resources activities. It covers a broad list of key functional areas such as Staffing, Human Resource Planning, HR Strategy, HR Legal, Performance Management, Training and Development, and Organizational Learning.

#### **OMG 511 Total Compensation - 3 credits**

This course provides concentrated learning in employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. Topics include the strategic role total compensation plays in organizations and the dynamics of alternative pay systems.

#### **OMG 516 Staffing Models and Retention - 4 credits**

This is an advanced course in recruitment, selection, and retention. Case studies on modern and creative recruitment strategies will be explored, along with effective retention methods. The course will also cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

#### **OMG 551 Strategic Human Resource Management - 4 credits**

This course will emphasize the strategic nature of human resources management (HRM). It will focus on the importance of Alignment of HR responsibilities with the organization's mission and HR's role as a partner in planning and executing the business plan.

See the other [Master of Arts in Organizational Management courses here](#).

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## Master of Arts Christian Outreach

Offered by the Oswald Hoffmann School of Christian Outreach (OHSCO) through Concordia University, St. Paul (CSP).

### Program Objective

The primary mission of the church is to make disciples of every nation by bearing witness to Jesus Christ through the sharing of the Gospel and the administration of the Sacraments. The Master of Arts in Christian Outreach equips church leaders with a deepened understanding of a theology of God's mission and provides the practical tools necessary to engage in the outreach ministries of the church.

### Course Descriptions

This is a 36 credit master's degree. Each cohort of students moves through these courses together.

#### **THY 521 Spiritual Leadership Formation - 3 credits**

Foundational for the whole area of Christian leadership, the course focuses on the nature of spiritual leadership development utilizing faith nurturing experiences including regular use of the Scriptures, sacraments, prayer, meditation, personal Bible Study, service, corporate activities, and mentoring. An introduction to a theological understanding of leadership formation and approaches for designing programs are presented.

#### **THY 531 Worldviews and the Gospel - 3 credits**

In this seminar, students examine historical and contemporary methods used in the rational and experiential defense of the Christian faith against unbelief, the use of categories of thought foreign to Biblical thinking, and Christian responses to worldviews hostile to Christianity with the intention of developing an appropriate, Biblical, and contemporary apologetic for particular contexts.

#### **THY 541 History of Mission - 3 credits**

Students will study the historical expansion of the Christian church and its impact on church and society over the centuries in light of God's mission. It will develop in students an awareness of God's hand in the growth of the church in all areas of the world from the time of Christ until today.

#### **THY 551 Social Issues in Mission - 3 credits**

Students consider the economic and political challenges to people in a given society and the issues of social justice. Students will design appropriate strategies for addressing the social issues in mission contexts.

#### **THY 572 Missio Dei - 3 credits**

Based upon Jesus' announcement of the Good News of the Kingdom of God, this course

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develops a Lutheran theology of mission that motivates Christians to proclaim the kingdom. It builds an understanding of the mission among the lost and hurting. Resources will include the Bible, the Lutheran Confessions, and missiological texts.

**THY 573 Outreach Ministry in Context I: Theory - 3 credits**

Students learn the process of understanding another culture, how to adapt to it, and make sound value judgments within it. The results from anthropological and sociological research as well as current communication theory will inform this endeavor. Case studies from a variety of cultures will be utilized.

**THY 574/575/576 Missiological Research Design - 3 credits**

This course provides an understanding of the function and scope of research science in the area of missiology so that the missiological perspective can be analyzed, discussed, and evaluated. Students begin to develop their thesis/project proposals.

**THY 581 Outreach Ministry in Context II: Strategies - 3 credits**

This course focuses on outreach ministry overseas and in North America. It shares distinct strategies for reaching people in the variety of contexts to be found in multi-cultural urban centers, the changing dynamics of rural culture, the exploding outer rings of major cities, and the inner ring suburbs struggling to revitalize. A theological understanding of human care and evangelistic ministries will be developed for these multiple settings.

**THY 582 Evangelism in the Life of the Church - 3 credits**

Students will learn how to reach those who do not know Christ and how to integrate them into the Christian family. The course will focus on general strategies and techniques of evangelism. It will also consider the worldview of the unchurched and their needs. A key emphasis is on the task every Christian has in outreach and the church worker's role in equipping them to respond to everyday opportunities.

**THY 592 Capstone: Thesis, Project, or Portfolio - 3 credits**

As the final work submitted by graduate students, and in respect to the guidelines for research base, analysis, and synthesis, students can choose from a thesis, project, or portfolio to complete their graduate experience. Faculty approval of the topic and finished product is required for graduation.

**Field Practicums:**

Students will complete two practicum courses of their choice. Students in each of the practicum courses should demonstrate depth of reflection and clarity of connections with learning experiences from program courses and activities, readings, discussions, and outside work. Items related to small group and family ministry strategies, cross-cultural issues, and effective apologetic methodologies, all based on a firm Lutheran theological understanding of God's mission, should be demonstrated.

**THY 522 Care for the Whole Person - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to care giving in the congregation and community. Students will learn principles of diagnosis and personal care for the spiritual, emotional, physical, and social needs of people especially in the times of crisis, grief, and loss. A final paper describes and evaluates the experience.

**THY 561 Outreach through Evangelism and Worship - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to reaching those who do not know Christ through evangelism and worship. The practicum will focus on researching, developing, and using evangelism strategies for reaching the lost. Students will describe and evaluate the experiences in a final paper.

**THY 562 Writing/Production of Evangelism/ Leadership Development Materials - 3 credits**

Students will write or translate evangelism and leadership development materials that reach the unchurched and equip the saved. Outreach materials should be related to worship, catechesis, assimilation, and outreach programs in the church and/or for the community.

**THY 583 Planting the Worshiping Community - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to church planting/beginning small groups. Students will be asked to plan and implement a church plant/small group ministry. A final paper will describe and evaluate the experience.

**THY 584 Outreach in the Urban, Suburban, or Rural Center - 3 credits**

An individually tailored experience arranged by the student to practice skills and theories related to working in the urban, suburban, or rural center. Students will be asked to develop a plan for reaching urban, suburban, or rural unchurched people, immerse themselves in the particular context of ministry, and describe and evaluate the experiences in a final paper.

**THY 591 Independently Developed Practicum - 3 credits**

An individually tailored experience arranged by the student in consultation with the program director to practice skills and theories related to particular outreach issues and contexts in the student's present ministry. Students will develop the practicum, i.e., project, readings, assignments, in order to supplement the outreach task of the ministry in which the student is working. A final paper describes and evaluates the experience.

**Total: 36 credits**

**Computer Requirements for the Distance Education Courses**

Students will use their own personal computer and will need to secure a local Internet service provider prior to coming for the first course. Staff will assist with technology questions such as accessing chat room, emailing papers and assignments, and posting to Internet bulletin boards. Students should ensure that their Internet service provider has no firewalls in place. See the technology agreement for details.

**Director of Christian Outreach Certification**

Students may receive Lutheran Church-Missouri Synod certification as a DCO through courses offered in the MACO program after fulfilling additional requirements.

**For More Information**

While the MACO program is administered and accredited through Concordia University St. Paul, it was developed as a collaborative effort with Concordia University Portland. To receive additional information about courses, tuition, financial aid, or start dates, please contact OSCHO at:

Phone: 651-641-8224; FAX: 651-603-6202;  
Email: [Bunkowske@CSP.edu](mailto:Bunkowske@CSP.edu); [Herman@CSP.edu](mailto:Herman@CSP.edu)  
Address:

OHSCO  
Concordia University  
275 Syndicate Street North  
St. Paul, MN, 55104

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[Programs](#) > [Special Programs](#) > Oswald Hoffmann School of Christian Outreach

## Oswald Hoffmann School of Christian Outreach (OHSCO)

CONTACT: (651) 641-8701; [OHSCO@CSP.edu](mailto:OHSCO@CSP.edu); [www.CSP.edu/OHSCO](http://www.CSP.edu/OHSCO)

The Oswald Hoffmann School of Christian Outreach (OHSCO) is the center for Evangelism and Mission studies creating mission vision and equipping outreach leaders centered at Concordia University. The purpose of OHSCO is to:

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

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

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

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

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

1. **Convocations and Workshops:** Each year, OHSCO brings to campus for presentations, visits in classrooms, and chapel numerous leaders in outreach and other persons particularly gifted in sharing the Christian faith.
2. **World Mission/Evangelism Weeks:** Each year OHSCO leads the campus community by highlighting the global and local outreach of the church and opportunities to serve in and support that mission.
3. **Workshops, Courses, and Mission Fairs:** As congregations, circuits, districts, synodical organizations, and other agencies request, OHSCO offers workshops, seminars, and presentations for Sunday morning, 1/2 day, day long, or weekend events. The workshops or courses offer mission, evangelism, and cross-cultural education utilizing the unique resources of OHSCO's faculty.
4. **Student Projects:** OHSCO supports and counsels outreach efforts by Concordia students including the Concordia Mission Society which participates in outreach events throughout the year, including a mission trip in the states and overseas during the semester break.
5. **Intentional In-depth Outreach Training:** OHSCO hosts the Outreach Leadership

Institute, manages the Master of Arts in Christian Outreach, trains career and volunteer missionaries for LCMS World Mission, and teaches church leaders enrolled in outreach courses offered through district developed lay training programs.

6. **Distance Education:** OHSCO is developing outreach courses for distance learners using computer based and/or enhanced learning.
7. **Participation in the Church:** OHSCO faculty and staff hold positions on committees and boards throughout the synod and other organizations where OHSCO's voice supporting God's mission is heard.
8. **Special Events:** In cooperation with other agencies of the church, OHSCO develops outreach events which meet the needs of the church at large.

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# Concordia

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[Programs](#) > [Special Programs](#) > Lay Ministry Institute

## Lay Leadership Institute

The College of Vocation and Ministry seeks creative, innovative ways to help church professionals, lay leaders and congregations thrive and grow in an environment of change. The Iowa West Lay Leadership Institute's two-year program is offered over the course of 10 weekends per year. Concordia faculty and District personnel currently teach all courses. Support classes also are available in congregational leadership, Law and Gospel interpretation, parish education, youth and family ministry, congregational outreach, cross-cultural outreach and care ministries. For more information about the lay training or other partnership opportunities, contact the College of Vocation and Ministry (651-641-8841; [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or contact Dr. Stephen Stohlmann 651-641-8824; [stohlmann@csp.edu](mailto:stohlmann@csp.edu)).

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[Programs](#) > [Special Programs](#) > Professional Church Work Programs

## Professional Church Work Programs

Under the auspices of The College of Vocation and Ministry, Department of Church Careers, Concordia University St. Paul supports four professional church work programs that prepare students to be placed on the roster of Commissioned Ministers of The LCMS: Director of Christian Education, Director of Christian Outreach, Director of Parish Music, and Pre-Pastoral Studies. For further information contact the College of Vocation and Ministry at 651.641.8841; [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or Dr. Steven F. Arnold, Dean of the College of Vocation and Ministry (641-641-8213; [sarnold@csp.edu](mailto:sarnold@csp.edu)).

### Specialty Studies

The Department of Church Careers offers two areas of special study leading to further preparation and formation for service in the Church as deaconesses or pastors.

### Pre-Pastoral Education

The pre-pastoral program at Concordia University, St. Paul equips students for seminary success, where they will receive their formal education for service in Word and Sacrament ministry. Students interested in pre-pastoral studies at Concordia should contact the College of Vocation and Ministry (651-641-8841; [cvm@csp.edu](mailto:cvm@csp.edu)/ [www.csp.edu/cvm/](http://www.csp.edu/cvm/)) or the program's director, Dr. Richard Carter (651-641-8271; [carter@csp.edu](mailto:carter@csp.edu)).

### Pre-Deaconess Education

The pre-deaconess program at Concordia University, St. Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, St. Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia River Forest Deaconess program or may graduate from CSP with a major in theology and may continue preparation at Concordia Seminary, St. Louis or Concordia Theological Seminary, Ft. Wayne, Indiana earning the Master of Arts and the Deaconess certification. Students in the pre-deaconess studies at Concordia should contact the College of Vocation and Ministry (651.641.8841; [cvm@csp.edu](mailto:cvm@csp.edu)/[www.csp.edu/cvm/](http://www.csp.edu/cvm/)), or Dr. Stephen Stohlmann (651-641-8824; [stohlmann@csp.edu](mailto:stohlmann@csp.edu)).

### Director of Christian Education

The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders in various team ministry settings in the congregation. With different emphases and specializations, the DCE is there to help teach the Christian faith to children and adults across the lifespan. The DCE program is five years in duration, entailing the core Bible and theology component, a cluster of more specialized courses, and one year devoted to a supervised internship. Students interested in or with questions about the DCE program should contact the College of Vocation and Ministry (651.641.8841; [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/)) or Interim Director of the DCE Program, Professor Steven Arnold (651-603-6194; [sarnold@csp.edu](mailto:sarnold@csp.edu)), or Ms. Mary Lewis (651-641-8892; [lewis@csp.edu](mailto:lewis@csp.edu)).

### Director of Christian Outreach

The Director of Christian Outreach (DCO) program prepares outreach specialists for service to the church. A DCO helps to assess outreach opportunities unique to a ministry setting and to equip each congregation to bring the Gospel to people in the most winsome and effective

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ways possible. The DCO may serve in North America or on a foreign mission field. The DCO program entails a core of academic work in Lutheran theology, a core of specialized courses, and a supervised internship. Interested students should contact the College of Vocation and Ministry (651-641-8841; [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/)) or contact Professors Phillip Johnson (651-641-8246, [pjohnson@csp.edu](mailto:pjohnson@csp.edu)), or James Found (651-603-6159, [found@csp.edu](mailto:found@csp.edu)).

**Director of Parish Music**

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God's gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience. Interested students should contact the College of Vocation and Ministry (651-641-8841; [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/)) or Dr. David Mennicke ([dmennicke@csp.edu](mailto:dmennicke@csp.edu)).

**Lutheran Classroom Teacher**

The Lutheran Classroom Teacher program is a partnership between the College of Vocation and Ministry and the College of Education, preparing men and women for teaching careers in one of the more than 2500 pre-school, elementary or secondary schools of The Lutheran Church – Missouri Synod. A student preparing to be a Lutheran Classroom Teacher meets the requirements for Minnesota state licensure as a teacher through the College of Education and meets the requirements for church certification through the College of Vocation and Ministry. The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals. Interested students should contact the College of Vocation and Ministry (651-641-8841); [cvm@csp.edu](mailto:cvm@csp.edu); [www.csp.edu/cvm/](http://www.csp.edu/cvm/) or Dr. Jeffrey Burkart, Associate Dean for the College of Vocation and Ministry (651-641-8426; [jburkart@csp.edu](mailto:jburkart@csp.edu)).

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# Concordia

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[About us](#) > [Mission](#) > History

## History

Concordia 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, with which the institution is affiliated. The first two years of college were added shortly after the turn of the century and in 1950 Concordia became coeducational.

In 1962 curricular expansion led to the establishment of the Bachelor of Arts degree with a specialization in elementary teacher education. By this time, Concordia had also added two-year pre-professional programs for future deaconesses and social welfare workers.

Since 1969 the university has been offering a baccalaureate program for directors of Christian education. Programs for pre-pastoral studies, Director of Christian Outreach, Director of Parish Music, business administration, early childhood education licensure, secondary education licensure and middle school licensure have been developed and approved. Concordia also awards the Bachelor of Arts degree in major subject fields of the liberal arts and school-age care, and a Bachelor of Business Administration degree.

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

In the College of Graduate and Continuing Studies, program in organizational management and communication, marketing management, information technology, and human resources as well as certificates in finance, nonprofit management, and applied creativity and innovation, are offered through a degree completion program for the adult learner. Master of Arts degrees are offered in Organizational Management, Education, Christian Outreach, and Human Services in several program areas. The associate in arts degree program is available to meet a variety of needs. Curricular expansion and adjustment continue as Concordia responds to new opportunities and challenges.

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## Accreditation

Concordia University, St. Paul, has been accredited by The Higher Learning Commission of the North Central Association\* since 1967, with re-accreditation given in 1997.

All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education\*\* since 1969. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The programs were most recently re-accredited in 2003. The graduate programs in education are also accredited by NCATE. Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching.\*\*\* The most recent approval was completed in 2000.

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

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

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

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

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

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

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

## Federal Title II Reporting for Teacher Education

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

1999/2000 cohort	94%
2000/2001 cohort	93%
2001/2002 cohort	95%

2002/2003 cohort	99%
2003/2004 cohort	94%

The percentages represent those program completers who have passed one or more tests of the Praxis I examination (Reading, Writing, or Mathematics). In order to be licensed to teach in the State of Minnesota, candidates must pass all three portions of the Praxis I. By way of comparison, the statewide pass rate for Minnesota teacher education programs was 98% in 1999/2000 and 95% in 2003/2004.

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## 2005-2006 Calendar

New Student Orientation (NSO)  
June and August 2005

### Fall Semester

August 21-24, 2005 - Welcome Week  
August 25, Thursday - Festival of Beginnings/ Classes begin  
August 31, Wednesday - Last day to withdraw from first half semester classes

September 5, Monday - Labor Day vacation  
September 6, Tuesday - Classes resume  
September 8, Thursday - Last day to drop a full semester class without record  
September 29, Thursday - Deadline for requesting a P-N,  
Last day to withdraw from a first half semester course (W)

October 13-16, Thursday-Sunday - Fall break  
October 17, Monday - Classes resume; Midterm/end of 7 week classes  
October 19, Wednesday - Second half semester courses begin  
October 25, Tuesday - Last day to drop a second half semester course without record

November 7, Monday - Last day to withdraw from a full semester course (W)  
November 22 Tuesday - Last day to withdraw from a second half semester course (W)  
November 23-27, Wednesday-Sunday - Thanksgiving break  
November 28, Monday - Classes resume

December 9, Friday - Classes end  
December 12-15, Monday-Thursday - Fall semester finals  
December 16, Friday - Residence hall move out day  
December 17, 2005 -January 17, 2006 - Semester break

### Spring Semester

January 16, 2006 Monday - Martin Luther King Day  
January 18, Wednesday - Classes begin  
January 24, Tuesday - Last day to drop a first half semester course without record  
January 31, Tuesday - Last day to drop a full semester course without record

February 21, Tuesday - Deadline for requesting a P-N  
- Last day to withdraw from a first half semester course (W)  
February 25- March 5, Saturday-Sunday - Spring break

March 6, Monday - Classes resume  
March 14, Tuesday - Midterm/end of first half semester courses  
March 15, Wednesday - Second half semester courses begin  
March 21, Tuesday - Last day to drop a second half semester course without record

April 4, Tuesday - Last day to withdraw from a full semester course (W)  
April 12 - 17, Wednesday-Monday - Easter break  
April 18, Tuesday - Classes resume

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April 24, Monday - Last day to withdraw from a second half semester course (W)

April 26, Wednesday - Academic Honors Convocation

May 5, Friday - Classes end

May 8-11, Monday-Thursday - Spring semester finals

May 11, Thursday - Baccalaureate Service - 7:30 p.m. May 12, Friday - Commencement Ceremony for The Colleges of Arts and Sciences, Education and Vocation and Ministry 7:30 p.m.

May 13, Saturday - Residence hall move out day / Commencement Ceremonies for the College of Graduate and Continuing Studies -- 9:30 a.m. Graduate Programs; 2:30 Baccalaureate and Associate degree completion programs

### **Summer School**

Four sessions of 14 days each

May 2006 - to be announced - Summer Semester New Student Orientation (NSO)

May 22-June 9 - Session 1 (no classes on Memorial Day, Monday, May 29)

June 12-June 29 - Session 2

July 3-July 21 - Session 3 (no classes on July 4, 2006)

July 24-August 10 - Session 4

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[About us](#) > [Calendars](#) > Tentative 2006-2007 Calendar

## Tentative 2006-2007 Calendar

New Student Orientation (NSO)  
June and August 2006

### Fall Semester

August 20-23, 2006 - Welcome Week  
August 24, Thursday - Festival of Beginnings/Classes begin  
August 30, Wednesday - Last day to withdraw from first half semester classes

September 4, Monday - Labor Day vacation  
September 5, Tuesday - Classes resume  
September 7, Thursday - Last day to drop a full semester class without record  
September 27, Wednesday - Deadline for requesting a P-N

October 12-15, Thursday-Sunday - Fall break  
October 16, Monday - Classes resume/Mid-term; end of 7 week classes  
October 18, Wednesday - 7 week classes begin  
October 24, Tuesday - Last day to withdraw from second half semester classes

November 6, Monday - Last day to withdraw from full semester classes  
November 13-16, Monday-Thursday - Registration for spring semester  
November 22-26, Wednesday-Sunday - Thanksgiving break  
November 27, Monday - Classes resume

December 8, Friday - Classes end  
December 11-14, Monday-Thursday - Fall semester finals  
December 15, Friday - Residence hall move out day  
December 16, 2006 -January 16, 2007 - Semester break

### Spring Semester

December 2006 - to be announced - Spring Semester New Student Orientation (NSO)

January 15, 2007, Monday - Martin Luther King Day  
January 17, Wednesday - Classes begin  
January 23, Tuesday - Last day to withdraw from first half semester classes  
January 30, Tuesday - Last day to drop a full semester class without record

February 20, Tuesday - Deadline for requesting a P-N

March 3 - March 11, Saturday-Sunday - Spring break  
March 12, Monday - Classes resume  
March 13, Tuesday - Midterm; 7 week classes end  
March 14, Wednesday - 7 week classes begin  
March 20, Tuesday - Last day to withdraw from second half semester classes

April 2, Monday - Last day to withdraw from full semester classes  
April 4 - 9, Wednesday-Monday - Easter break  
April 10, Tuesday - Classes resume

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April 25, Wednesday - Academic Honors Convocation

To be announced - Registration for fall semester 2007

May 4, Friday - Classes end

May 7-10, Monday-Thursday - Spring semester finals

May 10, Thursday - Baccalaureate Service - evening

May 11, Friday - Residence hall move out day/ Commencement Ceremony for The Colleges of Arts and Sciences, Education and Vocation and Ministry - evening

May 12, Saturday - Commencement Ceremonies for the College of Graduate and Continuing Studies

**Summer School**

Four sessions of 14 days each

May 2007 - to be announced - Summer Semester New Student Orientation (NSO)

May 21-June 8 - Session 1 (no classes on Memorial Day, Monday, May 28)

June 11-June 28 - Session 2

July 2-July 20 - Session 3 (no classes on July 4, 2007)

July 23-August 9 - Session 4

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## Days Concordia University offices are closed in 2005-2006

September 5, 2005, Monday - Labor Day  
November 24, 2005, Thursday - Thanksgiving Day  
November 25, 2005, Friday - Day after Thanksgiving  
December 23, 2004-January 2, 2006 - Christmas break  
January 15, 2006, Monday - Martin Luther King Day  
March 6, 2006, Friday - Good Friday  
May 29, 2006, Monday - Memorial Day  
July 4, 2006, Tuesday - Independence Day  
September 4, 2006, Monday - Labor Day  
November 23, 2006, Thursday - Thanksgiving Day  
November 24, 2006, Friday - Day after Thanksgiving  
Christmas break - to be determined

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## Facilities

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### Arndt Science Hall

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

### Buenger Education Center

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

### Herbert P. Buetow Memorial Music Center

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

### Classroom Building

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

### Dining Hall

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

### Gangelhoff Center

Gangelhoff Center was completed in 1993 and is named after the benefactors, Ronald and Doris Gangelhoff. The center serves the university's academic, health, physical fitness, and recreational needs. This magnificent structure features a 45,000-square-foot arena that boasts four full-size basketball courts; a 200-meter running track and a 40-foot-high climbing

wall; an arena floor that accommodates basketball, volleyball, tennis, badminton, and indoor soccer; a strength and conditioning room; the Sandberg classroom and lounge areas for breakout sessions including a concession stand for refreshments and a fully staffed athletic training department. The Gangelhoff Center arena has a seating capacity of over 3,000 and has hosted conventions, concerts and trade shows.

#### **Graebner Memorial Chapel**

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

#### **Library Technology Center**

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

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

#### **Luther Hall**

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

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

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

#### **Poehler Administration Building**

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

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

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

#### **Student Union**

The Student Union contains the student campus mailboxes, a snack bar, student senate

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

**Theatre Arts Center**

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

Published August 15, 2005.



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## Campus Map

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

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

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## Student Guide and Student-Athlete Handbook

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

- [Concordia University Student Guide, 2005-2006](#)
- [Concordia University Student/Athlete Handbook, 2005-2006](#)

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## Campus Ministry

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

### Vision

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

### Ministry Opportunities

#### Devotion and Worship

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

#### Scripture Study

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

#### Campus Ministry Center Organizations

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

### Worship in the Christian Community

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

## Pastoral Care

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

Published August 15, 2005.



[About us](#) > [Student Life](#) > Health

## Health Insurance

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

### Health and Wellness Center

The Health and Wellness Center is supervised by a director, who works with nearby health care providers. Students requiring hospitalization will be admitted to a Twin Cities hospital unless they or their parents indicate otherwise in writing.

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

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

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## Residence Hall and Food Service

### Residence Hall Policies

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

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

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

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

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

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

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

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

To protect student rights to privacy and other legitimate rights, inspections of rooms will normally be made only when the room occupant is present. The University reserves the right to enter student rooms for cause (health and safety checks, requested or emergency repairs

which affect the living unit, room inspections made to protect university property, suspected violations of university regulations or state laws which are obvious to an RA or member of the university staff, requests made by law enforcement agencies, concern for the occupants, and the like).

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

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

### **Food Service**

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

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

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

### **University-Owned Apartments**

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

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## Security

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

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

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

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# Concordia

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## Parking

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

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

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

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## Co-Curricular Activities

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

### The Student Association

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

### Clubs & Organization

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

### Intramural Activities

- Aerobics classes
- Ballroom Dancing
- Basketball (includes 3-person and 5-person team formats)
- Billiards

Football (Co-ed)  
Floor Hockey  
Kickboxing  
Soccer  
Softball (Co-ed)  
Sand Volleyball Tournaments  
Volleyball (Co-ed)  
Racquetball  
Table Tennis

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

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

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

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

### **Ministry Opportunities**

AEX-Adelphoi en Xristou (Brothers in Christ); Students interested in learning about the pastoral ministry  
Campus Ministry Center  
CBS-Campus Bible Studies  
CMS-Concordia Mission Society; Plans and implements service projects at various mission sites, i.e. Jamaica, Mexico, Florida & Texas  
FISH-Wed. night Praise & Prayer  
PRISMS-Outreach program, reaching youth through weekend retreats

### **Athletic Associations and Activities**

Cheer Squad (by tryout)  
Dance Team (by tryout)  
FCA (Fellowship of Christian Athletes)  
Super Fan: Pep club for games

### **NCAA Division II Athletics**

Baseball, Men  
Basketball, Men  
Basketball, Women  
Cross Country, Men  
Cross Country, Women  
Football, Men  
Golf, Women  
Soccer, Women  
Softball, Women  
Track, Men  
Track, Women

## Volleyball, Women

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[Concordia University  
Student-Athlete  
Handbook, 2005-2006](#)

For the most current information, visit our web site at [www.csp.edu](http://www.csp.edu).

## Athletics

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

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

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

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

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

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

1. A minimum grade point average of 2.00 (based on a maximum 4.00) in a successfully completed core curriculum of at least 14 academic courses.)
2. The record of the above courses and course grades must be certified by the initial-eligibility clearinghouse using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution's department of University Enrollment, Marketing and Enrollment, and
3. A minimum combined score on the SAT verbal and math sections of 820 or a minimum score of 19 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

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

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

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

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

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

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

Returning student-athletes are governed by these rules:

- A. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below "100" in the number system and repeated courses do not count toward satisfying the "normal progress" rule.
- B. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of "D" (or the equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of "C" or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.
- C. All athletes must maintain a cumulative grade point average of 2.00.
- D. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sport season shall retain eligibility in the particular sport for participation in post season approved events.
- E. A student must meet the standards of the athletic conference and associations of which the university is a member.
- F. A student must meet the requirements listed under medical examination in order to be eligible.
- G. All athletes must be covered by health and hospitalization insurance.
- H. Financial authority regarding participation rests with the director of athletics.
- I. A student who officially withdraws from the university within 21 calendar days following official opening date of a class as stated in the catalog and does not transfer to another institution will not be charged with a term of attendance.
- J. The director of athletics may refer hardship cases to the compliance coordinator. "Hardships" deal only with seasons or competition and must receive final approval by the conference of the NCAA Student-Athlete Reinstatement Committee.

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

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

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

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

#### **Director of Athletics**

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

### **Intramural Program**

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

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## Fine and Performing Arts

### All Student Juried Art Exhibition

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

### Music Groups

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

### Theatre Arts Opportunities

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

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[About us](#) > [Student Life](#) > Student Support Services

## Student Support Services

Student Support Services is comprised of four service units, Career Services, Counseling Services, Disability Services, and Learning Services, whose purpose is to engage student in successful strategies for thoughtful and informed living and learning. For more information see [www.csp.edu/studentsupportservices/](http://www.csp.edu/studentsupportservices/).

### Career Services

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

Career courses are also available and include:

- **Career Exploration and Assessment (SSS150):** Students relate self-understanding, life-style choices, personality inventory results, and career information to decisions about their own careers. Students will apply new insights about themselves to their investigation of career options and future life plans.
- **Practical Strategies for Career Success (SSS250):** A continuation of SSS150 Career Exploration and Assessment, this practical course helps students integrate individual talents, values, interests, and experiences and apply them to essential career search strategies. Students will explore career fields and job markets, and develop employment skills, such as interviewing, resume writing, and job retention, to prepare for today's world of work.

For those students unsure of a career direction, career assessment and counseling are available to help in career planning and decision-making. Contact: Pamela Braun, Career Specialist, (651)603-6241 or [pbraun@csp.edu](mailto:pbraun@csp.edu), or visit [www.csp.edu/career/](http://www.csp.edu/career/).

### Counseling Services

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

### Disability Services

Concordia University is committed to providing an accessible education to students who have disabilities. Enrolled students who have a disability that significantly limits one or more major life activities (e.g. learning, reading or walking) are eligible for services. Documentation of the

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disability is required and becomes part of the student's confidential file. Appropriate and reasonable accommodations are made on an individual basis in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and the Minnesota Human Rights Act. Students who would like further information or believe they will be in need of accommodations should contact the Disabilities Specialist at (651)641-8272 (V) (651)603-6222 (TTY). See also [www.csp.edu/disabilityservices/](http://www.csp.edu/disabilityservices/).

### Learning Services

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

Learning Services courses include:

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

**Tutoring** is a free service available for most courses and is intended to help students achieve academic success and independence, and improve their study skills. Students with strengths in any subject area can apply to become a paid tutor. Contact (651)641-8272 for more information.

### Service Learning

Concordia University is committed to offering students opportunities to connect their academic endeavors with their surrounding community through service learning opportunities. Service Learning at Concordia is defined as, an 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. These opportunities are supported by faculty and accessible through various course offerings. Service learning opportunities can be found in a binder located in the Service Learning Office. Contact the service learning coordinator at (651)603-6297 for more information.

### Convocations

Concordia is a locus for public intellectual inquiry as well as private scholarship. Therefore, the university holds convocations, or public presentations of scholarship, on the 1st and 3rd Wednesday of each month Concordia University St. Paul is in session, 10:15 Ð 11:15 a.m. Unless announced differently, the convocation are held in the BEC, Buenger Education Center. Students, faculty, staff, and, at times, the public are invited to attend. Speakers are drawn from CSP's faculty and from the greater world of scholarship as sponsored by individual departments. All scholars represent their disciplines within the wider context of intellectual inquiry and higher education to interest students, faculty and staff in other disciplines as well.

### 2005-2006 dates

- September 7 and 21, 2005
- October 5 and 19
- November 2 and 16
- December 7
- February 1 and 15, 2006
- March 15 and 29
- April 5 and 19
- April 26 Ð Academic Honors Convocation in the Buetow Music Auditorium

## Writing Center

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

## Educational Technology Initiative

The world is rapidly embracing information technologies. As we move from an industrial economy to an information-based economy, it is imperative that we educate Concordia students to be thoughtful and informed in the uses of technology and its influences. The Educational Technology Initiative (ETI) at Concordia University provides a variety of information technologies to the university community. Many basic connectivity services are provided by the ETI. Students participating in the ETI now have connectivity in and out of the classroom with the use of University laptops. Students in good standing check out the laptop from the technology helpdesk for use during the entire semester. Students are responsible for the safety and security of this resource tool.

The ETI allows University departments and campus organizations to provide a variety of services to the university community and the general public, including announcements, campus calendars, etc. Examples of this type of service are the Student Bulletin, the CSP Update, campus telephone and electronic mail directories, WWW course materials, academic chat rooms, course schedules and forms. In general, documents which previously have been published in print form may be posted electronically, eliminating the need for additional paper distribution.

The ETI improves communication between the students, faculty and staff. Additionally, students have increased access to academic resources such as electronic and Web-based databases via the virtual library Web page. With the mobility of the laptop, the student learning experience increases beyond the classroom to provide 24-hour access to educational resources.

## Extra-Institutional Credit and Life Experiences

Credit for academic competencies achieved outside of the classroom may be obtained by special examination, portfolio assessment or other faculty approved evaluation in a number of areas. The learning must be articulated, documented and measured in terms of the student's program of study, graduation requirements and the relationships to the university's mission, curricula and standards for student achievement.

To obtain this credit students must document the learning and file petitions to be approved by their advisor and the respective department. Grades are recorded as 0Pass0 with no calculation in the cumulative grade point average. The extra institutional credit fee is assessed.

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# Concordia

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## Book of the Year

Each year Concordia University, St. Paul selects a "Book of the Year" for students, faculty, and staff to read. The 2005-2006 Book of the Year selection committee comprised of faculty from various academic departments, staff members, and students has selected *The Spirit Catches You and You Fall Down* as the 2005-2006 Book of the Year. Previous years' selections have been *The Greatest Generation Speaks* by Tom Brokaw, *Pay It Forward* by Catherine Ryan Hyde, Profiles in *Courage For Our Time* introduced and edited by Caroline Kennedy, *Choice of Weapons* by Gordon Parks, and *Growing An Inch* by Stanley Gordon West.

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

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

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## Center for Hmong Studies

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

### Our Vision

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

### Our Mission

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

### Our Goals

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

### Our Objectives

- I. Offer a minor degree in Hmong Studies.
- II. Offer a conference every other year for scholars to promote and share their research findings on the Hmong people and society.
- III. Initiate one scholarly research a year on topics that would be beneficial and of interest to the Hmong and the community at large.
- IV. Conduct one Hmong study tour a year to Asia.

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

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### Advisory

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**Concordia Staff:**

Dr. Cheryl Chatman  
Mr. Michael Flynn  
Dr. Carl Schoenbeck  
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**Administration**

Robert A. Holst, President  
Cheryl Chatman, Executive Vice President, Dean of Diversity  
Michael Dorner, Vice President for Finance, Interim Dean of Chapel  
Michael Flynn, Vice President for Special Gifts  
George Guidera, Director of Church Work Placement  
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Eric LaMott, Vice President for Information Technology and Operations  
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Jeannine Kessler, Financial Analyst  
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**Academic Affairs**

Carl J. Schoenbeck, Vice President for Academic Affairs & Dean of the Faculty  
Amy Gort, Associate Dean for Academic Affairs  
Rosemary Braun, Director of Academic Advising  
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David Stueber, Director of Institutional Research  
Scott Harr, Section 504/ADA Compliance Officer

**Student Support Services**

Miriam Luebke, Associate Dean for Academic Affairs  
Janice Baumgart, Coordinator for Learning Services  
Pamela Braun, Career Specialist  
Melissa Fletcher, Disability Specialist  
Brian Heinemann, Director of Financial Aid, Bear Center Director, and Civil Rights Compliance Officer  
Theresa Leko, Disability Services Assistant  
Meghan Paul-Cook, VISTA Coordinator for Service Learning  
Cher Rafferty, RN, Director of Health Services  
Jody Ragan, Registrar, Associate Director of Bear Center  
Diana Sukut, Director of Career Services  
Amy Swanson, Psychological Counselor

**College of Arts and Sciences**

Alan D. Winegarden, Dean  
David J. Bredehoft, Chair, Department of Social and Behavioral Sciences  
Paul Hillmer, Chair, Department of History  
Robert Krueger, Chair, Department of Mathematical Sciences  
David L. Mennicke, Chair, Department of Music  
Susan Pratt, Chair, Department of English and Modern Languages  
Marilyn F. Reineck, Chair, Department of Communication Studies  
Michael J. Charron, Chair, Department of Theatre  
Wilbur W. Thomas III, Chair, Department of Business  
Dale M. Trapp, Chair, Department of Natural Sciences  
Keith J. Williams, Chair, Department of Art

### **College of Education**

Lonn D. Maly, Dean  
Michael J. Walcheski, Chair, Department of Graduate Studies in Education  
Lynn Gehrke, Chair, Department of Child and Family Education  
Vacant, Chair, Department of Teacher Education  
Eric LaMott, Chair, Department of Kinesiology and Health Sciences  
Sally Baas, Director, Southeast Asian Teacher Licensure Program  
Nedra R. Robinson, Coordinator, Early Childhood Teacher Education  
Julie Jochum Gartrell, Coordinator, Special Education and English as a Second Language

### **College of Graduate and Continuing Studies**

Thomas R. Hanson, Dean  
Charles Nuckles, Chair, Department of Organizational Management  
Rita Kenyon, Chair, Department of Human Resource Management  
Jim Gimbel, Chair, Department of Organizational Management and Communication  
Scott Harr, Chair, Department of Criminal Justice  
Carol Klempka, Director of Continuing Education Department of Continuing Education  
Craig Lien, Chair, Department of Marketing Management  
Jeannette Clonkey, Chair, Associate in Arts  
Jean Rock, Associate Dean, Undergraduate Studies  
Joel Schuessler, Chair, Department of Information Technology in Management

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

Steven F. Arnold, Dean, Interim Director of the Director of Christian Education Program  
Eugene Bunkowske, Director of Master of Arts in Christian Outreach  
Jeffrey E. Burkart, Associate Dean, Director of Drama Ministry Program, Director of the Lutheran Classroom Teacher Program  
James Gimbel, Eucharistic Pastor  
George Guidera, Director of Church Placement  
Phillip L. Johnson, Director of Director of Christian Outreach Program  
David A. Lumpp, Chair, Department of Religion & Theology  
David Mennicke, Cantor, Campus Ministry, Director of Parish Music Program  
Eric Selle, Campus Ministry Associate  
Stephen Stohlmann, Director of Colloquy, Director of Lay Leadership Development, Director of Pre-Deaconess Studies, Director of Pre-Pastoral Studies  
Thomas Trapp, Hospital Visitation Pastor, Campus Ministry  
Vacant, Director of the Director of Christian Education Program.

### **Department of University Enrollment, Marketing and Recruitment**

Scott Morrell, Vice President for Admission and Marketing  
Kim Craig, Associate Director of Graduate and Degree Completion Admission  
Christina Phillips, Director of Admission Operations  
Tara Stern, Director of Marketing and Creative Services  
Joe Florez, Associate Director of Undergraduate Admission  
Jacob LaCroix, Assistant Director in Undergraduate Admission

Kristin Schoon, Assistant Director of Undergraduate Admission

## **Information and Technology and Operations**

Eric E. LaMott, Vice President for Information Technology and Operations

### **Computer Services**

Jonathan Breitbarth, Director of Computer Services  
Jonathan Mierow, PC Support Specialist  
Greg Brown, Laptop/Desktop Support Services Technician  
Michael Bruder, Network Assistant  
Heather George, Coordinator of Instructional Technology  
Matt Higgins, Telecommunications Coordinator  
Jason Moran, Help Desk Coordinator  
Ben Phillip, Technology Specialist  
Micah Taylor, Technology Specialist  
Keith Vang, Network Analyst

### **Copier/Mailroom**

Molly Maile, Document Services Site Supervisor (Metro Sales)  
Brad Wickham, Document Services Representative (Metro Sales)

### **Administrative Computing**

Beth Peter, Director of Administrative Computing  
Melissa Stephan, Administrative Computing Specialist  
Melissa Huber, Web Services Analyst  
Lea Motz, Internet Services Coordinator  
Jonathan Nelson, Administrative Systems Support Specialist  
Marrie Puckett, Card Access Coordinator  
Herbert Schewe, Admin. Systems Support Tech.

### **Library**

Charlotte Knoche, Director of Library Services  
Associate System Administrator  
Jennifer Borkenhagen, Circulation Coordinator/Interlibrary Loan/Reference  
Geruth Buetow, Library Instruction  
Tamara Buetow, Reference Librarian  
Martha Burkart, Curriculum and Serials  
Amity Foster, Library Operations Coordinator/ Reserves and Media Coordinator, Archives & Special Collections  
Jeanine Gatzke, Technical Services Coordinator/ Cataloger/Acquisitions, Associate System Administrator  
Amy Radermacher, Reference & Cataloging Librarian

### **Operations**

Mike Conner, Director of Operations

### **Purchasing**

Jim Orchard, Purchasing & Project Management Coordinator

### **Risk Management**

Sara Mulso, Risk Manager

### **Security**

Michael Mulso, Director  
Mark Heiser, Security Manager

### **Book Store**

Anthony Ross, Director  
Lois Paul, Assistant Bookstore Manager  
Keith Lunak, Assistant Bookstore Manager

### **Athletics**

Tom Rubbelke, Director  
Lisa Raitz, Senior Women's Administrator  
Jennifer Foley, Sports Information Director  
Ted Tryznka, Head Athletic Trainer  
Mark Mauer, Head Football Coach  
Mark McKenzie, Head Baseball Coach  
Ryan Freeberg, Head Men's Basketball Coach  
Jonathan Breitbarth, Head Men's & Women's Cross Country Coach  
Jarred Sampson, Head Men's & Women's Track Coach  
Matthew Higgins, Head Men's & Women's Golf Coach  
Brady Starkey, Head Volleyball Coach  
Bob Usselman, Head Soccer Coach

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

Thomas Mauer, Facilities Manager, Gangelhoff Center  
September Nelson, Conference & Event Office Coordinator  
Sharon Krueger Schewe, Associate Dean for Residence Life  
Jennifer Sila, Conference & Event Manager

### **Congregational and Community Relations**

Edith Jones, Vice President for Congregational and Community Relations  
Josh Reams, Coordinator of Church Relations

### **University Advancement**

Douglas B. Hartford, Vice President for University Advancement  
Michael D. Flynn, Vice President for Special Gifts  
Mary Kay Bensen, Director of Grants and Research  
Sarah Erkinen, Alumni Associate  
Michelle Kahn, Director of Current Giving  
David Langemo, Development Support Services Manager  
Katherine Moulds, Associate Director of Current Giving & Special Events  
David Priebe, Planned Giving Counselor  
Jesse Stremcha, Director of Alumni Relations

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## Faculty

Steven F. Arnold

Professor of Education/Dean of the College of Vocation and Ministry (1986- )

B.S.Ed., Concordia Teachers College, Seward, NE, 1970; M. A., Eastern Michigan University, Ypsilanti, MI, 1978; DCE Certification, Concordia Teachers College, Seward, NE, 1984; Ph.D., University of Minnesota, Minneapolis, MN, 1998.

Sally Baas

Instructor of Education (2004 - )

B.S., Ball State University, 1969; M.S.E., University of Wisconsin, River Falls, Wisconsin, 1990; Ed.S., University of Wisconsin, River Falls, Wisconsin, 2000.

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Assistant Professor of General Studies (2002 - )

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David J. Bredehoff

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Associate Professor of Organizational Management (1992- )

B.A., Dartmouth College, Hanover, NH, 1977; M.B.A., University of Chicago Graduate School of Business, Chicago, IL, 1980; Ph.D., University of Minnesota, Minneapolis, MN, 1997.

Eugene W. Bunkowske

Professor of Religion/Fred and Selma Fiechtner Endowed

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    - [Other Faculty](#)
    - [Emeritae / Emeriti Professors](#)
  - [Past Presidents](#)
- [Diversity Initiatives](#)
- [Legal Notices](#)

Chair of Christian Outreach, Oswald Hoffmann School of Christian Outreach (2002- )

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Concordia Seminary, St. Louis, MO, 1962; Ph.D., Princeton  
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