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Contact Us

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

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

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

Telephone Numbers

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

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

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An Invitation from Rev. Dr. Robert Holst

President

Concordia University, St. Paul

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

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

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

Sincerely,

Robert A. Holst

President

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Accreditation

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

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

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

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

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

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

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

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

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

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

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%
2004/2005 cohort	93%
2005/2006 cohort	95%

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 90% in 2005/2006.

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

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

institution may not transfer to all other institutions.

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Campus

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

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

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

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Facilities

Arndt Science Hall

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

Buenger Education Center

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

Herbert P. Buetow Memorial Music Center

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

A. Schilling.

Meyer Hall

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

Dining Hall

The Dining Hall is located at the northern end of the campus' six main buildings which form a corridor. The Dining Hall is on the second floor, the 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.

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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:

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

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

United Minds of Joint Action (UMOJA)

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

The mission of UMOJA is to:

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

Southeast Asian Student Association (SEASA)

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

The goals of the association are:

- To promote Southeast Asian identity, unity, understanding and cooperation among SEASA's members and the Concordia University community;
- To promote academic achievement of members;
- To develop leadership skills among 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 or at (651) 603-6151.

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History

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

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

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

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

and other minority populations in a similar fashion.

A major curricular development in 1985 changed the Minnesota education landscape forever with the formation of a pioneering program that allowed students to complete their B.A. degree in an accelerated format. In 1990, an accelerated M.A. program was added. The first of its kind in Minnesota, accelerated B.A., M.A. and M.B.A. programs represent more than half of the institution's enrollments.

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

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

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

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

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Legal Notices

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

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 Scott Harr, Compliance Officer, harr@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,

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and give informed advice regarding courses to be followed. Such personal data and information may become part of the student education record. Students may make the justifiable assumption that the University, as custodian of this data, will preserve the data's private nature. By requiring or requesting such information, Concordia University gives assurance that the information will be protected against improper disclosure.

Concordia University observes the following principles:

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

Student Education Records

Directory Information

Category I

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

Category II (For Athletes Only)

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

Other Student Education Records

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

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

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

Other Records

Concordia University maintains other records that contain information about students.

Information in medical or psychological counseling records, including results of examinations by Concordia University personnel, is afforded greater protection. Concordia University obtains such information with a commitment as to its highly private nature. Such records should not be disclosed except (a) under direct written authorization by the student, (b) pursuant to a court order signed by a judge, or (c) as otherwise required by law. Concordia University Security and Human Resources records contain information about students, but are not student education records and are not covered by this policy. University offices which are responsible for such records observe information release policies which protect the subjects of such records against improper disclosure and are consistent with applicable laws.

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

regarding possible Title IX Compliance, grievance must be submitted in writing to 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 [Student Policies Handbook](#).

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Mission

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

Therefore, the university pursues the following purposes:

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

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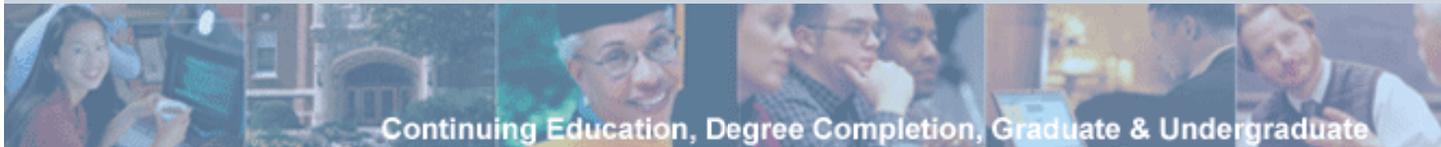
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Faculty

Jessica Allen

Assistant Professor of Chemistry (2008)

Ph.D., University of Minnesota, Minneapolis, MN, 2007; BA. Carlton College, Northfield, MN, 1998.

Steven F. Arnold

Professor of Education (1986)

Ph.D., University of Minnesota, Minneapolis, MN, 1998; DCE Certification, Concordia Teachers College, Seward, NE, 1984; M.A., Eastern Michigan University, Ypsilanti, MI, 1978; B.S.Ed., Concordia Teachers College, Seward, NE, 1970.

Sally Baas

Instructor of Education (2004)

Ed.S., University of Wisconsin-River Falls, River Falls, Wisconsin, 2000; M.S.E., University of Wisconsin-River Falls, River Falls, Wisconsin, 1990; B.S., Ball State University, Muncie, IN, 1969.

Leanne Bakke

Assistant Professor of Biology (2004)

Ph.D., Michigan State University, East Lansing, MI, 2002; B.S., Valparaiso University, Valparaiso, IN, 1996.

Frederick P. Bartling

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- [Diversity Initiatives](#)
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Associate Professor of General Studies (2002)

Ed.D., St. Mary's University, Minneapolis, MN, 2004; M.S., University of Wisconsin-Madison, Madison, WI, 1992; B.S., University of Minnesota, Minneapolis, MN, 1978.

Debra J. Beilke

Professor of English (1997)

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

Richard Benson

Instructor of Kinesiology & Health Science (2000)

M.A., Saint Mary's University, Minneapolis, MN, 2005; B.A., Concordia College, St. Paul, MN, 1994.

Kristin Bransford

Associate Professor of Psychology (2002)

Ph.D., University of Wisconsin-Madison, Madison, WI, 1991; M.S., University of Wisconsin-Madison, Madison, WI, 1983; B.A., St. Olaf College, Northfield, MN, 1982.

David J. Bredehoft

Professor of Psychology (1976)

Ph.D., University of Minnesota, Minneapolis, MN, 1983; M.Ed., University of Oklahoma, Norman, OK, 1974; B.A., University of Oklahoma, Norman, OK, 1973.

Richard D. Brynteson

Professor of Organizational Management (1992)

Ph.D., University of Minnesota, Minneapolis, MN, 1997; M.B.A., University of Chicago Graduate School of Business, Chicago, IL, 1980; B.A., Dartmouth College, Hanover, NH, 1977.

Eugene W. Bunkowske

Professor of Religion (2002)

Ph.D., UCLA, Los Angeles, CA, 1976; M.A., UCLA, Los Angeles, CA, 1964; B.D. and M.Div., Concordia Seminary, St. Louis, MO, 1960; B.A., Concordia Seminary, St. Louis, MO, 1958; A.A., Concordia Junior College, St. Paul, MN, 1955; Fred and Selma Fiechtner Endowed Chair of Christian Outreach.

Jeffrey E. Burkart

Professor of Educational Media/Communications (1977)

Ph.D., University of Minnesota, Minneapolis, MN, 1988; M.A., University of Nebraska, Lincoln, NE, 1977; B.A., Concordia Teachers College, River Forest, IL, 1971.

Richard E. Carter

Professor of Religion (1991)

Th.D., Luther Northwestern Theological Seminary, St. Paul, MN, 1991; DCE Certification, Concordia College, River Forest, IL, 1985; S.T.M., Yale University Divinity School, New Haven, CT, 1981; M.Div., Concordia Seminary, St. Louis, MO, 1980; M.A.Ed., Concordia College, River Forest, IL, 1973; B.A., Concordia College, River Forest, IL, 1968.

Lori J. Charron

Professor of Communication Studies (1995)

Ph.D., University of Minnesota, Minneapolis, MN, 1995; M.A., University of Minnesota, Minneapolis, MN, 1989; B.A., Mankato State University, Mankato, MN, 1983.

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John R. Eggert

Professor of Music (1978)

D.M.A., University of Iowa, Iowa City, IA, 1978; M.Mus., Northwestern University, Evanston, IL, 1972; B.S., Concordia Teachers College, Seward, NE, 1968.

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Professor of Management and Law (1985)

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Paul Hillmer

Associate Professor of History (2001)

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Ph.D., Princeton Theological Seminary, Princeton, NJ, 1970; S.T.M., Concordia Seminary, St. Louis, MO, 1962; B.D., Concordia Seminary, St. Louis, MO, 1961; B.A., Concordia Seminary, St. Louis, MO, 1958.

Stephanie Hunder

Associate Professor of Art (2000)

M.F.A., Arizona State University, Tempe, AZ, 2000; M.A., University of Wisconsin-Madison, Madison, WI, 1997; B.F.A., University of Wisconsin-Madison, Madison, WI, 1993.

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Assistant Professor of Mathematics (2004)

Ph.D., University of Illinois-Chicago, Chicago, IL, 2005; M.S., University of Illinois-Chicago, Chicago, IL, 1999; B.A., Carleton College, Northfield, MN, 1984.

Phillip L. Johnson

Instructor of Religion (2001)

M.A., Regis University, Denver, CO, 1998; B.A., Concordia College, St. Paul, MN, 1982.

Rita Kenyon

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Michele Kieke

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Professor of Library Science (1998)

Ph.D., University of Minnesota, Minneapolis, MN, 1997; M.A., University of Wisconsin, Milwaukee, WI, 1973; B.A., University of Wisconsin, Milwaukee, WI, 1967.

Robert J. Krueger

Professor of Mathematics (2001)

Ph.D., University of Nebraska, Lincoln, NE, 1998; M.S., University of Nebraska, Lincoln, NE, 1995; B.S.Ed. Concordia University, Seward, NE, 1993.

Eric E. LaMott

Professor of Kinesiology & Health Science (1995)

Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., Boise State University, Boise, ID, 1990; B.S., Boise State University, Boise, ID, 1987.

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Psy.D., Illinois School of Professional Psychology, Chicago, IL, 1992; M.A., University of Illinois at Chicago, Chicago, IL, 1983; B.A., Valparaiso University, Valparaiso, IN, 1980.

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Professor of Theology (1992)

Th.D., Concordia Seminary, St. Louis, MO, 1989; S.T.M., Concordia Seminary, St. Louis, MO, 1982; M.Div., Concordia Seminary, St. Louis, MO, 1979; B.A, Concordia Senior College, Fort Wayne, IN, 1975.

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Michele Pickel

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Carol Rinkoff

Assistant Professor of Organizational Leadership (2005)

Ph.D., Capella University, Minneapolis, MN 2007; M.A., Concordia University-St. Paul, St. Paul, MN, 2003; B.S., Carnegie Mellon University, Pittsburgh, PA, 1974.

Nedra R. Robinson

Instructor of Early Childhood Education (2001)

M.A., Concordia University-St. Paul, St. Paul, MN, 2000; B.A., Hamline University, St. Paul, MN, 1978.

Jean Rock

Instructor of Organizational Management (2003)

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

Bemidji, MN, 1984.

Thomas Saylor

Professor of History (1995)

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

Joel Schuessler

Assistant Professor of Information Technology in Management (1999)

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

Mark T. Schuler

Professor of Theology and Greek (1994)

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

Philip C. Tesch

Professor of Applied Ethics (1986)

J.D., University of Houston, Houston, TX, 1984; M.Div., Concordia Seminary, Springfield, IL, 1975; B.A., St. Francis College, Fort Wayne, IN, 1971.

Wilbur W. Thomas III

Professor of Business Administration (1985)

J.D., Valparaiso University, Valparaiso, IN, 1975; M.B.A., Southern Methodist University, Dallas, TX, 1978; A.B., Duke University, Durham, NC, 1968.

Dale M. Trapp

Professor of Physics (1982)

Ph.D., University of Minnesota, Minneapolis, MN, 1995; M.S., University of Michigan, Ann Arbor, MI, 1972; Colloquy, Concordia College, River Forest, IL, 1968; B.M.E., General Motors Institute, Flint, MI, 1967.

Thomas H. Trapp

Professor of Religion (1982)

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

Michael Walcheski

Professor of Child & Family Studies (1998)

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

Lisa Whalen

Instructor of English (2008)

M.A., Hamline University, St. Paul, MN, 2003; B.A., College of St. Catherine, St. Paul, MN, 1996.

Keith J. Williams

Professor of Art & Art History (1992)

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

Alan D. Winegarden

Professor of Communication Studies (1988)

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

Lee Pao Xiong

Instructor of Asian Studies (2005)

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

Carolyn Zapor

Instructor of Social & Behavioral Sciences (2006)

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

Dennis K. Zimmerman

Associate Professor of Accounting (1997)

C.P.A., The State of Illinois, 1978; M.B.A., University of Michigan, Ann Arbor, MI, 1970; B.A., University of Michigan, Ann Arbor, MI, 1968.

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The Rev. Dr. Robert DeWerff, Vice President for Academic Affairs
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Robert DeWerff, Vice President for Academic Affairs
Alan Winegarden, Associate Vice President for Academic Affairs

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Carol Klempka, Associate Dean, School of Continuing Studies
David Stueber, Director of Institutional Research
Cate Vermeland, Director of Faculty Scholarship Center
Lee Pao Xiong, Director of the Center for Hmong Studies

Phil Tesch, Dean of the Graduate School

College of Arts and Sciences

Amy Gort, Dean

David J. Bredehoft, Chair, Department of Social and Behavioral Sciences
David Woodard, Chair, Department of History
Robert Krueger, Chair, Department of Biology
Robert Krueger, Chair, Department of Mathematics
Robert Krueger, Chair, Department of Physical Sciences
David L. Mennicke, Chair, Department of Music
Debra Beilke, Chair, Department of English and Modern Languages
Marilyn F. Reineck, Chair, Department of Communication Studies
Alonso Sierralta and Keith J. Williams, Co-chairs, Department of Art
Kay Robinson and James Seemann, Co-chairs, Department of Theatre

College of Education

Lonn D. Maly, Dean

Michael J. Walcheski, Associate Dean

Sally Baas, Director, Southeast Asian Teacher Licensure Program; Coordinator, Special Education and ESL
Fred P. Bartling, Coordinator, MA in Classroom Instruction and Educational Leadership
Lynn Gehrke, Chair, Department of Child and Family Education
Julie Jochum Gartrell, Coordinator, MA in Differentiated Instruction
George A. Guidera, Chair, Department of Teacher Education
Eric LaMott, Chair, Department of Kinesiology and Health Sciences
Karen L. Moroz, Coordinator, MA in Classroom Instruction with Reading endorsement

Nedra R. Robinson, Coordinator, Early Childhood Teacher Education
Michael J. Walcheski, Chair, Department of Graduate Studies in Education

College of Business and Organizational Leadership

Bruce Corrie, Dean
Craig Lien, Associate Dean

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

College of Vocation and Ministry

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

Oswald Hoffmann School of Christian Outreach

Mark Press, Director of OHSCO

School of Continuing Studies

Carol Klempka, Associate Dean

School of Graduate Studies

Phillip Tesch, Dean

Athletics

Tom Rubbelke, Director of Athletics

Tom Mauer, Assistant Athletic Director

Joe Alianiello, Head Women's Soccer Coach

Bob Bartel, Head Women's Softball Coach

Kelly Boe, Head Men's Basketball Coach

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

Paul Fessler, Head Women's Basketball Coach

Jennifer Foley, Sports Information Director

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

Mark Mauer, Head Football Coach

Mark McKenzie, Head Baseball Coach

Lisa Raitz, Senior Women's Administrator

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

Brady Starkey, Head Volleyball Coach

Ted Trzynka, Head Athletic Trainer

Congregational and Community Relations

Amy Scholz, Director of Church Relations

Finance

Michael Dorner, Vice President for Finance

Mary Arnold, Director of Human Resources

Pa Nhia Thor, Controller

Information Technology and Operations

Eric E. LaMott, Vice President for Administration

Jonathan Breitbarth, Director of Computer Services

Charlotte Knoche, Director of Library Services

Michael Mulso, Director of Security

Jim Orchard, Purchasing & Project Management Coordinator

Beth Peter, Director of Administrative Computing

Anthony Ross, Bookstore Director

Tom Rubbelke, Director of Athletics

Student Life, Conference Services and Residence Life

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

Kelly Dotson, Service-Learning & Leadership Coordinator

Eric Goodrich, General Manager, Sodexo Food Service

Heidi Goettl, Residence Life Manager

Andrew Herzberg, Card Services Assistant

Chad Horrmann, Fine Arts Center & Audio Visual Coordinator

Sharon Krueger Schewe, Residence Life Manager

Sara Mulso, Risk Manager

Angie Pearson, Conference and Events Coordinator

Jennifer Sila, Assistant Director of Conference & Event Services

Student Services

Miriam Luebke, Vice President for Student Services

Janice Baumgart, Coordinator of Learning Assistance

Rosie Braun, Director of Traditional Academic Advising
Melissa Fletcher, Disability Services Coordinator
Josie Hurka, Disability Specialist
Vicki O'Day, Assistant Director of Employer Relations
Jody Ragan, Registrar
Cher Rafferty, Director of Health Services
Renee Rerko, Coordinator of Tutoring Services
Diana Sukut, Director of Career Services
Amy Swanson, Director of Counseling Services
Gretchen Walther, Lead Cohort Academic Advisor

University Admission, Financial Aid & Marketing

Carolyn Chesebrough, Director of Financial Aid
Kim Craig, Director of Graduate and Accelerated Degree Admission
Jill Johnson, Director of University Marketing
Kristin Schoon, Director of Undergraduate Admission

University Advancement

Heather Riddle, Vice President for University Advancement

Jennifer Downham, Director of Development
Sarah Erkkinen, Director of Alumni Relations and Annual Fund

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Term Faculty

Patricia F. Anderson

Child and Family Studies

M.A., Alfred Adler Institute, Richfield, Minnesota, 1994; B.A., Grinnell College, Grinnell, IA, 1980.

Phyllis Burger

Graduate Education

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

Thomas Berkas

Organizational Management

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

James Brooks

Graduate Education

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

Michael H. Conner

Criminal Justice

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

Laurel Forsgren

Criminal Justice

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

Nancy Harrower

Marketing Management

M.B.A., University of Montana, Missoula, MT, 1981; B.A., Michigan State University, East Lansing, MI, 1978.

Colleen Klatt

Communication

Ph.D. University of Minnesota-Twin Cities, Minneapolis, MN, 2005; M.A. University of Northern Iowa, Cedar Falls, IA, 2001.

Carol Klempka

Leadership

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

Christine Kudelka

Marketing Management

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

C. Craig Lien

Marketing Management

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

Renata Mayrhofer

Organizational Management

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

Jacqueline Mosqueda-Jones

Child and Family Education

M.A., Concordia University-St. Paul, St. Paul, MN, 2003; B.A., College of St. Benedict, St. Joseph, MN 1990.

Monica Murray

Music

D.M.A., University of Minnesota, Minneapolis, MN, 1993; M.Mus., Indiana University, Bloomington, IN, 1987; B.A., St. Olaf

College, Northfield, MN, 1983.

Mark Rosenwinkel

Theatre

M. FA., Florida State University, Tallahassee, FL, 1981; BA Concordia University-St. Paul, St. Paul, MN 1977.

Matthew Ryan

English

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

Gail Schroetke

Education

M.Ed., University of Minnesota, Minneapolis, MN, 1977; B.A., Augsburg College, 1968.

Rhoda Schuler

Religion

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

James Seemann

Theatre

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

Alonso Sierralta

Art

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

Susan Skaar

Graduate Education

D.Ed., Hamline University, St. Paul, MN, 2007; M.A. Hamline University, St. Paul, 2001; B.A. Metropolitan State University, St. Paul, MN 1987.

Shari Speer

Music

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

1980.

Kerri Stockwell

Education

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

Julie Tschida

Human Resource Management

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

Cate Vermeland

Art

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

Kasya Willhite

Education

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

Craig Witthaus

Organizational Management and Communication

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

David Woodard

History

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

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Emeritae/Emeriti Professors

Robert E. Barnes, Physical Education (1947-1988)

Frederick A. Bartling, History (1961-1994)

Frederich E. Brauer, Music (1967-1989)

John E. Buegel, Biological Science (1960-2002)

David E. Carlstrom, Chemistry (1978-1997)

Victor Gebauer, Music & Religion (1966-1995)

Joan L. Hagman, Education (1982-1991)

Eleanor Heginbotham, English (1994-2004)

Theodore G. Heinicke, Education (1969-1992)

Robert E. Holtz, Biology (1962-1998)

Edith J. Jones, Education (2001-2008)

Kenneth P. Kaden, English & Education (1955-1993)

Judith Klingsick, Education (1978-1993, 1994-1996)

Roy E. Kramer, English (1961-1997)

Robert W. Leininger, Music (1965-1997)

Kay L. Madson, Sociology (1989-2007)

Gerhardt V. Meyer, Education (1964-1993)

Loma R. Meyer, Education (1967-1993)

Marvin L. Middendorf, Greek and Latin (1957-1989)

William A. Niebergall, Education (1988-1997)

Charles R. Nuckles, Organizational Management (MAOM) (1997-2006)

Glenn W. Offermann, Library (1967-2000)
Carroll E. Peter, Physical Science (1955-1995)
Robert E. Rickels, Art (1962-1992)
Karl W. Rutz, Religion (1961-1993)
Kathryn E. Schenk, Music (1969-2007)
Carl J. Schoenbeck, Education (1981-2006)
Barbara F. Schoenbeck, Education (1978-2005)
Donald H. Sellke, Education (1988-2005)
John M. Solensten, English (1977-1994)
Carol Stellwagen, Chemistry (1995-2004)
Stephen C. Stohlmann, Religion (1976-2008)
Eunice Streufert, Education (1988-2001)
John W. Wenger, Mathematics (1967-1999)
Herman K. Wentzel, Education (1980-1993)

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Other Faculty

Distinguished Professor of Future Studies

Joel A. Barker, Masters of Business Administration Program

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

Distinguished Research Professor

Benjamin S. Leung, Department of Natural Sciences

Ph.D., Colorado State University, Fort Collins, CO, 1969; B.S., Seattle Pacific University, Seattle, WA, 1963.

Fulbright Scholar

Bransdon Corrie, IFS, Chief Conservator of Forests, Kerala, India.

Ph.D. Guwahati University, 1995; M.S. Botony, North Eastern Hill University, 1978.

Fulbright Scholar-Hmong Studies

Yu Xiao Long

M.A. Anthropology 2000; M.S. Library Sciences, 2001, University of Illinois at Urbana-Champaign; B.A. in Ethnohistory, 1987; Masters of Laws in Ethnology/Law, 1990.

Grant Program Faculty

Cynthia Croft, State Special Needs Director, Project Exceptional

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

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Academic Advising

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

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

lead advisor, (651) 603-6271.

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BEAR Center

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

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

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Career Services

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

Career courses are also available and include:

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

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

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Counseling Services

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

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Disability Services

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

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

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

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Health Services

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

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

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

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

Health Insurance

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

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Learning Services

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

Learning Services courses include:

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

situation.

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Service-Learning

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

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Tutoring Services

Tutoring is available free of charge to Concordia students to help them achieve academic success and independence, and improve their study skills. Students who would like to improve their grades from B's to A's as well as students who might be struggling in classes may request services. Tutoring Services allows students to explore their learning styles and discover appropriate study skills and learning methods which best match their styles.

Students who excel in subjects may apply to become Learning Consultants (a.k.a tutors). This position provides students with the opportunity to explore their interests, connect with others, practice workplace skills, and enjoy the additional benefits of increasing their understanding of a subject.

Contact Theresa Leko, Tutoring Coordinator, at leko@csp.edu or 651-603-6318 for more information.

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Writing Center

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

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

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Student Life

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

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

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

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Campus Ministry

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

Vision

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

Ministry Opportunities

Devotion and Worship

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

Scripture Study

- Small Group Ministry
- Faith Talks

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

Prisms

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

Worship in the Christian Community

The university's sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition.

Worship and devotions are at the center of campus life and relates to all campus activities, whether academic, social, cultural, or co–curricular. All members of the community are welcomed as participants in the devotional assembly: campus devotions each morning and evening, seasonal evening or afternoon services, festival celebrations, devotional activities in residential units, or individual rooms. Campus worship is facilitated by the Deacon of the Chapel and normally takes place in Graebner Memorial Chapel.

Pastoral Care

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

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Residence Hall and Food Service

Residence Hall Policies

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

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

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

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

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

telephone service is available through the university or through a vendor of the student's choice.

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

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

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

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

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.

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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.

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Parking

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

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

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

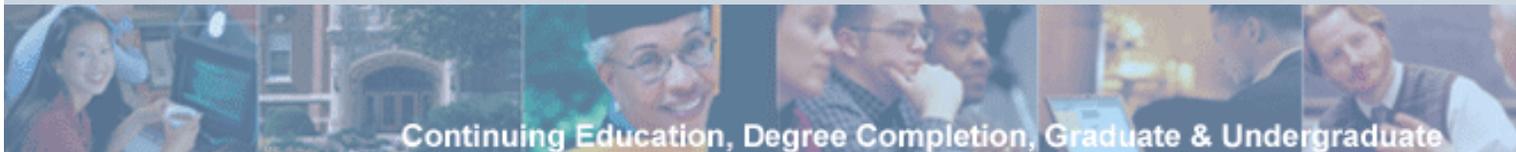
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Co-Curricular Activities

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

The Student Association

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

Clubs & Organization

Business Club

CHAMPS-Health, PE & Kinesiology Club

Chemistry Club - Tetra Delta

College Democrats

College Republicans

Communication Club--Concordia

Communication Association (CCA)

Communication Honor Society-Lambda Pi Eta

Collegiate Chapter of the National Association for Music Education

Criminal Justice Club

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

CSO-Concordia Science Organization

DCESnet - anyone with church work interest

Detail-The CSP Student TV show

EXTREME Club-Rock climbing, etc.

History Club

Mathematics Club

Psychology Club

SEASA-Southeast Asian Student Association

StAC - Student Alumni Council

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

The Club - for all commuter and transfer students

The Sword-Campus newspaper

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

Intramural Activities

Aerobics classes

Ballroom Dancing

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

Billiards

Football (Co-ed)

Floor Hockey

Kickboxing

Soccer

Softball (Co-ed)

Sand Volleyball Tournaments

Volleyball (Co-ed)

Racquetball

Table Tennis

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

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

Music, Theatre, and Visual Art

Art Club

Chapel Band

Christus Chorus and Jubilate choir (audition)

Drama Ministry: Creation and performance of Christian themes and issues

Instrumental Groups: Concert Band, Jazz Band (auditioned) Chamber Ensemble, instrumental ensembles (Brass, Flute, Guitar, Handbell, Jazz Combo, Percussion, Saxophone, String, Woodwind), and vocal ensembles

Shades of Harmony Multicultural Gospel Choir

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

Theatre productions

New York and London Theatre tours

Ministry Opportunities

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

Campus Ministry Center

CBS-Campus Bible Studies

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

FISH-Wed. night Praise & Prayer

PRISMS-Outreach program, reaching youth through weekend retreats

Athletic Associations and Activities

Cheer Squad (by tryout)

Dance Team (by tryout)

FCA (Fellowship of Christian Athletes)

Super Fan: Pep club for games

NCAA Division II Athletics

Baseball, Men

Basketball, Men

Basketball, Women

Cross Country, Men

Cross Country, Women

Football, Men

Golf, Women

Golf, Men

Soccer, Women

Softball, Women

Track, Men

Track, Women

Volleyball, Women

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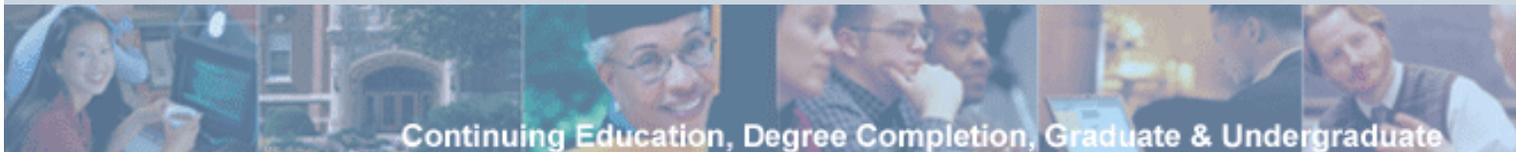
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Athletics

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

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

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

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

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

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

1. A minimum grade point average of 2.00 (based on a maximum 4.00) in a successfully completed core curriculum of at least 14 academic courses.)
2. The record of the above courses and course grades must be certified by the initial-eligibility clearinghouse using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution's department of University Enrollment, Marketing and Enrollment, and
3. A minimum combined score on the SAT verbal and math sections of 820 or a minimum score of 19 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

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

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

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

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

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

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

Returning student-athletes are governed by these rules:

- A. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below "100" in the number system and repeated courses do not count toward satisfying the "normal progress" rule.
- B. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of "D" (or the

equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of "C" or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.

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

D. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sport season shall retain eligibility in the particular sport for participation in post season approved events.

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

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

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

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

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

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

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

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

Cheer Squad and Dance Team

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

Director of Athletics

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

Intramural Program

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

racquetball, football, and floor hockey.

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Fine and Performing Arts

All Student Juried Art Exhibition

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

Music Groups

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

Theatre Arts Opportunities

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

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Book of the Year

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

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

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

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Center for Hmong Studies

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

Our Vision

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

Our Mission

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

Our Goals

- I. Make Concordia University, St. Paul a higher educational institution of choice for Hmong as well as for non-Hmong students throughout the world who have an interest in Hmong history, culture and language.
- II. Make Concordia University, St. Paul the place to go to for Hmong scholars, researchers, the media, businesses and government institutions on Hmong related issues and topics.

III. Enrich the lives of each graduating student and expand their knowledge about the Hmong people through the teaching and learning of Hmong history, culture and language.

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

Our Objectives

I. Offer a minor degree in Hmong Studies.

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

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

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

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

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Undergraduate Admissions: Traditional Programs

General Admission Information

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

Acceptance to Concordia University

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

Academic Requirements

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

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

Application Contacts

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

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

Immunization

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

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Application Procedures: Traditional Undergraduate Programs

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

Freshmen

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

Transfer Students

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

1. Submit official transcripts from each college or post-secondary school attended. If currently enrolled, submit

a final transcript after completion of studies. If applicants have not completed one year (45 quarter credits or 30 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.

2. Submit a letter of recommendation on the form provided by the Office of Undergraduate Admission from the dean of students of the institution last attended.
3. Submit a letter of recommendation from a non-relative, (e.g. pastor, teacher, employer) on the form provided by the Office of Undergraduate Admission.

Transfer students should have maintained an overall grade point average of "C" or better in previous courses. Concordia University accepts an Associate of Arts degree or the Minnesota Transfer Curriculum in lieu of our general education requirements. Exceptions include: 8 credits of religion and requirements within majors that include general education courses not previously completed. Final Note: Admission to specific majors is required beyond general admission to the university. See the appropriate departmental major and/or the Office of Undergraduate Admission.

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

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

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. Concordia University's CLEP credit policy is posted at 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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Undergraduate Admission: Continuing Studies and Accelerated Programs

General Information

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

Acceptance to Concordia University

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

Academic Requirements

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

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

Application Contacts

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

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

Immunization

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

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Application Procedures Accelerated Degree Programs

Admissions requirements are:

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

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

Re-Admission of Former Students of Concordia University

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

International Students

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

Advanced Placement Program

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

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. Concordia University's CLEP credit policy is posted at www.csp.edu/registrar/CLEP.htm.

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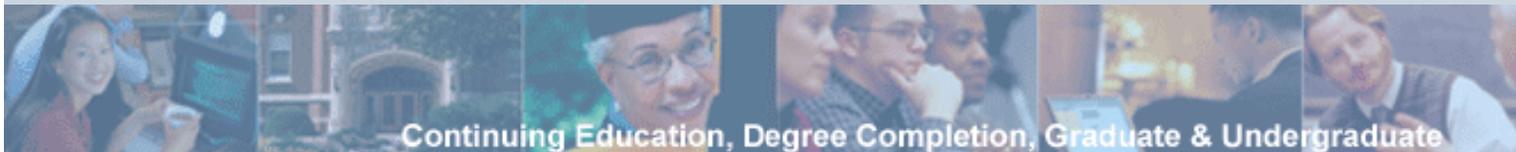
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Graduate Admission

General Information

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

Acceptance to Concordia University

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

Application Procedures

Each program shall require the following:

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

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

MA in Education (College of Education):

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

MA in Christian Outreach (College of Vocation and Ministry)

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

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

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

Appeal of Policy and Procedure

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

B. Steps for appeal include:

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

Application Contacts

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

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

Immunization

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

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

Re-Admission of Former Students of Concordia University

1. Apply for re-admission through the Office of Graduate Admission. No application fee is required.
2. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives.

3. Request official transcript of credits earned at other institution(s) be sent to the registrar.

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Tuition and Fees 2008-2009-Traditional Undergraduate Programs

Traditional Undergraduate Programs

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

Undergraduate Costs by College and Programs

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

	Fall/Spring Semesters	Academic Year
Tuition	\$12,450	\$24,900
Residence Hall / Food Services	\$3,450	\$6,900
Totals	\$15,900	\$31,800

Undergraduate (per credit hour, for students registered for 6-11 credits)	\$1,040
Undergraduate (per credit hour, for students registered for 1-5 credits)	\$521
Summer School (2009) per credit hour	\$425
Auditing (per class)	\$150
Course overload (per credit hour, over 19 credits)	\$240
DCE or DCO Internship (in lieu of on-campus tuition)	\$12,450

Optional Fees

Parking	No charge
Single Room (additional charge per semester)	\$650
Room Charge (per day for early-arrival students)	\$25
Extra institutional credit (includes credit by examination-per credit hour)	\$265
Colloquy tuition rate (per credit hour)	\$265
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)	\$200
Private Music Instruction (honors lessons)	\$400
Science Lab Fees (varies by course)	\$25-\$50
Fine Art Fees (varies by course)	\$25-\$50
Biology and Chemistry Research Fee	\$100

Required Fees

Application for admission	\$30
Credentials	\$8
Graduation	\$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-three business days for processing. Transcripts are \$7 each. Transcripts can be faxed for an additional charge of \$10.

Deposits

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

Apartment Damage Student Deposit:

\$500

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

Payment of Fees

Fees are due each semester as follows:

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

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

Payment Option #1-Cash

Pay for each semester in full by the following dates:

Semester one (Fall) - August 15

Semester Two (Spring) - January 15

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

Payment Option #2- Payment Plan

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

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

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

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

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

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

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

Refunds

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

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

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

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

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

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Tuition & Fees 2008-2009- Undergraduate Accelerated Degree Programs

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

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

College of Business and Organizational Leadership

Per Credit Fee	\$400
<ul style="list-style-type: none"> • Human Services: Public Safety and Security • Human Resource Management • Information Technology in Management • Marketing Management and Innovation • Organizational Management & Leadership 	

<ul style="list-style-type: none"> • Criminal Justice 	\$350
Application Fee	\$30
Enrollment deposit	\$100
Auditing (per class)	\$150
Graduation Fee	\$100
Change of Status Fee (after 2nd change)	\$75

College of Education

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

Payment of Fees

Fees are due each semester as follows:

Payment Option #1

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

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

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

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

Payment Option #2

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

Payment Option #3

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

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

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

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

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

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

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

Refunds

Students in graduate programs who discontinue their studies by the end of the second class of Term One may receive a refund, minus the \$100 tuition deposit. A student's failure to notify the admission 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 \$100 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

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Tuition & Fees 2008-2009-Graduate Programs

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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.

Per Credit Fee	
College of Business and Organizational Leadership	
<ul style="list-style-type: none"> • MA in Organizational Management • MA in Sports Management • MA in Human Resource Management 	\$450
<ul style="list-style-type: none"> • MA in Criminal Justice Leadership 	\$425
<ul style="list-style-type: none"> • Master of Business Administration (MBA) 	\$525
College of Vocation and Ministry	\$425
<ul style="list-style-type: none"> • MA in Christian Outreach 	
College of Education	\$425
<ul style="list-style-type: none"> • Education: Differentiated Learning Emphasis • Education: Early Childhood Education Emphasis • MA in Family Life Education 	
Application Fee	\$50
Change of Status Fee (after 2nd change)	\$75
Graduation Fee	\$100
Enrollment Deposit	\$100

Payment of Fees

Fees are due each semester as follows:

Payment Option #1

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

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

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

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

Payment Option #2

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

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

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

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Refunds

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School of Continuing Studies Tuition and Fees 2008-2009

Per credit hour undergraduate (face to face)	\$270
Per credit our human relations in-service	\$270
Per credit hour graduate (face to face)	\$370
Per credit hour undergraduate (on-line)	\$270
Per credit hour graduate (on-line)	\$370
Certificates (Marketing)	\$270
Auditing (per class)	\$150
Workshop fee full day	\$110
Workshop fee full day - alumni	\$80
Workshop fee half day	\$70
Workshop fee half day - alumni	\$60

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Financial Aid for the Colleges of Arts and Sciences, Education, Vocation and Ministry, and Business and Organizational Leadership

Philosophy

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

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

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

Students receiving financial aid have the right to:

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

Students receiving financial aid have the responsibility to:

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

Application Procedures

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

1. Be accepted for admission and maintain good academic standing.
2. Complete the Free Application for Federal Student Aid (FAFSA). The FAFSA will provide instructions on how to have your financial information sent to the university (Concordia's code is 002347). **A FAFSA must be completed every year.**

Church Vocation Students

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

Current Concordia Students

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

Eligibility

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

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

Summer School Financial Aid

Limited financial aid is available for summer school at Concordia.

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

Financial Aid Programs Available

* Denotes undergraduate students only

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

Federal

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

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

State

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

Institutional

Athletic Scholarships

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

**Concordia Merit Scholarships

Renewable merit scholarships for new freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia. The amounts of the merit scholarships range from \$2,500 to \$10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Academic Achievement. They are renewable for 3 additional years if a certain GPA is maintained.

****Presidential Student of Color Merit Scholarship**

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

****Lutheran Heritage Scholarship**

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

****Concordia Church Vocation Scholarship**

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

****Church Assurance**

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

****Need-based Grants**

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

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

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

****Dean's Scholarship in Mathematics**

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

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

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

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

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

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

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

Miscellaneous Scholarships

District-Lutheran Church-Missouri Synod (LCMS)

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

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

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

**** LCMS Forward in Remembrance Scholarship**

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

**** LCMS Minority Scholarship**

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

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

David Aasved Scholarship - church work students

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

Athletic Scholarship Fund - students in athletic programs

The Leon Avenson Family Scholarship - church work students

The Willi and Adeline Ballenthin Scholarship - church work students

Bob Barnes Scholarship - physical education students

Harry G. Barr Scholarship - 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. Kretzschmar Scholarship - pre-ministerial students

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

The Frieda W. Krueger Scholarship - church work students

Elsie Kruse Scholarship - pre-ministerial students

Theodore and Caroline Kuhn Scholarship - pre-ministerial students

Edward A. Lange Writing Award - students excelling in writing

Dr. Paul Lassanske Scholarship - church work students

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

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

Rev. Walter Luedtke Scholarship - pre-ministerial students

The Dr. Ernest A. Lussy 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

Erlö 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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Assessment Program

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

Registration

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

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

Classification of Students

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

Freshmen: up to 31 credits

Sophomores: 32/63

Juniors: 64/95

Seniors: 96 credits and above

Full-Time Students

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

Part-Time Students

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

Repeating a Course

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

Auditing Courses

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

Co-Curricular Activities

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

Independent Study

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

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

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

Internships

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

Attendance at Class

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

Withdrawal from Courses/Withdraw without Record

Full semester courses

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

Half semester courses

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

Less than half semester courses

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

Withdrawal with Record

Full semester courses

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

Half semester courses

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

Less than half semester courses

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

Withdrawal Procedures

1. 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

A course usually graded A-F may be taken P-N by a student if the course is an elective. A course is designated as elective when it is not used by a given student to meet any specific area or course requirement including the general education program, major, minor, emphasis, or professional courses. To take a course usually graded A-F as a P-N course, a student must file the appropriate P-N form with the Office of the Registrar before the end of the seventh week of the term. The "P" grade is equated to the normal "A" to "C-" grade range. P-N courses transferred in by students as required courses (a course is designated as required when it is used by a given student to meet any specific area or course requirement including the general education program, major, minor, emphasis or professional courses) are acceptable only from colleges where the grading system is the normal system as described above.

There is a four-credit limit of P-N courses per semester for sophomores, juniors and seniors. Other courses and internships (see below) which are graded by the P-N system do not count towards these limits.

In courses only graded P-N

Field experiences required in liberal education, business/economics, professional programs (teacher aide, student teaching, internship,

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

In-Progress Grades

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

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

Student in Good Standing

A student in good standing is one who:

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

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

Satisfactory Progress Policy

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

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

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

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

1. Traditional Term Students

a. **Academic Alert:** Academic alert is a warning that students either did not complete 12 credits or a proportional number of the registered courses for the term, or their CGPA was below 2.0 for their first term at Concordia. Students will be notified that they are on academic alert. Students placed on academic alert may enroll for no more than 16 credits for the following term without written permission of the dean of their college. Students are required to meet with their academic advisor within the first two weeks of the new term to determine a plan of assistance. The plan of assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. A student success class may be required.

Students must submit a copy of their plan of assistance to the director of academic advising to remain registered for the term. Financial aid continues for the term. An academic alert appears on the student's internal records, but it is not part of the permanent transcript. The status of academic alert is only in effect during a student's second term of attendance.

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

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

2. Accelerated Cohort Students

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

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

Disqualification Appeal Process

An appeal form must be submitted to the academic appeals committee. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. Students may also show successful completion of 12 semester credits with a CGPA of 2.0 or higher from another accredited institution to indicate that they have overcome the challenges that caused the original disqualification.

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

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

Withdrawal from the University

Students wishing to change their status by discontinuing, taking a leave of absence or changing their cohort will discuss their plans with their advisor. 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.] for the appeal form.

Honor Recognition

Dean's List

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

Graduation Honors

Full-time students in bachelor degree programs in Concordia University, St. Paul who have earned at least 64 credits at Concordia and who have earned a cumulative grade point average of 3.90 or higher are designated as graduating summa cum laude; those students with a cumulative grade point average of 3.75-3.89 are designated as graduating magna cum laude; those students with a cumulative grade point average of 3.60 to 3.74 are designated as graduating cum laude.

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

Academic Honors Convocation

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

Honorary Societies

Lambda Pi Eta

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

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

The goals of Lambda Pi Eta are to:

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

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

Sigma Tau Delta

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

Off-Campus Study

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

Off-Campus Enrollment

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

Global Off-Campus Enrichment Study

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

ROTC

Air Force ROTC

A cooperative program between Concordia and the University of St. Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at St. Thomas. Air Force Reserve Officer Training Corps is an educational and leadership development program designed to prepare students for commissioning as second lieutenants in the United States Air Force. Air Force ROTC complements the academic major of the student's choice and increases the student's career options. Students incur no obligation by enrolling in the courses; the Aerospace classes are free and are paid by a St. Thomas grant. Credit is transferable. Scholarships are available, especially in engineering, mathematics, physics, computer science, and nursing. For more information, contact the Department of Aerospace Studies at the University of St. Thomas, (651) 962-6320 or 1-800-328-6819, ext. 6320.

Army ROTC

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

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

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

Naval ROTC

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

Simultaneous Enrollment

The Simultaneous Enrollment program is a method for Concordia University, St. Paul students to enroll for classes and other educational opportunities on another Concordia University System campus for up to one year without loss of credits. Any student currently enrolled and in good standing is eligible to apply for the Simultaneous Enrollment programs of the Concordia University System. Students must have completed at least one term at the home campus, have at least a sophomore standing and have at least a 2.00 cumulative GPA. Visiting students

are limited to 2 semesters (3 quarters) visiting other campuses. Students should contact the registrar's office for details. Many of the universities have strict quotas and a limited number of applicants are accepted.

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Course Descriptions

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- Archaeology
- Art
- Biology
- Chemistry
- Child Development
- Director of Christian Education Colloquy
- Communication Studies
- Computer Information Systems
- Computer Science
- Director of Christian Education
- Director of Christian Outreach
- Early Childhood Education
- Earth Sciences
- Economics
- Education
- English
- Family Life Education
- Family Studies
- Finance
- Fine and Performing Arts
- First Year Seminar
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- Mathematics
- Music
- Parish Education and Administration
- Philosophy
- Physics
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- Psychology
- Religion
- Science
- Sociology
- Spanish
- Student Support Services
- Theatre
- Theology
- Vocation and Ministry

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Curriculum

Framework for Learning

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

Goals and Competencies

Aesthetic

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

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

- 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

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Definition of Terms Traditional Undergraduate Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

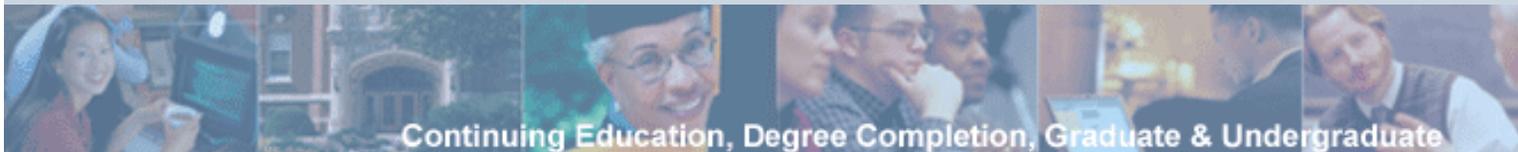
A **track** is one of two or more alternative sets of courses prescribed by the faculty within a major. The purpose of a track is to provide direction to a student in meeting interest, vocational, or other needs while fulfilling the requirements of a major.

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

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General Education Requirements

General Education

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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Students with fewer than 20 transfer credits or who earned their credits through PSEO are required to take this course.

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
FPA113	The 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.

HIS111	Western Civilization to 1648	4
HIS113	Western Civilization since the Reformation	4
HIS212	Introduction to History	4
HMG110	Introduction to Hmong History	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: Interpersonal	4
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COM 212 Public Speaking

4

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.

RLG301	Palestine and Its Material Remains	4
COM309	Intercultural Communication	4
ECO101	Macroeconomics	4
ENG290	Language and Society	4
GRK211	Beginning Greek I	4
GER101	Beginning College German I	4
GER102	Beginning College German II	4
HIS121	World History	4
HIS221	World Culture: Greece and Rome	4
HIS267	Introduction to Latin America	4
HMG201	Hmong Culture and Society	
RLG350	Religions of the World	4
SPA101	Beginning College Spanish I	4
SPA102	Beginning College Spanish II	4
	Foreign Study Programs (see catalog) England, India, Mexico, Jerusalem, HECUA, Thailand	
THY473	Cross-Cultural Outreach	4

SOCIAL AND BEHAVIORAL SCIENCE (4 CREDITS REQUIRED)

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

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

HEALTH AND PHYSICAL EDUCATION (3 CREDITS REQUIRED)

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

KHS110	Health and Human Movement	3
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LITERATURE (4 CREDITS REQUIRED)

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

ENG155	Introduction to Literature	4
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MATHEMATICS AND NATURAL SCIENCE (8 CREDITS REQUIRED)

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

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

Mathematics (minimum 3 credits required)

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

MAT101	Contemporary Mathematics #	3
MAT110	Introduction to Probability and Statistics	3
MAT125	Pre-calculus	4
MAT135	Calculus I	4

Recommended for Teacher Education.

Biology (minimum 3 credits required)

BIO100	Biology Today	3
BIO120	Biology I: The Unity of Life	4
BIO130	Biology II: The Diversity of Life	4

Physical Science (minimum 2 credits required)

CHE110	Perspective in Chemistry	3
CHE115	General Chemistry I	4
ENV120	Intro to Environmental Science	3
ESC140	Observational Astronomy	3
ESC120	Observational Geology	3
PHS111	Principles of Physics	3
PHS221	General Physics I	4

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

Students meet their general education requirements in theology by taking a minimum of three credits from the "Bible" category and four credits from the "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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Undergraduate Programs by College

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

College of Arts and Sciences

Bachelor of Arts Degree Majors 128 Credits

1 Major: 32-44 credits or

2 Minor: 20-24 credits

General Education: 42 credits

Electives: 38-50 credits

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

- Psychology
- Sociology
- Theatre

Bachelor of Arts Minors

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

College of Arts and Sciences Specialty Studies

Pre-Engineering Studies

Pre-Law Studies

Pre-Medical Studies

College of Business and Organizational Leadership

Bachelor of Business Administration

128 Credits

Electives: 10 credits

Business Core: 52 credits

General Education: 50 credits*

Major: 20 credits

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

[Basic Business Core Curriculum](#)

Bachelor of Business Administration Majors

Accounting

Finance

Business Management

Marketing

College of Education

Education Majors/Licensures

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

Parent and Family Education

Early Childhood Education (Birth - Grade 3)

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

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

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

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

Communication Arts/Literature Teaching Major, Grades 5-12

Health Teaching Major, Grades 5-12

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

Mathematics Teaching Major, Grades 5-12

Social Studies Teaching Major, Grades 5-12

Visual Art Education Teaching Major, Grades K-12

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

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

Physical Education Teaching Major, Grades K-12

Special Education Post-Baccalaureate Licensure, Grades K-12

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

Non-Licensure Majors

Child Development

Child Learning and Development

Community Health Science

Family Life Education

Kinesiology

Minors

Bilingual Education (licensure)

Community Health Science

Education

Special Education

Teaching English as a Second Language (TESL)

Endorsement

Kindergarten (for teachers licensed in 1-6)

Certificate Areas

Interscholastic Athletics Coaching

Lutheran Classroom Teacher

Master of Arts in Education

Emphasis area: Classroom Instruction

Emphasis area: Classroom Instruction

(including K-12 Reading License)

Emphasis area: Differentiated Learning

Emphasis area: Early Childhood

Emphasis area: Educational Leadership

Master of Arts in 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
CHE221	Organic Chemistry I	5
CHE222	Organic Chemistry II	5
CHE326	Analytical Chemistry I	5
CHE327	Analytical Chemistry II	4

Computer Science

CSC30	Programming and Problem Solving	4
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Mathematics

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

Physics

PHS221	General Physics I	5
PHS222	General Physics II	5

Pre-Law Studies

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

Pre-Medical Studies

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

track appropriate to their chosen professional program (health sciences, general biology, biotechnology and environmental science).

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

[Undergraduate Graduation Requirements](#)

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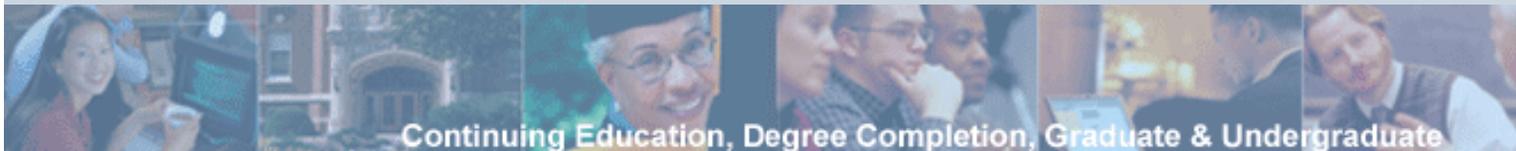
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Graduation Requirements for Baccalaureate Degrees

Graduation Requirements for a Major or Minor

Bachelor of Business Administration Graduation Requirements

Associate in Arts Degree

Specialization - 16 credits

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. Traditional students meet with the registrar at least two weeks before registering for the final semester. Students in the Cohort Accelerated Degree Programs communicate with an academic advisor on a continuing basis.
7. Be approved as a candidate for a degree by the faculty, upon the registrar's recommendation.

Graduation Requirements for a Major or Minor

All students seeking a Bachelor of Arts degree must complete the following requirements in addition to the university

requirements listed above and the specific requirements for each major, minor, or program.

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

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

Bachelor of Business Administration Degree

Bachelor of Business Administration Graduation Requirements

Admission to all business majors:

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

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

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

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

Associate in Arts Degree

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

1. Earn a minimum cumulative grade point average of 2.00.
2. Complete all general education requirements 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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College of Arts and Sciences

Dean: Amy Strohmeier Gort, Ph.D.

Department of Art: Keith Williams, M.F.A., Alonso Sierralta, M.F.A., co-chairs

Department of Biology: Robert Krueger, Ph.D., chair

Department of Communication Studies: Marilyn F. Reineck, Ph.D., chair

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

Department of History: David Woodard, Ph.D., chair

Department of Mathematics: Robert Krueger, Ph.D., chair

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

Department of Natural Sciences: Robert Krueger, Ph.D., chair

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

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

Curriculum

[Course Descriptions](#)

Bachelor of Arts Degree 128 Credits

1 Major: 32-44 credits or

2 Minor: 20-24 credits

General Education: 48 credits

Electives: 38-50 credits

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

Bachelor of Arts Minors

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

- Theatre
- Writing

College of Arts and Sciences Specialty Studies

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

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College of Business and Organizational Leadership

Dean: Dr. Bruce Corrie

Associate Dean: Craig Lien

Program Chairs

Scott Harr, Chair, Department of Criminal Justice and Director, Criminal Justice Institute

Scott Harr, Chair, Public Safety and Security, BA:

Rita Kenyon, Program Chair Human Resource Management

Department of Undergraduate Management:

Jean Rock, Department Chair Organizational Management and Leadership:

Joel Schuessler, Program Chair Information Technology Management:

Department of Business and Org. Leadership Graduate Programs:

Steve Manderscheid, Department Chair Organizational Management, MA:

Scott Harr, Department Chair Criminal Justice, MA:

Curriculum

Undergraduate Degrees (Cohort Delivered)

- [Criminal Justice](#)
- [Human Services \(Public Safety and Security Emphasis\)](#)
- [Human Resource Management](#)

- Information Technology in Management
- Marketing Management and Innovation
- Organizational Management and Leadership

Bachelor of Business Administration

128 Credits

Electives: 10 credits

Business Core: 52 credits

General Education: 50 credits*

Major: 20 credits

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

[Basic Business Core Curriculum](#)

Bachelor of Business Administration Majors

- Accounting
- Finance
- Business Management
- Marketing

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College of Education

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

Dean: Lonn D. Maly

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

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

Department of Teacher Education: George Guidera, Chair

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

Southeast Asian Teacher Licensure Program: Sally Baas, Director

English as a Second Language: Sally Baas, Coordinator

Early Childhood Teacher Education: Nedra R. Robinson, Coordinator

Special Education: Sally Baas, Coordinator

Curriculum

[Course Descriptions](#)

Liberal Arts Majors

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

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- Kinesiology
- Child Development
- Family Life Education

Majors Leading to Licensure

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

Minors

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

Endorsement

- Kindergarten (for teachers licensed 1-6)

Certificate Areas

- Interscholastic Athletics Coaching
- Lutheran Classroom Teacher

Post-Baccalaureate Teaching Licensure

- Teacher Education Program
- Special Education

Master of Arts in Education

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

Master of Arts in Family Life Education

- Family Life Education

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College of Vocation and Ministry

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

Dean: David A. Lumpp

Associate Dean: Jeffrey E. Burkart

Department of Christian Ministries: James R. Gimbel, Chair

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

Director of Christian Outreach: Phillip L. Johnson, Director

Drama Ministry Program: Jeffrey E. Burkart, Director

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

Lutheran Classroom Teacher Program: Jeffrey E. Burkart, Director

Colloquy: Stephen C. Stohlmann, Director

Church Placement: George A. Guidera, Director

Department of Religion and Theology: Mark Schuler, Chair

Cohort Religion Modules Program: James R. Gimbel, Director

Pre-Pastoral Studies: Richard E. Carter, Director

Pre-Deaconess Studies: Richard Carter, Director

Lay Leadership Institute: Stephen C. Stohlmann, Director

- Undergraduate
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 - Education
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Course Descriptions

Department of Church Ministries

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

Majors

- Christian Outreach
- Parish Education and Administration

Minors

- Christian Outreach
- Parish Education and Administration

Certifications

- Director of Christian Education

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

- Director of Christian Education/Lutheran Classroom Teacher

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

- Director of Christian Outreach

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

- Director of Parish Music

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

Colloquy

- General Colloquy Information
- Director of Christian Education
- Lutheran Classroom Teacher
- Director of Christian Outreach
- Director of Family Life Ministry (proposed by April 2007)

Department of Theology and Religion

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

- **Minor**

Bible Translation

Biblical Languages

Confessional Lutheranism

Specialty Studies

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

Institute of Faith and Life

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

- Youth and Family Institute
- Youth Encounter

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School of Continuing Studies

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

The School of Continuing Studies Department offers:

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

Weekend Classes

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

Online Courses

Online courses provide opportunities to obtain both required and general electives credits in an accelerated pace from the

convenience of a home or work computer.

How to Register

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

Email: ce@csp.edu

Phone: (651) 603-6268 or 1-800-333-1180

Fax: (651) 603-6270

Web site: 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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Assessment Program

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

Continuous Enrollment

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

Students who discontinue without notice will be liable for any unpaid accounts. In the cohort model of program delivery, the same group of learners proceeds through the entire program.

Withdrawing from the program is discouraged and starting at any point other than the first class in a Cohort schedule is done as a rare exception after review and approval by the student's advisor and the department chair.

Time Limits

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

Transfer of Graduate-Level Credits

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

Classification of Students

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

Freshmen: up to 31 credits

Sophomores: 32/63

Juniors: 64/95

Seniors: 96 credits and above

Full-Time Students

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

Part-Time Students

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

Repeating a Course

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

Auditing Courses

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

Co-Curricular Activities

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

Independent Study

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

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

Internships

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

Attendance Policy

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

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

Attendance Guidelines and Requirements:

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

Withdrawal Procedures

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

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

Class Cancellations

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

Graduation

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

Research with Human Subjects

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

Academic Integrity

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

Academic Integrity Includes

Working honestly on tests and assignments.

- Honestly reporting research findings.
- Properly citing the source of any materials quoted, paraphrased or modified in the work one submits.

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

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

Grading System -- Effective Fall Semester 2005

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

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

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

Pass/No-Pass Grading

A course usually graded A-F may be taken P-N by a student if the course is an elective. A course is designated as elective when it is not used by a given student to meet any specific area or course requirement including the general education program, major, minor, emphasis, or professional courses. To take a course usually graded A-F as a P-N course, a student must file the appropriate P-N form with the Office of the Registrar before the end of the seventh week of the term. The "P" grade is equated to the normal "A" to "C-" grade range. P-N courses transferred in by students as required courses (a course is designated as required when it is used by a given students to meet any specific area or course requirement including the general education program, major, minor, emphasis or professional courses) are acceptable only from colleges where the grading system is the normal system as described above.

There is a four-credit limit of P-N courses per semester for sophomores, juniors and seniors. Other courses and internships (see below) which are graded by the P-N system do not count towards these limits.

In courses only graded P-N

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

In-Progress Grades

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

1. All course requirements must be completed within four weeks from the last day of class of the current term.
2. Extensions may be requested for a maximum of six months from the last day of the course if students are unable to complete the work in four weeks.
3. The grade will automatically turn to an "F" if the course requirements are not completed within six months.

4. The maximum number of In-Progress grades students may carry at one time is two (2).

Student in Good Standing

A student in good standing is one who:

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

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

Satisfactory Progress Policy

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

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

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

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

1. Traditional Term Students

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

2. Accelerated Cohort Students

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

Disqualification Appeal Process

An appeal form must be submitted to the academic appeals committee. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. Students may also show successful completion of 12 semester credits with a CGPA of 2.0 or higher from another accredited institution to indicate that they have overcome the challenges that caused the original disqualification.

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

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

Withdrawal from the University

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

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

Change of Status

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

Financial Hold

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

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

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

Honor Recognition

Graduation Honors

Full-time students in bachelor degree programs in Concordia University, St. Paul who have earned at least 64 credits at Concordia and who have earned a cumulative grade point average of 3.90 or higher are designated as graduating summa cum laude; those students with a cumulative grade point average of 3.75-3.89 are designated as graduating magna cum laude; those students with a cumulative grade point average of 3.60 to 3.74 are designated as graduating cum laude.

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

Academic Honors Convocation

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

Honorary Societies

Lambda Pi Eta

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

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

The goals of Lambda Pi Eta are to:

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

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

Sigma Tau Delta

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

ROTC

Air Force ROTC

A cooperative program between Concordia and the University of St. Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at St. Thomas. Air Force Reserve Officer Training Corps is an educational and leadership development program designed to prepare students for commissioning as second lieutenants in the United States Air Force. Air Force ROTC complements the academic major of the student's choice and increases the student's career options. Students incur no obligation by enrolling in the

courses; the Aerospace classes are free and are paid by a St. Thomas grant. Credit is transferable. Scholarships are available, especially in engineering, mathematics, physics, computer science, and nursing. For more information, contact the Department of Aerospace Studies at the University of St. Thomas, (651) 962-6320 or 1-800-328-6819, ext. 6320.

Army ROTC

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

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

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

Naval ROTC

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

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Curriculum

Undergraduate Accelerated Programs

Undergraduate Programs

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

Learning Concept

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

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

Faculty is devoted to the education model and fully respects students' prior learning as worthwhile and valuable in the

educational setting. Experience in their respective fields, instructors come from Concordia University ranks or are adjunct faculty who have proven expertise and enjoy working with adult students.

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

Program Objective

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

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

Course Descriptions

CJU 402 Returning Student Seminar - 2 credits

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

CJU 411 Community Oriented Criminal Justice - 4 credits

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

CJU 412 Criminal Justice and the Media - 2 credits

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

CJU 415 Biblical Christianity - 4 credits

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

CJU 422 Information Literacy - 3 credits

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

CJU 431 Inside the Criminal Mind - 4 credits

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

CJU 435 Philosophy of Values and Ethics - 3 credits

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

CJU 437 Systems Thinking in Criminal Justice - 2 credits

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

CJU 451 Diversity in Criminal Justice - 4 credits

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

CJU 452 Constitutional Law - 4 credits

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

CJU 453 Troubled Youth - 3 credits

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

CJU 454 Criminal Justice Wellness - 4 credits

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

CJU 455 Contemporary Issues in Criminal Justice - 4 credits

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

CJU 466 Contemporary Issues in Corrections - 4 credits

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

CJU 490 Portfolio and Synthesis - 2 credits

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

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Bachelor of Arts in Public Safety and Security - College of Business and Organizational Leadership

Program Objective

The curriculum of this accelerated degree program serves to enhance interest, experience, and knowledge in the field of public safety and security. Professionalism, ethics, and leadership are central themes for students as they explore public safety and security in today's society. Public and private sector employees will benefit from this program as they learn together to better work together.

This program is a accelerated degree* program designed for practitioners employed in the public safety and security delivery system who wish to improve the work they do, position themselves for leadership opportunities, and incorporate educational into life transition. (This program will not provide federal or state certification; however, it may be used for certain continuing education credits.)

Successful completion of this Bachelor's Degree program will enable students to:

- Articulate an understanding and awareness of the varied roles and relationships comprising public safety and security delivery systems;
- Explain federal, state, local, and private resources available to the public safety and security professional;
- Understand organizational and administrative theory in the public and private sectors;
- Apply a systems-thinking analysis of personal, professional, and organizational relationships;
- Implement the personal and professional change derived from examining such issues as ethics, diversity, academic growth, and spiritual reflection;
- Have an understanding of timely topics impacting public safety and security, including risk mitigation and

- management, legal liability issues, terrorism, biohazard dangers, and environmental hazards;
- Develop strategies for maintaining a healthy balance of job and life in a uniquely stressful profession.

* This accelerated degree program provides 48 of the 128 credits required for the Bachelor of Arts Degree. Depending on the student's previous education, additional credits may be required, which may be earned at Concordia. Further information on credits can be obtained from the Concordia University Academic Advisor.

Course Descriptions

PUB 400 Returning Student Seminar - 2 credits: This course covers areas critical to learner success including goal setting, library resources, writing, personal life balance, and basic computer literacy. This course models the collaborative learning and self-direction of the program, preparing students to make the most of their degree program.

PUB 401 Introduction to Public Safety and Security Studies - 3 credits

This course builds upon student work experience, training and education. Learners will review and further study history, theories and models of public safety & security while exploring those different than those in which they work.

PUB 410 Systems Thinking in Public Safety - 2 credits

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

PUB 420 Homeland Security Resources - 3 credits

A in-depth exploration of how different resources interact and complement each another, including fire, police, emergency medical, emergency management, military, community and private resources. The unique resources of each are explored, as is how they can best work together for maximum efficiency.

PUB 429 Working with Federal and Local Government - 3 credits

This course explains the Federal Emergency Management Agency, its resources and processes for obtaining a disaster declaration and making applications for government aid, as well as opportunities and expectations of local and private entities.

PUB 430 Legal and Legislative Issues - 4 credits

Provides an understanding of what law affects public safety & security professionals and how to find it. This course will examine constitutional, administrative, civil and criminal law issues impacting professionals working in the public safety & security fields.

PUB 433 Risk Management for Safety and Security - 3 credits

This course provides insight into risk assessment and mitigation from both a private and public perspective. Students will explore methods by which professionals analyze and respond to risk in order to protect assets (be they public or private) while insuring a safe environment for employees and those people working, traveling and living in the community.

PUB 440 Writing for the Public Safety and Security Professional - 3 credits

This course addresses the basic writing skills necessary for professionals, including how to writing effective reports, business letters, memos and informational articles.

PUB 445 Media Relations and Politics - 3 credits

This class explores the role of the media as it affects the public safety & security fields. In this class students will learn how best to interact with the media, as well as how to write press releases, organize news conferences, and submit informational articles for publication. The role of information officers and spokespeople will be explored.

PUB 450 Organization and Administration of Public Safety, Security, and Homeland Security - 4 credits

This course is a scholarly consideration of the concepts, principles and analytical tools for effectively administering public safety & security services. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, while being limited by legal, financial and political constraints.

PUB 455 Incident Management for Safety and Security - 2 credits

This course provides a model for incident management that will apply to a range of operations from department organization to disaster response. It is based on nationally recognized incident management and command models that have brought order to even the most catastrophic events.

PUB 460 Contemporary Issues in Public Safety and Security - 3 credits

Updates on timely issues including terrorism, severe weather, bio-hazard releases, and SARA Title III requirements.

PUB 415 Biblical Christianity - 4 credits

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

PUB 435 Philosophy of Values and Ethics - 3 credits

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

PUB 470 Public Safety and Security Wellness - 4 credits

The nature of public safety & security exposes the care givers and those being cared for to unique stress. This course examines stress from the perspective of the individual, helping them develop a strategy to prepare for, identify and respond to stress. This course also explores what is expected of supervisors, managers and administrators when dealing with stress impacting subordinates, as well as stress experienced by victims of emergencies and disasters.

PUB 490 Portfolio - 2 credits

This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional & educational portfolio or e-folio will cap the learning experience.

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Bachelor of Arts in Human Resource Management - College of Business and Organizational Leadership

Program Objective

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

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

The objectives of the undergraduate Human Resource Management major are:

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

Course Descriptions

HRM 310 Managing in Organizations - 3 credits

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

HRM 315 Personal Resources: Assessment and Application - 3 credits

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

HRM 320 Human Resource Management - 4 credits

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

HRM 325 Survey and Research Methods - 3 credits

Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

HRM 340 Human Resources Plan I - 3 credits

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

HRM 345 Compensation and Benefits - 3 credits

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

HRM 350 Legal Issues in Human Resources - 4 credits

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

HRM 355 Organizational Development and Training - 3 credits

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

HRM 415 Biblical Christianity for Thoughtful People - 4 credits

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

HRM 420 Employee and Labor Relations - 3 credits

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

HRM 425 Employment Strategies - 3 credits

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

HRM 435 Applied Ethics - 3 credits

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

HRM 440 Human Resource Plan II - 3 credits

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

HRM 470 Human Resource: Strategic Partner - 3 credits

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

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Bachelor of Arts in Information Technology in Management - College of Business and Organizational Leadership

Program Objective

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

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

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

Research Project The purpose of the applied research or software development project is to integrate student knowledge of organizations, software development, database management, problem analysis, and human-centered issues related to

information technology. Completion of the research project demonstrates mastery of coursework and development of lifelong learning skills, including: verbal skills, writing and research, problem solving and planning skills, and computer competencies. The project must address a problem in a workplace or organization.

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

- *Software development.* Possible projects may include but are not limited to writing a custom database or appraising/testing an artificial intelligence system.
- *Automate office/work setting.* Student projects may focus on automating manual systems such as inventory, quality control or project management, etc.
- *Business process redesign.* Student projects re-evaluate or redefine organizational structures and processes to take advantage of information technology. Areas for possible redesign may include order processing structures or strategic planning processes, etc.

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

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

Course Descriptions

ITM 305 Introduction to Computer-Based Information Systems - 4 credits

Students will analyze how hardware, software, and people interact to help carry out a business strategy. This analysis will be built on a study of system's architecture used to support system-wide computer-based applications such as Enterprise Resource Planning (ERP) and Customer Relationship Management (CRM). Using Systems Theory and Information Technology strategic planning as a context for discussion, students will begin an understanding of how businesses operate as a result of strategic thinking.

ITM 310 Contemporary Issues in Computing - 3 credits

An introduction is given to the latest developments in information technology and its social and organizational impact. The module adopts an historical perspective of computer development leading to present trends in software and technologies, including microchip technologies, artificial intelligence, and programming languages for artificial intelligence. Social issues include the computer's effects, threats, and challenges to privacy and property, and other social impacts. Organizational issues

include office automation; effects of information systems on organizational structures, employee behavior and quality of work life; and implications for strategic planning and managerial decision making.

ITM 315 Personal Resources: Assessment and Application - 3 credits

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

ITM 325 Organization and Management Concepts - 3 credits

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

ITM 330 Systems Analysis and Software Development - 4 credits

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

ITM 335 Database Management Systems - 4 credits

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

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

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

ITM 341 Principles of Project Management - 3 credits

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

ITM 350 Managing People in a Technical Environment - 3 credits

This course introduces the student to concepts for managing technology staff; using power and politics to deliver value to an organization. Student will study management tactics designed to focus on the talents and strengths of technical staff by

empowering each employee with defined outcomes and the right organizational fit. Through an investigation of power and politics, students will learn how to mobilize political support. The investigation will identify the sources of power, where power can be lost, and the resources needed to help get things done.

ITM 405 Operations Management - 3 credits

This course explores the functions of Information Technology (IT) Operations and the impact of operations management on a firm's competitiveness and management of IT resources. A strategic framework will be introduced identifying relationships between IT operations and other value-chain functions, thereby aligning IT operations with key business strategies. Students will examine product-process design, Six Sigma, IT Service Management (ITIL), quality management, supply-chain management, scheduling, and enterprise resource planning.

ITM 415 Biblical Christianity for Thoughtful People - 4 credits

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

ITM 421 IT Strategic Planning - 3 credits

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

ITM 430 Network Infrastructure and Security - 4 credits

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

ITM 435 Computing Ethics and Values - 3 credits

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

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

Students complete a synthesis project integrating the information technology and systems knowledge gained through the other courses in the curriculum. The ITM project addresses actual worksite needs, both human and technical. A problem or need is

selected and a proposal to solve the problem or meet the need is prepared. A thorough analysis is conducted to design a specific systems plan of action. A written report supported by technical deliverables is prepared for submission to the University and the affected organization. (2 credits)

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Bachelor of Arts in Marketing Management and Innovation - College of Business and Organizational Leadership

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

Program Objectives

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

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

Research Project

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

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

Course Descriptions

MKM 310 Innovation - 3 credits

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

MKM 315 Personal Resources: Assessment and Application - 3 credits

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

MKM 320 Systems Management - 3 credits

Organizations are unique in and of themselves. Students will examine underlying dynamics, culture, and change within an organizational context.

MKM 325 Business Ethics - 3 credits

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

MKM 330 Relationship Marketing - 3 credits

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

MKM 331 Marketing Research - 3 credits

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

MKM 340 Industry Analysis - 2 credits

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

MKM 341 Applied Accounting and Finance - 3 credits

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

MKM 345 Promotional Strategy - 3 credits

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

MKM 346 Electronic Marketing - 3 credits

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

MKM 415 Biblical Christianity For Thoughtful People - 4 credits

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

MKM 425 Global Marketing - 3 credits

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

MKM 430 Innovative Marketing - 3 credits

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

MKM 435 Marketing Strategy - 3 credits

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

MKM 440 Business Plan - 3 credits

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

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Bachelor of Arts in Organizational Management and Leadership - College of Business and Organizational Leadership

Program Objective

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

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

- interpersonal and management skills;
- problem-solving and decision-making skills;
- written and oral communication skills;
- learner independence and self-image; and
- understanding of research methodology and its applications.

Research Project

Past and present work experiences serve as catalysts in the learning process. Students will be able to apply problem-solving principles to an existing problem or need in your occupational field. The research project, which continues throughout the program, blends study and experiential learning. The undergraduate research project in Organizational Management and

Leadership provides a culminating experience designed to integrate learning outcomes from all coursework and link these outcomes to various life roles, particularly the work setting. Working with a project coordinator and an explicit set of guidelines, the student selects a problem to investigate. Then, using models, concepts, and analytical skills, the student identifies (and possibly implements) an appropriate solution(s) to the problem. Drawing on coursework, library resources, and prior experience, the student completes the research project. Finally, the student prepares a written report and presents two oral reports to the project coordinator and classmates.

The undergraduate research project offers the student two options: an applied/action research paper or a policy decision paper. An essential component in the program, the research project helps students:

- integrate and apply knowledge and skills acquired through coursework;
- develop skills in identifying, stating, and solving problems objectively and systematically;
- enhance the ability to read and evaluate research;
- become competent and thorough researchers;
- understand the value of research in business and management;
- improve skills in evaluating proposals for change and their subsequent outcomes;
- refine oral and written presentation techniques; and
- create a positive change in the organization for which the project is designed.

Course Descriptions

OML 311 Group Dynamics - 3 credits

Students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision-making techniques, determine various roles within organizational groups, and identify decision-making skills and effective collaborative styles for efficient group management.

OML 315 Personal Leadership: Assessment and Application - 3 credits

Students critically examine life experiences within the context of a learning model, identify personal and professional traits and skills, and evaluate personal strengths and weaknesses. This foundation is used to develop learning strategies, identify and understand the implementation of personal goals, and anticipate professional opportunities.

OML 321 Systems Management - 3 credits

This course provides an overview of systems management and systems thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

OML 326 Research Methodologies - 4 credits

Basic research methodologies are explored in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project.

OML 330 Interpersonal and Organizational Communication - 2 credits

Students examine communications and other interpersonal relationship skills that are essential for creating a productive work environment. Organizational communication and relationships are studied through readings and exercises that explore non-verbal communication, constructive feedback, and conflict resolution. Students research and develop a model for effective communication.

OML 340 Applied Synthesis Project I - 3 credits

Students learn professional presentation skills and then combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation or avocation. This project is completed more independently than the other courses, synthesizing information from the rest of the program. Students learn significant skills in research and writing, project management, written and oral presentations, and demonstrate skills in applying theoretical constructs to concrete applications. This mid-program course expects that chapters 1-3 of the written project will be turned in for a grade and an oral presentation will provide the instructor and other classmates with a summary and overview of the project and the work completed up to that time.

OML 360 Financial Decision Making - 3 credits

Students explore major elements of corporate finance within an organizational context, including basic accounting terms, budgeting, time value of money, and global considerations. Students learn to use standard financial tools to make business assessments and financial decisions important for managers in any organization.

OML 410 Organizational Behavior - 4 credits

Organizational Behavior is an interdisciplinary field of study and practice that investigates the impact of individuals, groups, structure, and environment on work organizations. Students examine motivation, decision making, organizational structure, and processes that shape organizational analysis and change management. Case studies are a primary element of learning.

OML 415 Biblical Christianity for Thoughtful People - 4 credits

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical

principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

OML 420 Diversity and Global Issues - 3 credits

Students use literature interviews, and class discussion to explore the values, beliefs, customs, and perceptions represented in various kinds of diversity that affect social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the U.S. and abroad.

OML 425 Management and Organizational Leadership - 3 credits

Students examine key elements of management and leadership theory, including planning, organizing, leadership, and controlling (accountability). Students will analyze management and supervision styles and techniques to understand the potential solutions to current organizational problems.

OML 430 Innovative Marketing - 3 credits

Students will use the five P's of marketing - (place, price, product, promotion, and people) as the context for understanding and researching customer needs and wants.

OML 435 Philosophy of Values and Ethics - 3 credits

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

OML 440 Applied Synthesis Project II - 3 credits

This course is the culmination of the synthesis project that has been developed throughout the program (see OML 340). Students submit their complete written Synthesis Project and give a formal presentation of the Project's content to the instructor and the cohort.

OML 450 Organizational Policy and Strategy - 4 credits

Organizational Policy and Strategy is the capstone course in the program, exploring how leaders make effective decisions that shape organizational policy and strategy.

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Liberal Arts Majors

Child Development

This accelerated degree program is delivered in a cohort and sequenced manner over a 22-month period.

General Education Prerequisites:

- PSY101 Introduction to Psychology 4 credits
- SOC152 Introduction to Sociology 4 credits

Courses include:

- HSV401 Returning Student Seminar 2 credits
- CHD400 Introduction to Early Childhood Education 2 credits
- CHD410 Growth/Development Child 4 credits
- CHD411 Child Social and Emotional Growth 2 credits
- CHD60 Behavior Guidance in Early Childhood 4 credits
- CHD422 Human Diversity and Relations 4 credits
- CHD435 Developmentally Appropriate Practices in EC 4 credits
- CHD440 Children's Play and Learning 4 credits
- HSV460 Ethics 2 credits
- CHD430 Infants and Toddlers 4 credits
- CHD445 Language Development/Literacy 4 credits
- CHD450 Children's Literature 2 credits
- CHD482 Young Child with Special Needs 4 credits

HSV420 Family Systems 4 credits
CHD470 Parent Education: Methods and Materials 4 credits
CHD415 Biblical Christianity 4 credits
HSV490 Portfolio and Synthesis 2 credits

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Liberal Arts Majors

Family Life Education

This accelerated degree program is delivered in a cohort and sequenced manner over a 22-month period.

General Education Prerequisites:

PSY101 Introduction to Psychology 4 credits

SOC152 Introduction to Sociology 4 credits

Courses include:

FAS200 Introduction to Family Life Education 3 credits

ED330 Human Diversity and Relations 2 credits

FAS440 Overview of Contemporary Families 4 credits

ED385 Foundations of Education 3 credits

FAS400 Family Systems 4 credits

FAS442 Family Decision 2 credits

FAS451 Family Communication and Relationships 3 credits

ED336 Educational Psychology 2 credits

FAS453 Intimate Relationships 2 credits

FAS446 Methodology in Family Life Education 4 credits

ECE325 Education of Infants and Toddlers 3 credits

PSY215 Child and Adolescent Developmental Psychology 4 credits

FAS448 Development in Adulthood 4 credits

FAS443 Parent Education 2 credits
FAS449 Parent Education: Methods 2 credits
FAS415 Biblical Christianity 4 credits
FAS444 Family Law Public Policy 4 credits
FAS490 Portfolio and Synthesis 2 credits

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Academic Information: Policies and Procedures

Assessment Program

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

Full-Time Students

Students taking 6 semester credits or more during a term shall be considered full-time graduate students. Students must take at least three semester credits in order to be considered as half-time graduate students.

Part-Time Students

Students must take at least three semester credits in order to be considered as half-time graduate students.

Repeating a Course

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

Auditing Courses

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

Graduate students seeking to audit a course must notify their academic advisor and department chair at least four weeks prior to the beginning of the course to be audited. Normally students will audit courses that have been waived because of previously approved transfer courses. Students will be billed the current audit fee. Graduate students should consult with their academic advisor to make sure that the auditing of a course does not affect financial aid or full-time standing in their program.

Independent Study

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

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

Attendance Policy

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

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

Attendance Guidelines and Requirements:

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

Withdrawal Procedures

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

Grading System (** Student must maintain a Cumulative GPA of at least 3.0 while in their graduate program.*)

A: Superior - 4 grade points

B: Above Average - 3 grade points

C: Average - 2 grade points

D: Below Average - 1 grade point

F: Failure - 0 grade points

P: Pass

N: No Pass

X: Continuing registration for more than one term

V: Audit

W: Withdrawal - student officially withdrew from a course during the third through the eighth week of the semester

I: In-Progress - this grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work

In-Progress Grades

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

1. All course requirements must be completed within six months from the last day of class of the current term as long as this is agreed upon with the instructor.
2. The grade will automatically turn to an "F" if the course requirements are not completed within six months.
3. The maximum number of In-Progress grades students may carry at one time is two (2).

Student in Good Standing

A student in good standing is one who:

1. Is registered for the current term;
2. Is attending class in accordance with the class attendance policy;

3. Has no financial obligations to the university;
4. Is not on disciplinary probation; and
5. Is not on academic probation.

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

Satisfactory Progress

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

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

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

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

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

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

completion of 12 semester credits with a Cumulative GPA of 3.00 or above from another accredited institution.

Withdrawal from the University

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

Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any unpaid accounts.

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

Change of Status

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

Financial Hold

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

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

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

Class Cancellations

If the weather is questionable, or there is any other reason to think that a class might be canceled, please call the College of Business and Organizational Leadership office at (651) 641-8863 for information. All cancellations are handled through the CBOL office. You may also visit the WCCO website at www.wcco.com for announcement of class/college cancellations.

Graduation

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

Research with Human Subjects

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

Academic Integrity

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

Academic integrity includes:

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

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

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

so with documentation (Lynn Troyka, Simon & Schuster handbook for writers, 6th ed.).

Continuous Enrollment

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

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

Time Limits

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

Graduate Program Capstone

All graduate students will complete a capstone experience as part of their program. The nature of the capstone will differ by degree. Students should consult their department chair for specific details of the capstone in their degree program.

Transfer of Graduate-Level Credits

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

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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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Master of Arts in Organizational Management - College of Business and Organizational Leadership

Course Descriptions

OMG 500 Management Foundations - 3 credits

An introduction is given to the philosophy and methodological approach underlying the Master of Arts in Organizational Management. This course focuses on skills used throughout the curriculum including critical thinking, creative thinking, continuous learning, and the use of the Internet and other available electronic data sources.

OMG 505 Organizational Theory and Behavior - 4 credits

This course promotes the understanding and use of General Systems Theory and its applications in identifying, interpreting, and solving problems within complex organizations. It also examines management theory to see how it has led to current theories such as organizational learning and self-directed management.

OMG 510 Human Resource Management - 3 credits

An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems.

OMG 515 Management and Leadership - 4 credits

Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, decision making, resource allocation, and human resource development. This course will analyze how leadership is

not only different from management but also more effective in today's workplace.

OMG 520 Managerial Finance - 3 credits

The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a global market.

OMG 525 Productivity and Quality - 3 credits

Students will explore the concepts and theories underlying Total Quality Management and Continuous Improvement Processes in manufacturing and service environments. This course includes re-engineering, innovation, and Six Sigma as practical tools for improving productivity.

OMG 530 Managerial Research Methods and Design - 4 credits

This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will begin work on their Capstone during this course.

OMG 535 Managing in an Information Age - 3 credits

This course focuses on the way in which business strategy is served by information technology. It also explains the tools and techniques that help to ensure that information systems strategies are in line with strategic organizational needs. Concepts introduced include maximizing the value of individual knowledge work and how it can improve personal productivity.

OMG 540 Legal Environment for Managers - 3 credits

This course covers legal issues that managers face in operating organizations in today's complex environment. The ubiquitous nature of our legal environment necessitates managers being able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment.

OMG 545 Ethical Dimension of Leading and Managing - 3 credits

Students explore the ethical dimension of organizational life from the perspective of Christian vocational ethics and values and how values and ethics are incorporated into the organizational decision-making process. This course also focuses on values formation, self-understanding in an ethical context, and the construction of a personal model of ethical decision making congruent with personal values.

OMG 550 Strategic Thinking - 4 credits

This course examines the role of the leader in the development of coherent strategic plans and the articulation of short- and long-range plans. It examines the systemic interrelationships among the topics introduced in earlier program courses.

OMG 555 Capstone Seminar - 3 credits

Provides students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the Master of Arts in Organizational Management program. Students will present the results of a self-directed capstone. This could be a case study, action research, literature review, or various other form of quantitative or qualitative research.

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Master of Arts in Sports Management - College of Business and Organizational Leadership

The following courses are unique to the Sport Management major.

Program Objective

The Sport Management emphasis explores the expanding field of sport management from community- and educational-based programs to the management of professional sports. Foundations of Sport Management covers aspects of the job market and the skills required for sport management professionals. Other course work includes studying areas of sport marketing, managing and planning of facilities and legal aspects of sport.

Course Descriptions

KHS 500 Foundations of Sports Management - 3 credits: Today the need for sport management professionals is increasing in areas of business, marketing, sales and managing. This course will examine the expanding field of Sport Management. Areas of emphasize include; exploring job specific skills pertaining to sport marketing and sales, facility management, event planning, sport agents and recruiting services, intercollegiate athletics, professional sport, public relations.

KHS 530 Managing and Planning Sport Facilities - 3 credits: This course takes a multi-disciplinary approach to the theories and practices of facility design, construction and operations. The course will examine a wide variety of both indoor and outdoor sport facilities including stadiums, gymnasiums, golf courses, fitness centers and athletic fields. Learning formats will include lecture, class discussion, and interaction with sport and facility management professionals, on-site tours, group exercise,

research and written projects.

KHS 540 Legal Aspects of Sports - 3 credits: Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities and business. The course will examine risk management strategies along with law related to operation and administration of sport related programs. Students will explore actual cases in these areas.

KHS 545 Sports Marketing - 3 credits: Sport Marketing will examine the strategies and motivations of the sport consumers through actual case studies. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sport marketing.

See the other [Master of Arts in Organizational Management courses here](#).

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Master of Arts in Human Resources Management - College of Business and Organizational Leadership

The following courses are unique to the Human Resources Management major.

Course Descriptions

OMG 506 Human Resource Organizational Theory and Behavior - 4 credits

This course examines the full scope of human resources activities. It covers a broad list of key functional areas such as Staffing, Human Resource Planning, HR Strategy, HR Legal, Performance Management, Training and Development, and Organizational Learning.

OMG 511 Total Compensation - 3 credits

This course provides concentrated learning in employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. Topics include the strategic role total compensation plays in organizations and the dynamics of alternative pay systems.

OMG 516 Staffing Models and Retention - 4 credits

This is an advanced course in recruitment, selection, and retention. Case studies on modern and creative recruitment strategies will be explored, along with effective retention methods. The course will also cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

OMG 551 Strategic Human Resource Management - 4 credits

This course will emphasize the strategic nature of human resources management (HRM). It will focus on the importance of Alignment of HR responsibilities with the organization's mission and HR's role as a partner in planning and executing the business plan.

See the other [Master of Arts in Organizational Management courses here](#).

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Master of Arts in Criminal Justice Leadership - College of Business and Organizational Leadership

Course Descriptions

CJU 500 Administration of Criminal Justice - 4 credits

This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.

CJU 502 Correctional Design in a Changing World - 4 credits

The philosophies, roles, and designs of juvenile corrections continue to evolve. This course expands upon the basics of institutional and community corrections by exploring modern research and trends in modern corrections. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

CJU 512 Criminal Justice and Media Relations Politics - 3 credits

This course examines the relationships, roles, and responsibilities of criminal justice politics and the media. Included is a critical review of the tension that exists between the two, and how effective relationships can be fostered. Students will also learn to write press releases, organize and facilitate press conferences, and effectively utilize media resources.

CJU 505 The Reflective Adult Learner - 2 credits

Students will address what it means to become a graduate student and lifelong learner. Issues of critical thinking, scholarly

research, continuous learning, ethical frameworks and problem solving are discussed in relation to adult learning principles. This class assists with the transition to online learning graduate study by modeling the collaborative learning and self-directed nature of the program.

CJU 520 Tactical Problem Solving - 4 credits

This course will provide an understanding of the dynamics of problem solving, paying special attention to finding creative and productive solutions.

CJU 545 Legal and Legislative Issues - 4 credits

Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

CJU 584 Accessing Educational Resources - 2 credits

This course familiarizes students with the learning environment of technology. Students learn to efficiently integrate knowledge navigation into their curriculum and at work using a variety of search engines, databases, and research techniques.

CJU 585 Synthesizing Seminar I - 1 credit

The culminating project of the master's program is the capstone, a research project designed to help learners generate new information for their field. Explanation of the capstone process will take place, along with a dialog regarding possible capstone topics.

CJU 586 Synthesizing Seminar II - 1 credit

This course continues the process of selecting and implementing the capstone project. Issues of epistemology and social change are discussed and explored.

CJU 596 Capstone - 3 credits

While this course is the culminating event in the educational experience, it also sets the stage for new beginnings. The focus is on a combined reflection and synthesis on knowledge learned throughout the program. In seminar fashion, students will discuss with each other the significant issues they have studied, and ways they will continue to learn in the future.

CJU 540 Organizational Behavior in Criminal Justice - 2 credits

As one of the threads of continuity throughout this degree program, "systems thinking" provides a means to better understand and work more effectively with individuals and organizations. This course provides advanced perspectives of how to identify

interactions and best select a means of responding from the position of manager and leader.

CJU 542 Contemporary Issues in Leadership - 4 credits

Criminal justice professionals are affected not only by catastrophic events such as the Columbine High School shootings and the World Trade Center attacks, but by the more routine and frequent aspects of the job as well. This course examines stress from a leadership perspective, asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

CJU 570 Applied Ethics - 2 credits

Students will be introduced to models of ethical decision making, including the vocational ethics of Christianity. The emphasis is on the interplay between the historical models of ethical decision making and the problems professionals face every day.

CJU 551 Strategic Leadership - 4 credits

Effective leaders understand and leverage their leadership strengths to positively influence people and, in turn, an organization's success. This course will focus on learning your personal leadership style, how to positively impact others, and how to continue to grow and develop as a leader to bring out the best in yourself and others. Acknowledging the frequent challenge to "run government like business," students will learn the strategies of successful private sector and government leaders.

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Master of Arts in Family Life Education

This program is NCFR approved and graduates will be Certified Family Life Educators.

Program Objective

The primary objective of this degree is to articulate the definition and role of the Human Service professional - particularly the role of the family life professional. The broad principles and philosophy of family life education are explored including the ability to plan, implement, and evaluate such educational programs, and the ability to define and establish leadership within the field.

Course Descriptions

[FAS 533 Family Studies and Family Life Education](#) 2 credits

This course familiarizes the student with the study of various family problems, stressors, and changes prevalent in today's society. Selected family issues are examined in light of the family life educator's role. Included in the discussion are the current issues affecting the nature of the profession, the family life education professional, various roles of the family life educator, and various theoretical stances that inform the family life educator's work with family problems and stressors? Students will develop specific sources focused on a specific topic of interest and a critical review paper outlining a current issue's impact on the family.

[FAS 532 Navigating the Oceans of Data and Information](#) 3 credits

The course is designed to introduce the scope and function of information and the research process in family studies. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature and information in family studies.

FAS 506 Families in Society 3 credits

This course familiarizes the student with an understanding of the history, evolution, and demographics of the family. Kinship, family structures, functions, and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in society.

FAS 504 Systemic Dynamics 3 credits

This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.

FAS 530 Family Communication and Relationships 3 credits

This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.

FAS 560 Intimate Relationships 2 credits

The purpose of this course is to familiarize the student with the emotional and psychological aspects of intimate relationships. Topics include: dating and courtship; love and romance; and sexual behavior, values and decision-making. An emphasis will be on sexuality and intimacy in interpersonal relationships across the lifespan.

ED 500 Seminar A 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

FAS 551 Seminar in Human Growth 3 credits

This course includes a study of human growth and development throughout the life cycle. Consideration of physical, emotional, cognitive, social, moral, spiritual, and personality development will be included.

FAS 570 Parent Education 3 credits

This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths; empowering parents, and remaining sensitive to individual and community needs.

FAS 540 Family Decision Making 2 credits

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating

resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. Topics include: decision-making, valuing, planning, communication, and organization skills for resource use.

FAS 525 Public Policy and Applied Ethics 3 credits

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

ED 505 Seminar B 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

FAS 534 Reflexive Assessment and Evaluation 3 credits

This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in family life education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing an assessment strategy for a program in family life education.

FAS 576 Methods in Programming 3 credits

This course provides a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education,

ED 510 Seminar C 2 credits.

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

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Master of Arts in Business Administration (MBA) - College of Business and Organizational Leadership

Program Objective

Our student-centered application-based learning environment will help you gain the business tools and skills necessary to succeed in your professional business career. We examine contemporary, real world, business problems as part of a partnership with the *Wall Street Journal* and apply foundational business knowledge when exploring business solutions. We balance that up-to-the-minute context with an exclusive academic partnership with world renowned futurist Joel Barker and the Institute for Strategic Exploration. Our unique Management Application Portfolio (MAP) will provide you with a personalized business text that will be references throughout your career. It's a powerful combination.

Course Descriptions

MBA 500 Organizational Leadership and Development - 4 credits

This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future.

MBA 505 Global Economics - 4 credits

The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union.

MBA 510 Managerial Research Methods and Design - 4 credits

This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

MBA 515 Applied Business Ethics - 4 credits

This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

MBA 520 Integrated Marketing Communication - 4 credits

This course will develop marketing strategy and executing diverse communication tactics critical to all enterprises. Consistency in both processes and messages is important. Students will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate to use and how to apply multiple marketing tactics.

MBA 525 Strategic Human Resource Management - 4 credits

This course looks at human resources management from an operating manager's perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.

MBA 530 Managerial Finance and Accounting - 4 credits

This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

MBA 535 Legal Environment for Managers - 4 credits

This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational

objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

OLC 605 Operations and Technology Management - 2 credits

This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

OLC 610 Managerial Decision Analysis - 2 credits

This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will all be explored by the students in this course.

OLC 615 Topics in Organizational Management - 2 credits

This course will provide an overview of contemporary topics related to organization effectiveness. Students will be required to leverage application, theory and research as they develop skills in talent management, organization learning, and strategy formation and implementation. Students will obtain skills in identifying and developing high potential talent for the purpose of competitive advantage.

OLC 620 Strategic Leadership - 2 credits

The strategy process represents an essential opportunity for organizational leaders to establish, implement, and guide the organization's direction. This course introduces students to the principal theorists and practices of contemporary strategic thinking. Students will focus on strategic analysis of case materials and the strategic practices of students' organizations.

MBA 700 Managerial Application Portfolio - 2 credits

MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio. Course activities include critical thinking papers, action research, case analysis, and self-appraisal.



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Master of Arts in Christian Outreach

Offered by the 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 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: maco@csp.edu

Address:

OHSCO

Concordia University

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Master of Arts in Education Graduate Programs in the College of Education

Master of Arts in Education Emphasis in Classroom Instruction

30 credits (10 courses x 3 credits each and each 8 weeks in length)

Course Descriptions

Core courses:

ED 502 Educational Issues

A study of historical and contemporary issues in education.

ED 521 Educational Research and Applications

A survey of qualitative and quantitative research methods and their applications to educational research.

ED 507 Diversity in Education

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

ED 508 Legal and Ethical Issues in Education

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

ED 590 Conducting Research and Completing the Capstone

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

Emphasis courses:

CI 550 History of Ideas in Education

A review of the ideas and philosophies, past and present, which influence educational practice.

CI 551 Psychology of Learning and Teaching

An advanced overview of the application of psychological principles, theories, and methodologies to issues of learning and teaching.

CI 552 Curriculum Theory

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation.

CI 553 Instructional Strategies

An integration of the theory and practice of the developmentally effective classroom.

CI 555 Instructional Technology

Theory and strategies for designing technology-rich environments to support active learning schools.

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Master of Arts in Education Graduate Programs in the College of Education

Master of Arts in Education Emphasis in Classroom Instruction (including K-12 Reading License)

30 credits (10 courses x 3 credits each and each 8 weeks in length)

Course Descriptions

Core courses:

ED 502 Educational Issues

A study of historical and contemporary issues in education.

ED 521 Educational Research and Applications

A survey of qualitative and quantitative research methods and their applications to educational research.

ED 507 Diversity in Education

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

ED 508 Legal and Ethical Issues in Education

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

ED 590 Conducting Research and Completing the Capstone

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

Emphasis courses:

CI 560 Curriculum and Instruction in Literacy

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

CI 561 Foundations of Literacy (K-12)

A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

CI 562 Literacy Strategies for Grades K-6

An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563 Literacy Strategies for Grades 7-12

A review of adolescent literature and effective literacy strategies for learners in grades 7 through 12.

CI 564 Assessment, Evaluation, and Supervision in Literacy Programs (K-12)

Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress,

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Master of Arts in Education Graduate Programs in the College of Education

Master of Arts in Education Emphasis in Differentiated Instruction

30 credits (10 courses X 3 credits each and each 8 weeks in length)

Course Descriptions

Core Courses:

ED 508 Legal and Ethical Issues in Education

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

ED 521 Education Research and Applications

A survey of qualitative and quantitative research methods and their applications to educational research.

ED 590 Conducting Research and Completing the Capstone

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

Emphasis Courses:

SPED 580 Education of the Exceptional Learner

A study of historical and contemporary issues in education of learners with differentiated needs.

SPED 582 Teaching Students with Linguistic Differences or Difficulties

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

SPED 583 Collaboration in Inclusive Settings

A study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.

SPED 590 Teaching Students with Language and Math Disabilities

An examination of the writing and mathematical needs of learners in contemporary classrooms and research-based practices for meeting those needs.

SPED 592 Students with Mental Health Needs

An examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs.

SPED 594 Effective Practices in Differentiated Instruction

An examination of brain-based learning practices for differentiating instruction for all learners.

ED 515 Family Systems for Educators

A study of diversity in family systems to include a survey of current developments in the study of the family and an analysis of changes in American society and their influences on family life.

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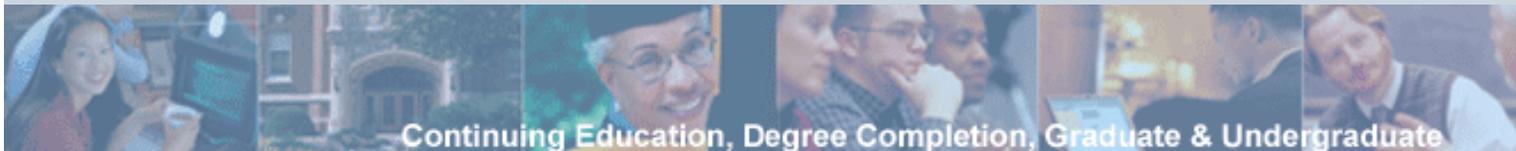
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Master of Arts in Education Graduate Programs in the College of Education

Master of Arts in Education Emphasis in Early Childhood Education

Program Objective

Early Childhood Education is the term given to the teaching of children from birth to age eight. Professional practices of early childhood educators focus on teaching strategies based on child development and learning styles; creating developmentally, individually, and culturally appropriate practices; assessing children's development and learning; and developing positive relationships with children and families. Learners in the MA program will design research and apply the results to a practical problem, understand and articulate developmentally appropriate practices, focus on advocacy and leadership within early childhood education.

Course Descriptions

[ECE523 Topics in Early Childhood Education 2 credits](#)

This course is a study of current issues in early childhood education in an historical context, emphasizing their relevance to and impact on today's programs for children ages eight and under.

[FAS532 Navigating Oceans of Data 3 credits](#)

The course is designed to introduce the scope and function of information and the research process in early childhood. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and

change. Students will gain experience developing a framework for consuming the research literature and information in early childhood.

ECE526 Curriculum and Instruction in Early Childhood Education 3 credits

Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.

ECE527 Observation and Assessment 3 credits

The various methods of child study and observation strategies are studied as a way to assess children's growth and development of knowledge and skills. In addition, the physical environment can be observed in an effort to identify any potential changes that could benefit children.

ECE522 Play: Theory and Applications 3 credits

This course is a study of the various theoretical foundations of play and their application to young children's development and learning. Students examine the role of the teacher in children's play, analyze play environments, and review the issues and research affecting children and curricula.

ED500 Seminar A 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

ECE544 Language Development and Emergent Literacy 4 credits

Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

FAS501 Family Systems 3 credits

This course is an analysis of the family. It investigates the family as a system of relationships that interact across the family life cycle. It includes a survey of current developments in the study of the family and analysis of changes in American society and their influence in family life. Included is an emphasis on the impact of the family on education.

ECE541 The Diverse Classroom 2 credits

This course presents studies in education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

ED582 Ethics for Educators 2 credits

This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

ED505 Seminar B 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

FAS534 Reflexive Assessment and Evaluation 3 credits

This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in early childhood education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing strategy for a program in early childhood education.

FAS576 Methods in Programming 3 credits

This course provide a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.

ED539 Legal and Legislative Issues 2 credits

This course will deal with law and legislation that affects early childhood education. Children and child care are presented as issues of public policy. The skills and strategies of child advocacy are discussed, and students are challenged to become active in public advocacy for children.

ED510 Seminar C 2 credits

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

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Master of Arts in Education Graduate Programs in the College of Education

Master of Arts in Education Emphasis in Educational Leadership

30 credits (10 courses x 3 credits each and each 8 weeks in length)

Course Descriptions

Core courses:

ED 502 Educational Issues

A study of historical and contemporary issues in education.

ED 521 Educational Research and Applications

A survey of qualitative and quantitative research methods and their applications to educational research.

ED 507 Diversity in Education

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

ED 508 Legal and Ethical Issues in Education

A study of legal issues, ethics, and moral philosophy with applications to the field of education.

ED 590 Conducting Research and Completing the Capstone

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

Emphasis courses:

EDL 550 Leadership in Education

An examination of classical and contemporary theories and styles of leadership and their application to educational settings.

CI 554 Curriculum and Instruction

An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

CI 556 Supervision and Improvement of Instruction

Theory and practice of supervision of educational programs and personnel with a focus on improvement.

EDL 552 Management of Human and Financial Resources

A focus on educational leadership theory and practice related to the management of human and financial resources.

EDL 553 Educational Policy and Administration

An examination of legislative issues, policy implications, and the administration of these issues and implications including analysis from multiple perspectives.

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Associate of Arts Degree School of Continuing Studies

Program Objective

The Associate of Arts Degree, or AA Degree, provides learners with general education credits from various 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 Course Descriptions

LSC 159 The Inner Review:

This course is based on Victor Frankl's premise that the only thing that cannot be taken away from any of us is our life purpose and that having a purpose is essential to living. Course work includes: clarifying basic beliefs; defining priorities; and a study and understanding of how we make decisions. The final exercise will involve creating a personal roadmap. (this course replaces The Reflective Learner) 2 credits

COM 103 Communication Fundamentals

Students examine their methods in interpersonal communication in contexts including dyadic, small group, public, and mediated communication. Individual activities and group work include both oral and written components. 4 credits

ENG 120 College Writing

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. 4 credits

ENG 155 Introduction to Literature

This course seeks to excite students about literature, to feed their passion about literature, and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and while in their company learn about themselves. This course will introduce basic literary terminology. 4 credits

KHS 100 Health and Human Movement

The aim of this course is to enhance and expand upon personal and community benefits of a dynamic health and human movement lifestyle. Further, this occurs is designed to foster and promote healthy attitudes, behaviors, and skills, which develop healthful living and informed care for self. 3 credits

PSY 101 Introduction to Psychology

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, community, and diversity are studied. 4 credits

SOC 152 Introduction to Sociology

This course provides an introduction to systematic study of society and social behavior. Investigation will focus on the values and norms shared by society's members, the groups, and institution that compose social structures, and the forces that are transforming social reality. 4 credits

HIS 220 Leaders in America

In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences on contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation. 4 credits

MUS 120 Music and Human Experience

This course will explore the relationship between commonly held experiences and the expressive voice of the creative musical artist. It will place music in the social/historical context which shapes the artistic spirit. 2 credits

SOC 252 Social Problems

Students identify and analyze societal problems that are social-structure in origin and discuss potential responses. Using the concept of "sociological imagination," the problems of individual members of society are seen within the broader context of society as a whole. Specific social problems studied include drug abuse, poverty, crime, and aging. 4 credits

POL 131 American Government

The course introduces students to mechanics, institutions, problems, and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and ethnic minorities are also examined in this course. 4 credits

MAT 101 Contemporary Mathematics

This course is designed to give the liberal arts student an experience in contemporary mathematics, with emphasis on its connection to society. The concepts include management science, statistics, coding, social choice and decision-making, and geometric size and shape. 3 credits

ECO 101 America in the Global Economy: Macroeconomics

This course will illustrate the dynamic integrated of America within the global economy by focusing on macroeconomic policy areas such as trade, exchange rate policy, and domestic economic policy. 4 credits

ART 101 Approaching Art

An analysis of the function, style, structure, and media of art as they relate to contemporary life is incorporated into this course, with investigation of aesthetic theories and art criticism. 2 credits

BIO 102 Biology 102

This augmented course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. (this course replaces The Unity of Life course) 4 credits

CHE 150 Real World Chemistry

This general education course explores applications of chemistry to daily living. Topics range from baking to medications, from cleaning to cosmetics, and from "secrets under the sink" to "close encounters with clothing." Hands-on lab activities supplement the topics. (this course replaces Household Chemistry) 4 credits

THR 101 Introduction to Theatre

This course explores theatre arts from many perspectives, introducing students to basic history, theory, production, and performance elements of theatre arts. In addition to studying primary and secondary materials, students create limited group scene projects and participate in theatre studio activities (costume, lighting/sound, or scenic design). 2 credits

RLG 100 The Word in its World

This course offers an investigation of the literature, cultures, and theological expressions of the early Hebrew and Christian traditions, emphasizing the covenant dealings of God with Old Testament people and the completion of the covenant in God's new covenant in Jesus Christ. 4 credits

LSC 277 Reflection and Synthesis

This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will examine how their personal strengths, personal limitations, academic goals, and career goals will integrate as they leave the program and begin new endeavors- academic or otherwise. (this course replaces Portfolio and Synthesis)

2 credits

Tuition and Fees

This is a 64-credit program. For current tuition information and financial aid information, please visit the [Continuing Studies web page](#) or call 651-603-6268.

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General Education and Elective Options through the School of Continuing Studies

Concordia's School of Continuing Studies offers undergraduate general studies and elective options delivered in accelerated online and in-class formats.

Program Objective

This classes are designed for adult students. The purpose is to help learners build enough general education credits to start one of Concordia University's adult accelerated degree programs. Through these intensive courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes, and visiting students are welcomed to enroll which means student do not have to be admitted to Concordia to register for these courses.

Accelerated general education courses allow learners to:

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

Application Process

Contact the School of Continuing Studies for registration information at (651) 603-6268.

Course Delivery

Some courses are available in a face-to-face format but most are delivered online. In the online accelerated classes learners collaborate with a community of peers through chats, discussion boards and email.

Course Selection

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

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Oswald Hoffmann School of Christian Outreach (OHSCO)

CONTACT: (651) 641-8701; OHSCO@CSP.edu; 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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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; www.csp.edu/cvm/ or contact Dr. Stephen Stohlmann 651-641-8824; stohlmann@csp.edu.

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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; www.csp.edu/cvm/ or Dr. Steven F. Arnold, Dean of the College of Vocation and Ministry (641-641-8213; 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/ www.csp.edu/cvm/ or the program's director, Dr. Richard Carter (651-641-8271; 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/www.csp.edu/cvm/), or Dr. Stephen Stohlmann (651-641-8824; 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; www.csp.edu/cvm/) or Interim Director of the DCE Program, Professor Steven Arnold (651-603-6194; sarnold@csp.edu), or Ms. Mary Lewis (651-641-8892; 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 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; www.csp.edu/cvm/) or contact Professors Phillip Johnson (651-641-8246, pjohnson@csp.edu), or James Found (651-603-6159, 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; www.csp.edu/cvm/) or Dr. David Mennicke (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; www.csp.edu/cvm/ or Dr. Jeffrey Burkart, Associate Dean for the College of Vocation and Ministry (651-641-8426; jburkart@csp.edu).

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2007 - 2008 Calendar (revised 1/24/07)

Fall Semester

August 19-22, 2007 - Welcome Week

August 23, Thursday - Festival of Beginnings/Classes begin

August 29, Wednesday - Last day to add or drop a first half semester course without record

September 3, Monday - Labor Day vacation

September 4, Tuesday - Classes resume

September 6, Thursday - Last day to add or drop a full semester course without record

September 27, Thursday - Deadline for requesting a P-N

Last day to withdraw from a first half semester course (W)

October 11-14, Thursday-Sunday - Fall break

October 15, Monday - Classes resume; Midterm/end of first half semester courses

October 17, Wednesday - Second half semester courses begin

October 23, Tuesday - Last day to add or drop a second half semester course without record

November 5, Monday - Last day to withdraw from a full semester course (W)

November 12-15, Monday- Thursday - Registration for spring semester

November 20 Tuesday - Last day to withdraw from a second half semester course (W)

November 21-25, Wednesday-Sunday - Thanksgiving break

November 26, Monday - Classes resume

December 7, Friday - Classes end
December 10-13, Monday-Thursday - Fall semester finals
December 14, Friday - Residence hall move out day
December 15, 2007 -January 13, 2008 - Semester break

Spring Semester

January 14, 2008 Monday - Classes begin
January 18, Friday - Last day to add or drop a first half semester course without record
January 21, Monday - Martin Luther King Day - No Classes
January 28, Monday - Last day to add or drop a full semester course without record

February 18, Monday - Deadline for requesting a P-N
- Last day to withdraw from a first half semester course (W)

February 23- March 2, Saturday-Sunday - Spring break

March 3, Monday - Classes resume
March 10, Monday - Midterm/end of first half semester courses
March 12, Wednesday - Second half semester courses begin
March 18, Tuesday - Last day to add or drop a second half semester course without record
March 19 - 24, Wednesday-Monday - Easter break
March 25, Tuesday - Classes resume

April 4, Friday - Last day to withdraw from full semester course (W)
April 7-10, Monday - Thursday - Registration for fall semester
April 21, Monday - Last day to withdraw from a second half semester course (W)
April 23, Wednesday - Academic Honors Convocation

May - Baccalaureate Service and Commencement Ceremonies - to be announced
May 2, Friday - Classes end
May 5-8, Monday-Thursday - Spring semester finals
May 9, Friday- Residence Hall Move Out Day

Summer School 2008

May 26, Monday - Memorial Day - offices closed

May 27, Tuesday - June 13, Friday - Summer Session #1

June 16, Monday - July 3, Thursday - Summer Session #2

July 4, Friday - Holiday, no classes and offices closed

July 7, Monday - July 24, Thursday - Summer Session #3

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2008–2009 Calendar (Final-Updated 11/07, 2/5/08, 6/08)

Fall Semester 2008

August 24–27, 2008 - Welcome Week

August 25, Monday, Classes beginning for New Freshman

August 28, Thursday - Festival of Beginnings/ Classes begin

September 1, Monday - Labor Day –No Classes

September 2, Tuesday - Classes resume

September 4, Thursday -Last day to add full semester course (new policy 4/08)

- Last day to add or drop a first half semester course without record

September 11, Thursday-Last day to drop a full semester course without record

October 1, Wednesday- Deadline for requesting a P-N

October 2, Last day to withdraw from a first half semester course (W)

October 9-12, Thursday–Sunday - Fall break

October 13, Monday - Classes resume

October 20, Monday - Midterm/end of first half semester courses

October 22, Wednesday – Second half semester courses begin

October 28, Tuesday - Last day to add or drop a second half semester course without record

November 10, Monday - Last day to withdraw from a full semester course (W)
November 17-20, Monday- Thursday – Registration for spring semester
November 25, Tuesday - Last day to withdraw from a second half semester course (W)
November 26-30, Wednesday–Sunday - Thanksgiving break

December 1, Monday - Classes resume
December 12, Friday - Classes end
December 15–18, Monday–Thursday - Fall semester finals
December 19, Friday - Residence hall move out day
December 20, 2008 –January 20, 2009 - Semester break

Spring Semester 2009

January 19, 2009, Monday- Martin Luther King Day
January 21, Wednesday - Classes begin
January 27, Tuesday -Last day to add full semester course (new policy 4/08)
- Last day to add or drop a first half semester course without record

February 3, Tuesday - Last day to drop a full semester course without record
February 24, Tuesday - Deadline for requesting a P-N
-Last day to withdraw from a first half semester course (W)

March 7 – March 15, Saturday–Sunday - Spring break
March 16, Monday Classes resume;
March 17, Tuesday-Midterm/end of first half semester courses
March 18, Wednesday – Second half semester courses begin
March 24, Tuesday – Last day to add or drop a second half semester course without record

April 7, Tuesday - Last day to withdraw from full semester course (W)
April 8-13, Wednesday-Monday – Easter break
April 14, Tuesday – Classes resume
April 14– April 17, Tuesday-Friday- Registration for fall semester
April 27, Monday– Last day to withdraw from a second half semester course (W)
April 22, Wednesday – Academic Honors Convocation

May - Baccalaureate Service and Commencement Ceremonies – *to be announced*

May 8, Friday - Classes end

May 11-14, Monday–Thursday - Spring semester finals

May 15, Friday- Residence Hall Move Out Day

Summer School 2009

May 25, Monday – Memorial Day - Offices closed

May 26, Tuesday – June 12, Friday – Summer Session #1

June 15, Monday – July 2, Thursday – Summer Session #2

July 3, Friday – Holiday, no classes and offices closed

July 6, Monday – July 23, Thursday – Summer Session #3

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2009–2010 Calendar (Proposed Updated 6/08)

Fall Semester

August 23–26, 2009 - Welcome Week

August 24, Monday - Classes beginning for New Freshman

August 27, Thursday - Festival of Beginnings/ Classes begin

September 2, Wednesday - Last day to add full semester course (new policy 4/08)

- Last day to add or drop a first half semester course without record

September 7, Monday- Labor Day-No Classes

September 10, Thursday-Last day to drop a full semester course without record

September 30, Wednesday-Deadline for requesting a P-N

October 1, Thursday- Last day to withdraw from a first half semester course (W)

October 8-11, Thursday–Sunday - Fall break

October 12, Monday - Classes resume

October 19, Monday - Midterm/end of first half semester courses

October 21, Wednesday – Second half semester courses begin

October 27, Tuesday - Last day to add or drop a second half semester course without record

November 9, Monday - Last day to withdraw from a full semester course (W)

November 9-12, Monday- Thursday – Registration for spring semester

November 24, Tuesday - Last day to withdraw from a second half semester course (W)

November 25-29, Wednesday–Sunday - Thanksgiving break

November 30 – Monday – Classes resume

December 11, Friday - Classes end

December 14–17, Monday–Thursday - Fall semester finals

December 18, Friday - Residence hall move out day

December 19, 2009 –January 19, 2010 - Semester break

Spring Semester

January 18, 2010, Monday- Martin Luther King Day

January 20, Wednesday - Classes begin

January 26, Tuesday - Last day to add full semester course (new policy 4/08)

- Last day to add or drop a first half semester course without record

February 2, Tuesday - Last day to drop a full semester course without record

February 23, Tuesday - Deadline for requesting a P-N

- Last day to withdraw from a first half semester course (W)

March 6 - March 14, Saturday–Sunday - Spring break

March 15, Monday - Classes resume

March 16, Tuesday-Midterm/end of first half semester courses

March 17, Wednesday – Second half semester courses begin

March 23, Tuesday – Last day to add or drop a second half semester course without record

March 31 – April 5 – Wednesday-Monday – Easter break

April 6, Tuesday – Classes resume

April 12, Monday - Last day to withdraw from full semester course (W)

April 13– April 16, Tuesday-Friday- Registration for fall semester

April 26, Monday– Last day to withdraw from a second half semester course (W)

April 28, Wednesday – Academic Honors Convocation

May - Baccalaureate Service and Commencement Ceremonies – *to be announced*

May 7, Friday - Classes end

May 10-13, Monday–Thursday - Spring semester finals

May 14, Friday- Residence Hall Move Out Day

Summer School 2010

May 31, Monday – Memorial Day - Offices closed

June 1, Tuesday – June 18, Friday – Summer Session #1

June 21, Monday – July 9, Friday – Summer Session #2

July 2, Friday – Holiday, no classes

July 12, Monday – July 29, Thursday – Summer Session #3

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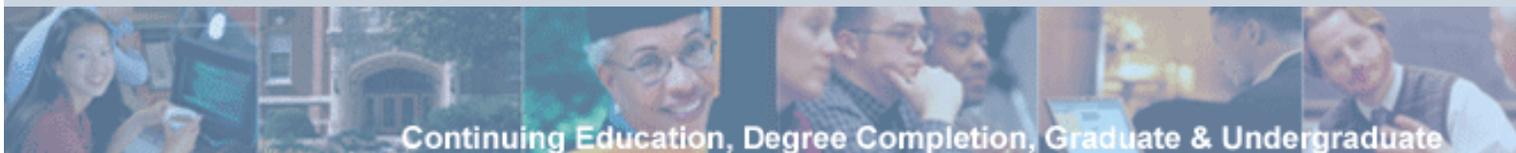
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Accounting

ACC201 Principles of Accounting (Financial Accounting) - 4 credits

This class introduces the student to the role of accounting in the business world. The principles and concepts of financial accounting and analysis of accounting statements are covered. Accounting cycles, procedures and balanced sheet classifications are emphasized.

ACC202 Principles of Accounting (Managerial Accounting) - 4 credits

This course is continuation of ACC201 with an emphasis on liabilities, corporate equity measure measurement and earnings per share calculations. The course examines the evaluation of financial goals with an introduction to managerial accounting topics including cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets and cash flow. (Prerequisite: ACC201)

ACC311 Intermediate Accounting I - 4 credits

This course is an expansion of topics covered briefly in Principles of Accounting. The course develops the student's ability to analyze complex financial accounting reporting problems and discusses financial accounting measurements, revenue and expense recognition, inventory cost and valuation, long-lived assets, costing valuation and amortization. The student is also introduced to selected topics in international accounting. (Prerequisite: ACC202)

ACC312 Intermediate Accounting II - 4 credits

This course is a continuation of ACC311 with emphasis on liabilities, corporate equity measurement and earnings per share. The course also explores the areas of evaluation of financial goals, performance review and special topics in financial reporting, such as: accounting for income taxes, leases, pensions and cash flow. (Prerequisite: ACC311)

ACC411 Advanced Accounting - 4 credits

This course covers the advanced study of accounting principles including: accounting for combined corporate entities, consolidated statement analysis, partnership accounting and governmental/nonprofit accounting. (Prerequisite: ACC312)

ACC412 Auditing - 4 credits

This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC312)

ACC413 Cost Accounting - 4 credits

This course develops and uses accounting data for managerial decision-making. Cost concepts for planning and control, cost/volume/profit relationships, responsibility accounting and inventory planning and control emphasized. (Prerequisite: ACC202)

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Arabic

ARB101 Arabic Language and Culture I - 2-4 credits, Variable

This course will introduce students to the basics of the Arabic language. The focus will be on learning the fundamentals of classical Arabic and on practicing conversational Arabic. Students will learn both written and spoken Arabic, Level 1. In addition to learning the Arabic language, students will also be introduced to Arab culture and will explore the mutually influential relationship between Arabic language and culture.

ARB201 Arabic Language and Culture II - 2-4 credits, Variable

This course is an intermediate Arabic course. Students will expand on their learning from Arabic 101 and continue learning the grammar, vocabulary, and uses of the Arabic language. The focus will be on learning intermediate levels of classical Arabic and on gaining more practice in conversational Arabic. Students will learn both written and spoken Arabic, Level 2. In addition to learning the Arabic language, students will also learn more about Arab culture and will explore the mutually influential relationship between Arabic language and culture. (Prerequisite: ARB101 or written instructor approval)

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Archaeology

ARC101 Introduction to Archaeology - 2 credits

This course surveys the history and methods of the discipline of archaeology. It examines the relationships between historical records and material remains, and it provides hands-on experience with material remains.,

ARC250 Near Eastern Archaeology - 4 credits

The course surveys the archaeology of the Levant from prehistoric times into the Islamic periods. It explores sites, monuments, and artistic remains as expressions of each society's institutions, beliefs, and self-understanding. This course also introduces the main issues in the practice of Near Eastern archaeology.

ARC301 Palestine and Its Material Remains - 4 credits

Students pursue a selective acquaintance with the geography, history and material remains of Palestine. Extensive reading, travel to Israel, volunteer participation in a dig and reflective writing enable students to grasp the significance of the land, its cultures, religions, and remains.

ARC351 Field Archaeology - 4 credits

Through work at a field site, students gain experience in the excavation, recording, collection, conservation, and interpretation of material remains.

ARC498 Archaeology Lab Internship - 2 credits

This internship provides the student with an in-depth experience in a lab setting that processes and documents archaeological finds. The student learns to apply standard techniques and practices.

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Art

ART100 Fine Arts Colloquium - 1 credit

A Pass/No Pass lab course designed to directly introduce students to some of the Twin Cities arts communities. Students will interact with professional and amateur artists and activities from a variety of fine and performing arts disciplines. Learning will be assessed through written expression and limited oral communication.

ART101 Approaching Art (7 weeks) - 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.

ART102 2-D Design (14 weeks) - 2-3 credits

This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.

ART103 3-D Design (14 weeks) - 2-3 credits

This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic three-dimensional media are introduced and explored during the different units of the course of study.

ART105 Color Theory - 3 credits

Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.

ART111 Drawing I - 3 credits

This introductory studio course is designed to familiarize beginning students with fundamental techniques and concepts of drawing. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of drawing will be presented learning will be assessed primarily through portfolio production and review. (Prerequisite: ART101 or consent of instructor)

ART112 Drawing Basics - 1 credit

This course serves as a brief introduction to observational drawing. It is a prerequisite to the Botanical Illustration Certificate.

ART121 Painting I - 3 credits

This course is designed to introduce students to fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course. (Prerequisite: ART111 or consent)

ART122 Watercolor Basics - 1 credit

This course serves as a brief introduction to watercolor technique. It is a prerequisite to the Botanical Illustration Certificate.

ART123 Color - 1 credit

This course is an introduction to color theory and color mixing techniques. It is a required part of the Botanical Illustration Certificate.

ART141 Photography I - 3 credits

This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of black and white photography. Basic photographic skills are taught through demonstration and assigned projects. Emphasis is on basic camera and darkroom techniques. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of photography will be presented learning will be assessed primarily through portfolio production and review. (Prerequisites: ART101, ART102 or consent of instructor)

ART151 Sculpture I - 3 credits

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and reductive sculpture will be explored as students are introduced to both traditional

and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART101, ART103 or consent of instructor)

ART161 Ceramics I - 3 credits

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.

ART171 Survey of Western Art I - 3 credits

This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the 14th C. will be addressed. Non-art majors can enjoy this course.

ART172 Survey of Western Art II - 3 credits

This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.

ART202 Digital Art I - 3 credits

This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of design using computer technology as the primary medium. Students will build on drawing and composition skills to create designs with a variety of design software programs. Although technological and ethical issues in the field will be addressed, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART102, or consent)

ART211 Figure Drawing - 3 credits

This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist's vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART111 or consent)

ART212 Illustration - 3 credits

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields. (Prerequisite: ART111 or consent)

ART213 Botanical Drawing I - 1 credit

This course serves as a brief introduction to observational botanical drawing. It is a required part of the Botanical Illustration Certificate.

ART214 Botanical Drawing II - 1 credit

This course serves to advance the student's skills in observational botanical drawing. It is a required part of the botanical Illustration Certificate. (Prerequisite: ART213 or consent of instructor)

ART221 Painting II - 3 credits

This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review and also class participation. (Prerequisite: ART121 or consent)

ART222 Botanical Watercolor I - 1 credit

This course is an introduction to observational botanical painting with watercolors. It is a required part of the Botanical Illustration Certificate. (Prerequisites: ART123 and ART313 or consent of instructor)

ART223 Botanical Watercolor II - 1 credit

This course advances the student's skills in observational botanical painting with watercolors. It is a required part of the Botanical Illustration Certificate. (Prerequisite: ART222 or consent of instructor)

ART231 Relief Printmaking I - 3 credits

This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, ART111 or consent of instructor)

ART241 Photography II - 3 credits

This course expands students' knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART141 or consent of instructor)

ART251 Sculpture II - 3 credits

This is an intermediate level course designed to stimulate and further develop interest in sculptural methods and techniques for personal expression. Media exploration and contemporary aesthetic issues such as environmental sculpture or installation are

introduced, as students are encouraged to create and solve problems in sculpture in specific areas of the discipline. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART151 or consent)

ART261 Ceramics II - 3 credits

This intermediate course is designed to advance students' knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART161 or consent)

ART271 Art of Mexico - 3 credits

This course is intended to provide a survey of the history of Mexican art. It is arranged in three parts starting with pre-conquest indigenous cultures, which will be the majority of the course emphasis. It will also include the Colonial Period and Revolutionary Art. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART272 Art of Asia - 3 credits

This course is intended to provide a survey of the history of Asian art. It is arranged in three parts starting with India and Southeast Asia, then moving to China and finishing with Korea and Japan. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion, trade and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART273 Ethnographic Art - 3 credits

This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART282 Graphic Design I - 3 credits

This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas. (Prerequisites: ART102, ART202 or consent)

ART291 Introduction to InDesign - 1 credit

This 5 week course introduces the students to this commonly used software application in the field of design. It is a page layout program.

ART292 Introduction to Photoshop - 1 credit

This 5 week course introduces the student to this commonly used software application in the field of design. It is an extremely versatile art creation and photo editing program.

ART293 Introduction to Illustrator - 1 credit

This 5 week course introduces the student to this commonly used software application in the field of design. It is an effective drawing and illustration program.

ART300 Community Arts - 4 credits

This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genre will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

ART302 Digital Art II - 3 credits

This course is designed to expand students' facility in using the computer to solve more complex problems. Students will build on drawing, composition and computer skills to create designs with a variety of design software programs. Students will be encouraged to develop a personal voice with the computer. Learning will be assessed primarily through portfolio production and review. (Prerequisite: ART202 or consent)

ART311 Advanced Drawing - 1-3 credits, repeatable

This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART211 or consent)

ART314 Colored Pencils: Fundamentals for Sketching and Illustration - 1 credit

In this course the student develops botanical illustration skills using colored pencils. It is a required part of the Botanical Arts Certificate. (Prerequisite: ART386 or consent of instructor)

ART321 Advanced Painting - 1-3 credits, repeatable

This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio

development and review. (Prerequisite: ART221 or consent)

ART322 Painting with Pastels - 1 credit

In this course the student develops botanical arts skills and expression using pastels. It is a required part of the Botanical Arts Certificate. (Prerequisite: ART314 or consent of instructor)

ART323 Oriental/Asian Brush Painting - 1 credit

In this course the student develops botanical arts skills and expression using ink wash and eastern brush techniques. It is a required part of the Botanical Arts Certificate. (Prerequisite: ART322 or consent of instructor)

ART324 Botanicals in Oil and Acrylic - 1 credit

In this course the student develops botanical arts skills and expression using oil and acrylic painting techniques. It is a required part of the Botanical Arts Certificate. (Prerequisite: ART323 or consent of instructor)

ART332 Screen Printmaking - 3 credits

This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102 and ART111 or consent of instructor)

ART333 Intaglio Printmaking - 3 credits

This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102 and ART111 or consent of instructor)

ART334 Lithography - 3 credits

This intermediate course is designed to familiarize beginning students with the fundamental techniques and concepts of lithographic printmaking. Students will build on drawing and composition skills to create editions of lithographic prints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102 and ART111 or consent of instructor)

ART341 Advanced Photography - 1-3 credits, repeatable

This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated

along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART241 or consent)

ART351 Sculpture III - 3 credits

This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review. (Prerequisite: ART251 or consent)

ART357 Art in Secondary Education - 2 credits

This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

ART358 Advanced Art Education - 2 credits

This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artists' philosophies on the nature of art. (Prerequisite: ED447 or consent of instructor)

ART361 Ceramics III - 3 credits

This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART261 or consent)

ART370 Mexican Art & Culture - 2 credits

This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

ART371 Ancient Western Art - 3 credits

This course examines in some depth drawing, painting, sculptural and architectural traditions from prehistoric times through the Roman Republic at the turn of the millennium. The course links artistic developments with cultural influences, mostly near the Mediterranean Sea. (Prerequisite: ART171 or consent)

ART372 Early Epoch of Christian Art - 3 credits

This course examines in some depth drawing, painting, sculptural and architectural traditions as they emerge from the Roman Empire at the turn of the millennium through the 14th C. The course links artistic developments with cultural influences and tensions between near east Asia and the west in the middle ages. (Prerequisite: ART171 or consent)

ART373 15th - 18th C. Western Art - 3 credits

This course examines in some depth drawing, painting, sculptural and architectural traditions from the early Renaissance through the 18th C. The course links artistic developments with cultural influences in both southern and northern Europe. (Prerequisite: ART172 or consent)

ART382 Graphic Design II - 3 credits

This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas. (Prerequisite: ART282 or consent)

ART385 Plant Taxonomy for Artists and Illustrators - 1 credit

This course introduces the student to classifications and taxonomies of plants. It is a required part of the Botanical Illustration Certificate. (Prerequisite: ART223 or consent)

ART386 Plant Anatomy and Morphology for Artists and Illustrators - 1 credit

This course introduces the student to the basic structures of plants as well as how those structures are formed. It is a required part of the Botanical Illustration Certificate. (Prerequisite: ART385 or consent of instructor)

ART412 Botanical Illustration - 1 credit

This course develops advanced skills in botanical illustrations. It is a required part of the Botanical Illustration Certificate. (Prerequisite: ART385 or consent of instructor)

ART413 Plants in Pen and Ink - 1 credit

This course develops advanced skills in botanical illustrations using pen and ink. It is a required part of the Botanical Illustration Certificate. (Prerequisite: ART412 or consent of instructor)

ART431 Mixed Media Graphics - 1-3 credits, repeatable

This course is designed to familiarize intermediate students with alternative and advanced graphics techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review.

ART435 Advanced Printmaking- 4 credits, repeatable

This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. (Prerequisites: ART231, or ART332, or ART333, or ART334, or ART431)

ART471 The Revolution: 19th C. Art - 3 credits

This course examines in some depth the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. The course links European and American artistic developments with revolutionary cultural influences worldwide: from politics and religion through science and trade. (Prerequisite: ART172 or consent)

ART472 20th Century Western Art - 3 credits

This course examines in some depth the extraordinary Modernist traditions of the first half of the 20th C. as well as the Post-Modern trends that follow. Significant independent artists are also introduced. Cultural influences from the political realm are examined. (Prerequisite: ART172 or consent)

ART481 Topics in Art: _____ - 2 credits

This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course's focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: ART101 and consent of instructor)

ART482 Graphic Design III - 3 credits

This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio. (Prerequisite: ART382 or consent of instructor)

ART489 Mentored Study - 1-4 credits

This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: advanced work completed in the field desired)

ART491 Theories in Contemporary Art - 2 credits

This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined. (Prerequisite: ART172 or consent)

ART492 Professional Preparation - 1 credit

In this course the student develops a professional botanical illustration portfolio. It is a required part of the Botanical Illustration Certificate. (Prerequisite: ART413 or consent of instructor)

ART498 Arts Internship - 4-16 credits

This opportunity is specifically required for Community Arts majors or minors as well as Design majors. It establishes advanced field study in the discipline in a setting outside the campus context. The internship will be arranged by the student in consultation with the advisor and assessment will be through contractual arrangement with the guiding mentor. (Community Arts majors are encouraged to do this through HECUA.) (Prerequisite: consent of advisor)

ART499 Professionalism and Exhibition - 1 credit

This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student's degree sought. It will normally be the production of a solo exhibition, or of a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student's current work. Individual directions will be developed with the professor and student's advisor. (Prerequisite: senior status)

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Biology

BIO100 Biology Today - 3 credits

This course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their world view as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings, discussions, films, and laboratory activities comprise the course. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO120 and BIO130.)

BIO120 Biology I: The Unity of Life - 4 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. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics))

BIO130 Biology II: The Diversity of Life - 4 credits

Current and competing hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity are critically evaluated. Employing a phylogenetic approach and emphasizing the Eukaryota, the major lineages of life are surveyed and compared by considering evolutionary trends and the relationships between structure and function within and among lineages. Abiotic and biotic factors, including human activity, influencing populations, communities, ecosystems and the biosphere are

explored. The course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

BIO210 Genetics - 5 credits

This course is a study of the principles of heredity based upon concepts and principles of the gene. Major topics include Mendelian genetics, sex determination and sex linkage, gene mapping, structure and function of DNA, translation, transcription, recombinant DNA technology, chromosome mutations and aberrations, transposons, extranuclear genomes and quantitative genetics. Problem solving will be emphasized. Three lecture/discussion sections and one three-hour laboratory period per week. (Prerequisite: BIO120)

BIO220 Plant Biology - 5 credits

This course is a study of botany based primarily upon morphological and physiological concepts and principles. Major topics include the plant cell; the ontogeny, structure and physiology of plant tissues and organs; and the forms, phylogeny and life cycles of representative plant groups. Three lecture/demonstration sessions and one three-hour laboratory period per week. (Prerequisites: BIO120 and BIO130 or instructor consent)

BIO230 Animal Biology and Physiology - 5 credits

This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three-hour laboratory period per week. (Prerequisite: BIO120)

BIO231 Field Biodiversity and Natural History - 4 credits

Through observation, sampling, and identification of organisms that characterize local and regional biological communities, students in this course become proficient in standard biological field methods. The historical and contemporary environmental conditions influencing biological diversity are also assessed and investigated in the field. Students use ordination and multivariate statistical methods to analyze field data using various computer software packages. Through completion of curated plant and insect collections, students learn principles of biological diversity, phylogeny, classification, and practical identification. (Prerequisites: BIO120, BIO130, and MAT230 or permission of instructor)

BIO240 Molecular Biology Techniques - 5 credits

This course provides the students with an opportunity to master a number of molecular biology techniques that are used in modern research laboratories. Major topics may include DNA isolation, Polymerase Chain Reaction, Gel Electrophoresis, DNA binding assays, DNA sequencing, Southern blot analysis and Western blot analysis. Five hours laboratory/lecture periods per week. (Prerequisite: BIO120)

BIO256 Research in Biology - 1-4 credits

This course is designed to give second and third year students the opportunity to work on a research project with a faculty mentor. Projects will vary depending on the faculty member. Students will spend three hours in the laboratory with the professor per credit earned. Students are limited to a total of 10 credit hours to count towards graduation. (Prerequisite: BIO120 and/or instructor consent)

BIO300 Microbiology - 5 credits

This course explores the nature and diversity of microorganisms by considering their structural, functional, ecological and taxonomic relationships. Major topics include microbial structure and growth, metabolism, environmental and ecological interactions, viruses, genetics and representative prokaryotic groups. Three lectures and one three-hour laboratory period per week. (Prerequisite: BIO120)

BIO315 Human Anatomy and Physiology I - 5 credits

This course is part one of a study of the structure and function of the human body. Major topics include the introduction to the human body, cells, tissues and skeletal, muscle, nervous and cardiovascular systems. Three lectures and one three-hour lab period per week. (Prerequisite: BIO120)

BIO316 Human Anatomy and Physiology II - 5 credits

This course is part two of a study of the structure and function of the human body. Major topics include the autonomic nerves and special senses and endocrine, respiratory, digestive, immune, metabolism, reproductive and urinary systems. Three lectures and one three-hour lab period per week. (Prerequisite: BIO315 or instructor consent)

BIO320 Ecology - 5 credits

This course provides the opportunity to study the inter-relationships between organisms, both plant and animal, and their environment. These studies include intraspecies and interspecies relationships. The lab consists of field study techniques, collecting, analyzing and interpreting data. Three lecture/discussion sections and one three-hour laboratory period per week. (Prerequisites: BIO120 and BIO130. Recommended: MAT110)

BIO327 Bioethics - 2 credits

This course provides an opportunity to study and discuss medical ethics issues, such as genetic engineering, gene therapy, abortion, the new reproductive technologies, human experimentation, patient rights, organ and tissue transplantation, distribution and funding of health care and cultural differences in approaching these issues. Two discussion sections per week. (Prerequisite: BIO120)

BIO330 Cell Biology - 5 credits

This course is a study of the structure and function of eukaryotic cells from a molecular viewpoint. Major topics include molecular cell structure, energy requirements of the cell, membranes and compartments of the cell, nucleus and information of the cell and specialized cellular organelle functions. Three lectures and one three-hour laboratory period per week.

(Recommended prerequisites: BIO120 and BIO210 or instructor consent)

BIO336 Marine Biology - 2 credits

This course provides students with an opportunity to study marine organisms in their natural environments while simultaneously experiencing the culture of Jamaica. The major marine habitats studied include turtle grass beds, mangrove swamps, coral reefs, tide pools and rocky beaches. Students also conduct an independent, inquiry oriented investigation. This course includes a ten-day trip to Jamaica during January. (Prerequisite: BIO120 or instructor consent)

BIO337 Tropical Biology - 2 credits

This course provides students with an opportunity to study tropical organisms in their natural habitats. This course focuses on Costa Rica for examples of tropical climate, species diversity in the tropics, tropical forest variety, plants, insects, amphibians, reptiles, birds and mammals. The student works on a field project while in Costa Rica. In addition, students experience the Costa Rican culture. (Prerequisite: BIO120 or instructor consent)

BIO338 Desert Biology - 2 credits

This course provides students with an opportunity to study desert organisms in their natural habitats. The major course topics will include desert plant adaptations, desert animal adaptations and life zones of the Sonoran Desert. An emphasis will be placed on the ecological interrelationships found among desert organisms and the biotic factors of the desert. (Prerequisite: BIO120 or instructor consent)

BIO339 Outdoor Education Activities - 2 credits

This course provides students with the opportunity to engage in and plan outdoor education activities for elementary and secondary pupils. Students also plan and teach one lesson to a small group of children. Various materials are examined. (See also ED349)

BIO400 Conservation Biology - 3 credits

(Course being developed)

BIO410 Developmental Biology - 3 credits

This course provides an analysis of animal development from fertilization to the establishment of the adult body form. Lectures and discussions will examine the key processes of animal embryogenesis, as well as the molecular and cellular mechanisms that

control these developmental processes. (Prerequisite: BIO330)

BIO420 Bacterial Pathogenesis - 3 credits

This course provides students with a detailed study of the interactions between bacteria and humans and the diseases that may result. Major topics include bacterial adhesion to human cells, invasion of human cells, the effects of bacterial proteins on human cells, avoidance of the immune response by bacteria, disease symptoms and treatments. Three lecture/discussion periods per week. (Prerequisite: BIO 300)

BIO425 Ornithology - 3 credits

This course provides an opportunity to study one class of vertebrates, birds, in detail. Course topics include behavior, songs and calls, territoriality, courtship, nests and eggs, incubation and care of young, ecology of birds, migration and orientation and bird identification. Several field trips are taken to various habitats. (Prerequisite: BIO120 recommended)

BIO430 Immunology - 3 credits

This course provides a comprehensive study of the immune system. Major topics include passive immunity, cell-mediated immunity, humoral immunity, autoimmune diseases, vaccination strategies and other medically relevant topics. (Prerequisite: BIO330)

BIO450 Special Topics in Biology - 1 credit

The topic for this course will vary each semester, chosen from a wide range of current research in biology. Students will read background material, participate in discussions and complete writing assignments as directed by the instructor. This course will meet for one lecture/discussion hour per week. (Prerequisite: BIO120)

BIO455 Research Proposal - 1 credit

This course provides the foundation for the Research in Biology Course (BIO456). The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Course will meet one hour per week. (Open to students in the last two years of study and with instructor consent. Students will plan to complete BIO456 in the following semester with the same instructor.)

BIO456 Research in Biology - 4 credits

This course offers students an opportunity to do original research in an area of expertise of one of the biology faculty members. When applicable, the research will be followed with presentation of a paper at an undergraduate research conference and submission of a paper for publication. Six hours of laboratory and/or library work per week. (Open to students in their last two years of study and with instructor consent. Must have successfully completed BIO455 prior to registration for BIO456.)

BIO488 Independent Study - 1-4 credits

Independent Study courses can be designed by the student and instructor to meet special needs. Presently offered as independent study are Scientific Presentation and Bottle Biology, both one credit experiences.

BIO497 Biology Teaching Assistant - 1-4 credits

Students enrolled in this course will work with a faculty member to gain teaching experience in biology courses. Activities may include: Designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; grading. (Prerequisite: Instructor consent)

BIO498 Internship - 4-16 credits

The internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.

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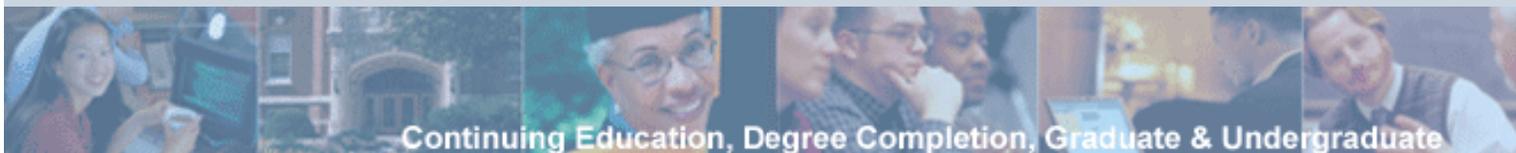
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Chemistry

CHE110 Chemistry in Perspective - 3 credits

Chemistry principles will be developed on a "need to know basis" within the context of selected societal problems. Class format will encourage students to contribute knowledge from non-scientific fields to expand the base of applicability. This course is especially designed for the non-science major and may not be used for credit in any of the science majors or minors. Three lectures and one two-hour laboratory period per week.

CHE115 General Chemistry I - 4 credits

Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, formula and equation writing, stoichiometry, atomic structure and periodicity, bonding and molecular geometry, gases, phases and phase changes. Brief introduction to Organic Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)

CHE116 General Chemistry II - 4 credits

Continuation of General Chemistry 1. Solutions and Colligative Properties, Equilibrium, Thermodynamics, Qualitative Analysis, Kinetics, Reduction, Oxidation, Nuclear Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisite: CHE115)

CHE141 Household Chemistry - 3 credits

A general education course emphasizing applications of chemistry to daily living. Topics range from "baking to medications," from "cleaning to cosmetics" and from "secrets under the sink" to "close encounters with clothing." Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)

CHE221 Organic Chemistry I - 5 credits

This course is an introductory study of organic compounds using a functional group approach and stressing basic principles. Topics covered include the covalence of carbon, isomerism, stereoisomerism and the structure, properties, nomenclature and reactions of the common functional groups. The determination of molecular structure is introduced. (Prerequisite: CHE116)

CHE222 Organic Chemistry II - 5 credits

This course is a continuation of Organic Chemistry I. Topics covered include additional functional group chemistry, reaction mechanisms, heterocyclic compounds, proteins, lipids and synthetic macromolecules. Three lectures and one three-hour laboratory period per week. (Prerequisite: CHE221)

CHE230 Environmental Chemistry - 3 credits

This course considers the chemistry of earth's natural environment: air, water, and soil. Systems will be examined to contrast their natural chemistries with potential environmental pollution effects. Three lectures per week and several field trips are taken to various laboratories. (Prerequisite: CHE116)

CHE326 Analytical Chemistry I - 5 credits

Introduction to the wet and instrumental chemistry techniques of analytical chemistry. Emphasis on Gravimetric and Volumetric Analysis, Statistical Evaluation of Data and Quality Assurance. Three lectures (150 minutes) and one four-hour laboratory period per week. (Prerequisite: CHE116)

CHE327 Analytical Chemistry II - 4 credits

Introduction to instrumental analysis. Redox, Electrolytic Methods, Chromatography, Spectroscopy. Two lectures and four hours of laboratory per week. (Prerequisite: CHE326)

CHE328 Introduction to Biochemistry - 5 credits

Molecular determinants of structure and function of biomolecules. Biological processes at the molecular level. Enzyme catalysis, bioenergetics, and metabolism. Three lectures (150 minutes) and one laboratory period (180 minutes) per week. (Prerequisite: CHE221)

CHE431 Advanced Inorganic Chemistry - 3 credits

Introduction to ligand field theory, group theory, organometallics, and catalysis. This lecture course will provide students with an introductory look at appropriate molecular theories and related descriptive chemistry. (Prerequisites: CHE115, CHE116, CHE221, CHE326, MAT135, MAT255, PHS221, PHS222, or permission of instructor.)

CHE456 Research in Chemistry - 2 credits

Introduction to ligand field theory, group theory, organometallics, and catalysis. This lecture course will provide students with an introductory look at appropriate molecular theories and related descriptive chemistry. (Prerequisites: CHE115, CHE116, CHE221, CHE326, MAT135, MAT255, PHS221, PHS222, or permission of instructor.)

CHE498 Internship in Chemistry - 2 credits

The internship is designed to provide students with a work/educational experience that may help determine future educational and occupational goals.

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Child Development

CHD 400 Introduction to Early Childhood Education 2 credits

This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

CHD 410 Growth and Development of Children 4 credits

This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

CHD 411 Child Social and Emotional Growth 2 credits

This course studies the social, psychological, and emotional growth of children from pre-natal to elementary ages. Issues of attachment, perspective-taking, and friendship are discussed.

CHD 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.

CHD 422 Human Diversity and Relations 4 credits

The purpose of this course is to expand our understanding of the influences of gender, culture, economic situation, learning styles, and language on the socialization of children, and then how to use this new understanding to form the way we program for and interact with children.

CHD 430 Infants and Toddlers 4 credits

In this course, student will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy.

CHD 435 Developmentally Appropriate Practices in Early Childhood Education 4 credits

This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed. CHD 430 Infants and Toddlers - 4 credits In this course, students will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy.

CHD 440 Children's Play and Learning 4 credits

Theories of Piaget, Parton, Erickson, and Vygotsky are studied to determine how children learn to play and the effect that play has on the child's development. Historical perspectives and effects of play on learning are reviewed.

CHD 445 Language Development and Emergent Literacy 4 credits

The research and stages of language development from birth through age seven are extensively explored. Students will understand how to guide children through the language acquisition process.

CHD 450 Children's Literature 2 credits

Using children's books to develop literature-based curriculum is the emphasis of this course. There is a review of authors of children's literature and an exploration of books for a variety of purposes

CHD 460 Behavior Guidance in Early Childhood 4 credits

In this course, students examine the concept of mistaken behavior, and the levels of mistaken behavior. How to promote an encouraging classroom is discussed. The short- and long-term effects of logical and natural consequences for prosocial development are reviewed.

CHD 470 Parent Education: Methods and Materials 4 credits

This course explores the issues of educating parents. Parenting is a process, and has a variety of rights, responsibilities, and roles that change across the life span. Needs of parents, the resources available, and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture, and ethnicity are also reviewed.

CHD 482 Young Child with Special Needs 4 credits

This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction

to meet the unique needs of individual children in early childhood settings. Special emphasis is given to the theories, research, and practical application from the fields of both early childhood education and special education.

HSV 490 Portfolio and Synthesis 2 credits

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

HSV 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 are covered briefly, and then learners choose an area to explore with an instructor. This course models the collaborative learning and the self-directedness of the program.

HSV 420 Family Systems 4 credits

This course familiarizes the student with an understanding of the history, evolution, and demographics of the family. Kinship, family structures, functions, and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in society.

HSV 460 Ethics 2 credits

Classical and historical ethics are explored, as well as the student's personal values system. Individuals face tough ethical decisions with increasing frequency in our society, and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life.

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Director of Christian Education Colloquy

CLQ576 Colloquy: Intro to DCE Ministry 3 graduate credits

Through class discussion, readings, presentations, and involvement with Directors of Christian Education, students grow in understanding the purpose and functions of a Director of Christian Education.

CLQ512 Colloquy: Volunteer Management 3 graduate credits

A study of the principles and techniques of human resource management with volunteers and full-time staff within nonprofit organizations will be discussed. Issues of staff training, organizational communication, and motivation will be addressed leading toward practical application.

CLQ513 Colloquy: Ministry Teams in the Parish 3 graduate credits

This course explores a team approach to ministry with particular emphasis on collaborative leadership models that utilize an individual's gifts and have a strong link to the mission of the organization. Small group dynamics, life cycles of a group, roles, covenanting and personality styles will be explored in looking at how ministry teams are used in the Parish.

CLQ515 Colloquy: Teaching the Faith Across the Lifespan 3 graduate credits

This course will provide a study of Catechesis throughout the ages with particular attention to principles of Biblical interpretation from a Lutheran perspective. The participant will work toward a definition of Lutheran Catechesis that will incorporate an understanding of educational theory and practice, utilize tools and skills needed for appropriate Biblical study and teaching within a Lutheran framework while displaying an understanding of the relationship between Christian education and the worship and devotional life of the Church.

CLQ519 Colloquy: Teaching Strategies for Adults 3 graduate credits

Issues of motivating the adult learner, techniques for effective teaching, and educational implications of a variety of teaching methodologies are discussed. A review of available resources is included.

CLQ520 Colloquy: Leadership 3 graduate credits

This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, roles, and functions of effective Christian team leadership will be discussed and practiced. Leadership styles and skills will be discovered and practiced.

CLQ572 Colloquy: Family and Youth Ministry 3 graduate credits

This course provides students with the necessary insights and skills to develop and facilitate a ministry with and for youth and families in a congregation. A relational approach to youth and family ministry emphasizes the need for peer and family support. Philosophical and practical aspects are emphasized to help students understand youth and family ministry as an integral part of the congregation's mission. A discussion of related subjects, resources and literature is included.

CLQ478 Colloquy Internship I 3 undergraduate credits

The Colloquy DCE Internship provides the colloquy DCE student a full-time supervised experience at the local ministry site. The colloquy student receives assessment of work being done at the ministry site with consultations for self-directed growth and assessment.

CLQ479 Colloquy Internship II 3 undergraduate credits

The course is a continuation of DCE Internship I where the Colloquy DCE Internship provides the colloquy DCE student a full-time supervised experience at the local ministry site. The colloquy student receives assessment of work being done at the ministry site with consultations for self-directed growth and assessment.

CLQ573 Colloquy: Role of the DCE 3 graduate credits

The roll of the Director of Christian Education as an educational minister is explored and considered. Calling and placement procedures, professional ethics and expectations, the constitution and by-laws of The Lutheran Church-Missouri Synod, the role of the DCE in Synod and District, and the role of the DCE in team ministry are examined.



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Communication Studies

COM103 Communication Fundamentals: Interpersonal - 4 credits

Students examine their methods of interpersonal communication in various contexts including dyadic, small group, and mediated communication. Individual activities and group work include both oral and written components. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principles and concepts in the various communication contexts. (COM103 is one of the two choices for the communication general education requirement for all students. It is also a requirement for all communication majors.)

COM205 Group Communication and Facilitation - 4 credits

Students study and practice communication in small task groups, including leadership and facilitation of groups and group dynamics. A group project examining small groups is required from task groups. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in groups. (Prerequisite: COM103 or COM212)

COM212 Public Speaking and Performance - 4 credits

Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and text analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM212 is one of the two choices for the communication general education requirement for all students. It is also a requirement for all communication majors.)

COM222 Mass Communication - 4 credits

Students study and learn to critically appraise various media by exploring the weaknesses and strengths of each. The content of the course includes newspapers, magazines, books, radio and recordings, television and the new electronics, films, advertising and public relations. Media law and regulation, media ethics, and social responsibility will also be studied. Video production projects develop the skills of video recording, editing, switching, and titling. (Prerequisite: COM103 or COM212)

COM223 TV Studio Practicum - 1 credit, repeatable

This course is designed to give students introductory experience in television production as it relates to live shoots in a studio setting. Students will work with a producer to develop and promote weekly programming for the campus community via the campus cable channel. Previous video experience is not necessary. Students may repeat this course for credit up to a maximum of 4 credits.

COM224 Introduction to Video Production - 3 credits

This course will introduce students to the fundamentals of video production. They will learn the basic uses of production equipment, both recording and editing, and will apply that knowledge to their own hands-on projects. Production theory will be studied both as it applies to their own projects and to classic and contemporary media examples.

COM309 Intercultural Communication - 4 credits

Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating interculturally. (Prerequisite: COM103 or COM212)

COM322 History of Film and Television - 3 credits

Students study film and television as it has developed throughout the 19th, 20th, and 21st centuries. Screenings of classic films and television are complimented by class analysis and discussion of how the moving image has changed over time. This is not a production course, as students will focus instead on understanding film theory and aesthetics. (Prerequisites: COM103 or COM212, COM222)

COM323 TV Producer Practicum - 3 credits

Students in this course are responsible for producing original programming for the campus cable channel. Responsibilities include overseeing all production aspects of a show as well as assigning roles to and managing other students during shoots. Students are encouraged to develop projects of personal interest. May be repeated for up to 6 credits. (Prerequisite: COM 223 Minimum Grade of C or COM224 Minimum Grade of C+)

COM324 Intermediate Video Post Production - 3 credits

This course is designed to give students intermediate to advanced experience in *Adobe Premiere Pro* as well as basic experience in *Adobe After Effects* and *Adobe Encore DVD*. Students are responsible for shooting and editing several projects over the course of the semester. (Prerequisite: COM103 or COM212, COM222, COM224)

COM327 Television News Gathering - 3 credits

This course is designed to give students both theory and hands-on experience in television news gathering. Students will learn the theories and means of putting a news program together and put that experience to use by taping and airing a news program for the campus cable channel on a weekly basis. (Prerequisite: COM103 or COM212)

COM363 Interviewing for the Professional - 2 credits

Students study and practice conducting interviews in professional activities such as: diagnostic interviews (as related to sexual harassment), discipline and termination interviews, performance appraisals, and focus groups. The interviewing skills used to develop those activities include preparing and developing a guide, questioning, probing, listening, recording, and concluding the interview. (Prerequisite: COM103 or COM212)

COM364 The Job Interview - 2 credits

Students study and practice interviewing skills as interviewee and interviewer in the job selection process. Interviewee skills will focus on resume writing and building, informational interviewing, interview preparation, verbal and nonverbal responses to questions, and assessing one's fit in an organizational culture. Interviewer skills will focus on creating a job interview guide, legal and illegal questions, nonverbal variables, and professionalism. (Prerequisite: COM103 or COM212)

COM403 Family Communication - 4 credits

Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: COM103 or COM212, or consent of instructor)

COM404 Conflict Management - 4 credits

This course offers a broad overview of the study of conflict from a communication perspective. It introduces students to current theoretical and applied issues in the study of conflict management using social science theories to help explain the process of interacting with others. Specifically, the course examines the nature, causes, and techniques for managing conflict across a wide variety of situations including societal clashes, psychological turmoil, group decision-making, intimate relationships, and organizational interaction. While each of these situations differs in important ways, there are commonalities in how conflict

functions across them. We will look at those commonalities to understand the role of communication in conflict. The assignments and class activities focus upon the theories, models, principles, and concepts of conflict and their application to a variety of relationships. (Prerequisite: COM103 or COM212)

COM409 Intercultural Communication Seminar - 2 credits

Students study and explore special topics in intercultural communication in this advanced seminar course. Students apply intercultural communication concepts, theories, and models to various contexts, including educational, political, social, and religious institutions. The seminar format allows students opportunities to discuss ideas in depth and to cater projects and papers to individual areas of special interest. (Prerequisite: COM309 or consent of instructor)

COM424 Video Production Capstone- 3 credits

Students will produce a full-length capstone project on a topic/genre of their choice. Students will develop a pre-production plan, implement it in the production phase, and edit it in post-production. Projects will be screened to the campus community. (Prerequisites: COM103 or COM212, COM224, and COM324)

COM442 Communication Theory and Analysis: Interpersonal (Capstone 1) - 4 credits

Students study and apply human communication theories to the study of interpersonal relationships including small groups, gender studies, work relationships, friendships and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM103, COM212, COM205, COM222, COM309) COM442 and COM443 are intended to be a yearlong capstone sequence

COM443 Communication Theory and Analysis: Persuasion (Capstone 2) - 4 credits

Students study and apply human communication theories to the study of interpersonal relationships including small groups, gender studies, work relationships, friendships and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM103, COM212, COM205, COM222, COM309) COM442 and COM443 are intended to be a yearlong capstone sequence

COM444 Quantitative Research - 1 credit

Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

COM445 Communication Ethics - 2 credits

This course will engage students in dialogue regarding communication ethics and inherent ethical dilemmas. Students will gain

awareness about their own ethical philosophy and their ethical decision making processes. A connection will be made between communication theory, communication philosophies, current events, and personal experiences. It should prove to be an interesting, thought-provoking course. (Prerequisite: COM 103 or COM212)

COM470 eHealth Communication - 4 credits

This course provides an overview of the field of Health Communication through the development of an online healthy lifestyles intervention from college students. Students will create portfolio-quality materials while also exploring the relationship between online social communities and health behavior, communication between patients and caregivers, social and cultural health issues, the media's influence on health, and explore career opportunities in health communication. (Prerequisite: COM103 or COM212)

COM478 Organizational Communication - 4 credits

Students examine theories of communication systems, processes and assumptions in organization structures. Topics include roles, relationships and responsibilities of individuals within organizations as well as skills in and applications of organizational communication. Interviewing skills in the various demands of organizations will be examined and practiced. Values and ethical communication behaviors are explored through a variety of activities including cases, self-assessments and field studies. (Prerequisites: COM103 or COM212, COM205)

COM488 Independent Study - 1-4 credits

Independent study offers the opportunity to pursue advanced study in communication. Independent study is open only to students with substantial preparatory course work in communication. It is not intended to be taken in the place of a regularly offered course. (Prerequisite: permission of communication faculty)

COM498 Internship - 1-12 credits

Students participate in a variety of internship programs in such experiences as editing, publishing, broadcasting, television, human resources, and public relations under the supervision of Communication faculty. Internships are tailored to the needs, interests, and career aspirations of the student. Portfolios, learning logs, and meetings with the internship faculty supervisor are required for all internships. (Prerequisites: COM103, COM205, COM212, COM222, COM325, ENG120 and permission of communication faculty advisor)



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Computer Science

CSC301 Programming and Problem Solving - 3 credits

This course emphasizes structured programming and problem solving techniques as implemented in a high level language.

Topics include input and output procedures, control structures and boolean expressions, functions and procedures with parameters, recursion, looping techniques and data structures. (Prerequisite: MAT125 or equivalent)

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Director Of Christian Education

DCE361 DCE Practicum 2 credits

The student seeking certification as a Director of Christian Education is assigned to a Lutheran school in order to teach religion, assist in planning and leading chapels, conduct devotions, and observe the ministry of the Lutheran school and the Lutheran classroom teacher. (Prerequisites: admission to the DCE program, ED336).

DCE367 Pre-Internship 2 credits

Through class discussion, readings, presentations and retreats the student is prepared to structure and begin a DCE Internship. (Pre-requisite: CVM 366-Introduction to Word and Service Ministry; Admission to the Professional Program).

DCE433 The Role of the Director of Christian Education 2 credits

The role of the Director of Christian Education as an educational minister is explored and considered. Calling and placement procedures, professional ethics and expectation, the constitution and by-laws of The Lutheran Church-Missouri Synod, role of the DCE in Synod and District, and the role of the DCE in team ministry are examined. The professional portfolio is completed and ready for final interview review by faculty and field professionals as part of the certification process. (Prerequisite: DCE498, DCE 499 DCE Internship).

DCE497 Intro. to International Mission Director of Christian Education Internship 6 credits

This experience prepares the individual for an internship in the international mission field. The experience includes mission orientation, language acquisition, basic training in English as a Second Language, local enculturation in the host culture. (Prerequisite: Admission to an international internship within the Director of Christian Education Program.)

DCE498 DCE Internship 6 credits

The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregational-based ministry site for a twelve-month period, emphasizing active leadership in a variety of professional tasks. (Prerequisites: Intro. to DCE, Parish Education I, Parish Education II, Teaching the Faith, Group Comm. and Facilitation, Human Diversity and Relations, DCE Practicum, Educational Psychology, Leadership I, Old Testament Narrative, New Testament, Our Living Faith, Lutheran Confessional Writings, Old Testament II. In addition, see "Requirements for Admission to DCE Internship")

DCE499 DCE Internship II 6 credits

The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregational-based ministry site for a twelve-month period, emphasizing active leadership in a variety of professional tasks. (Prerequisite: Successful completion of DCE 498 DCE Internship I.)

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Director of Christian Outreach

DCO497 Intro. to Int'l Mission, Director of Christian Outreach 6 credits

This experience prepares the individual for an internship in the international mission field. The experience includes mission orientation, language acquisition, and basic training in English as a second language, local enculturation in the host culture. (Prerequisite: Admission to an international internship within the Director of Christian Outreach Program.)

DCO498 DCO Internship I 6 credits

This is a full-time supervised parish/cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization or Bible translation agency extending from two to three semesters. (Prerequisite: Admission to the Director of Christian Outreach program and Director of Christian Outreach Internship.)

DCO499 DCO Internship II 6 credits

This is a full-time supervised parish/cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization or Bible translation agency extending from two to three semesters. (Prerequisite: Successful completion of DCO498, DCO Internship I.)

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Early Childhood Education

ECE321 Pre-Primary Education 3 credits

Emphasis is placed on an understanding of history and current trends for three, four, and five year olds in early childhood and kindergarten. The focus of the course includes the development of appropriate learning environments and teaching strategies for skilled, foundational, and impressional treatment of all curricular areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. This course includes 30 hours of practicum time with young children. (Prerequisite: PSY210)

ECE324 Language Development and Emergent Literacy 3 credits

This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition and emergent literacy. The research and stages of language development from birth through age seven are extensively explored. Literacy strategies are explained, modeled, and experienced. The process of acquiring English as a second language and supportive strategies from adults and peers is also explored. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. Twenty-five hours working with young children is required. (Prerequisite: PSY210)

ECE325 Education of Infants and Toddlers 3 credits

This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate

practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

ECE326 Building Primary Classrooms 4 credits

In this methods course students will learn developmentally appropriate strategies for teaching, integrating and assessing art, music and physical activity, literacy, social thinking, scientific thinking, and mathematical understanding in primary grade classrooms. Students will also learn how to apply these strategies to the Minnesota Graduation Standards and Profiles of Learning. This course is a prerequisite to student teaching in primary grades in the Birth to Grade Three License.

ECE425 Young Children with Special Needs 2 credits

This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique needs of individual children in the early childhood setting. Emphasis is given to the integration of theories, research, practical application, and promotion of collaboration between early childhood professionals, special educators, and parents. Particular attention is given to authentic assessment which informs instruction, program planning, and individualization of activities. Also included is the presentation and discussion of the theory of behavior guidance in an inclusive early childhood classroom. May be taken in lieu of ED439. If so, 25+ human relations hours working with students with special needs are required. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

ECE426 Organization and Administration of Early Childhood Education 1 credit

This course, which is normally completed during the student teaching semester, deals with the following administrative topics: responsibilities of the early childhood director, supervision and evaluation of staff, staff development, budgeting and finances, health maintenance and safety, parent involvement, and public relations. (Prerequisite: PSY210)

ECE427 Authentic Assessment and Guidance in ECE 2 credits

Students will examine the various methods of child study, observation, portfolio development, and other authentic assessment strategies as a way to assess children's growth and the development of knowledge and skills. Classroom management strategies will be explored including the effect of classroom practices and learning environments on children's behavior.

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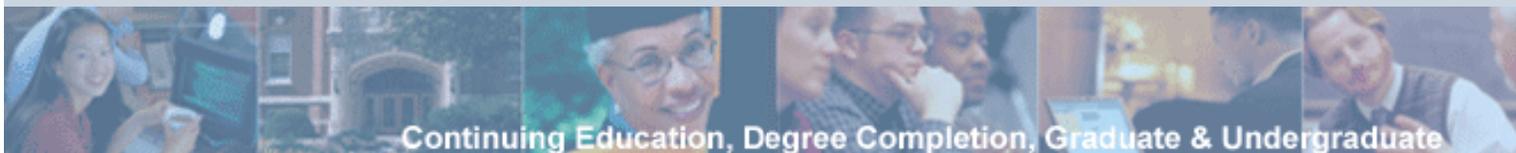
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Earth Sciences

ENV120 Introduction to Environmental Science - 3 credits

This course is designed to introduce students to environmental science. Course topics will include factors influencing the quality of the environment, ecological principles and relationships, and their relationship to population growth, pollution, resource allocation and depletion, conservation, and technology. The course will make use of the Concordia University Natural Science Research Station as an outdoor laboratory.

ENV300 Environmental Issues and Ethics - 4 credits

Students review the dynamic and interrelated properties and processes of the earth's physical and biological environment across a full range of scale from local to global. Known and potential effects on the earth's environment and natural systems resulting from human activity are discussed. From an ethical framework, students critically analyze and assess the impact their own lifestyle and consumer choices may have on the health and integrity of the earth's environment. (Prerequisite: BIO130)

ESC120 Observational Geology - 3 credits

This course emphasizes the observational nature of geology. Observations are made of sites near campus and sites more distant from campus. Observations are made of Minnesota's rocks and minerals and evidence of water, glacial, volcanic and earthquake activity in Minnesota's history. The course considers terms and concepts of geology, with special emphasis on use of the Internet and current geology literature. Observations result in being able to discover the history of each Minnesota site.

ESC140 Observational Astronomy - 3 credits

The course emphasizes the observational nature of astronomy. Observations are made of the moon, sun, stars and planets. Observations are made using star charts, computer programs, telescopes, 35 mm cameras and digital cameras. The course considers historical and modern astronomy, with special emphasis on the use of the Internet and current astronomy literature.

Observations result in information on the location, motion and features of each of these objects.

ESC200 Integrated Physical and Earth Science - 4 credits

This course is designed to acquaint students with the basic concepts of chemistry, physics, geology, meteorology and astronomy. The course will stress the interconnectedness of these disciplines. Emphasis will be given to developing libraries of materials which will be useful to teachers in the elementary school setting. Students will be given the opportunity to teach the basic concepts to their peers. There is no lab component, but material will be presented using a variety of media. The course will meet 5 times a week for 1 period each day. (Prerequisite: One biology general education course or one physical science general education course.)

ESC320 Physical Geology - 4 credits

This course considers the topics of physical geology. The topics include minerals, rocks, volcanoes, weathering, groundwater, glaciers, mountains and fossils. The techniques of data procurement, processing and analysis are considered and applied to the geology of Minnesota. A number of studies will be conducted at various Minnesota sites. Previous studies, current geology literature, use of the Internet and presentations by various experts of Minnesota geology will highlight the course. Short weekday field trips and extended weekend field trips will be part of the course. The course is applicable to anyone majoring in environmental science, education at all levels (especially outdoor education and science education), religion, science or having a general interest in travel, government, business or geology sites. Previous studies, current geology literature, use of the Internet and presentations by various experts of Minnesota geology will highlight the course. (Prerequisite: ESC120)

ESC340 Astronomy - 4 credits

This non-calculus-based course is a study of astronomy using physics concepts and a study of physics using astronomy concepts. The interrelationships between physics and astronomy will be examined from a historical viewpoint and a practical viewpoint in procuring and analyzing physics and astronomy information. Students make use of a great variety of physics and astronomy equipment and make use of the computer as applicable. The course includes opportunities for gathering, processing and analyzing astronomical data from our skies. The Internet and literature are used to obtain current information on physics and astronomy. This can be taken as a physics course or an astronomy course. (Prerequisite: ESC140)

ESC420 Geology Field Course: Black Hills - 2 credits

This course will consist of a one week on site study of the Black Hills area of South Dakota. The class will meet one session each week during the semester preceding the on site study. The course stresses application of the observational nature of geology and the techniques of data procurement, processing and analysis. (Prerequisite: ESC120 or ESC320)

ESC440 Research in Astronomy - 1-4 credits

The course applies the observational nature of astronomy to the study of astronomical objects. Students can elect to take the

course for 1-4 credits depending on the studies selected. Studies can involve projects applicable to students from elementary to adult. Studies can involve observation with or without instrumentation. Studies can include use of a 35 mm camera with or without a telescope, use of binoculars, use of a telescope (8 inch or 14 inch reflector) and use of a CCD camera with a telescope for taking digital pictures of the sky. Each of the studies includes a literature search and report. The course is applicable to anyone majoring in education, religion, art, science, or having an interest in astronomy. (Prerequisite: ESC140 or ESC340)

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Economics

ECO101 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.

ECO102 America in the Global Economy: Microeconomics - 4 credits

This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will first introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy. (Prerequisite: ECO101)

ECO201 Econometrics - 4 credits

This course will introduce students to basic econometrics, such as regression analysis and problems in regression analysis such as multicollinearity, heteroscedasticity, and autocorrelation. (Prerequisites: ECO102, MAT110)

ECO211 India Seminar - 8 credits

The India Seminar will introduce students to the many facets of India's development experience: history, culture, religion, social

structure, politics and economics, art, music and literature. Students will be introduced to different analytical techniques for studying a country and will develop an analytical framework of their own. Students will also be introduced to different informational resources on India. Through short assignments, students will learn practical aspects of India such as transportation, networks, geography, and culture.

ECO401 America in the Global Economy - 4 credits

This course will introduce students to the theories explaining trade and financial (exchange rates, money, credit and capital) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. (Prerequisites: ECO101, ECO102)

ECO489 India Directed Research - 8 credits

This course includes an in-depth study of an aspect of India in combination with a five-week internship experience in India.

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Education

ED200 Introduction to Teaching 1 credit

Concordia's teacher education program and its conceptual framework are introduced to students in this course. Topics include admission to the program, retention, and completion. Students reflect on teaching as a profession and explore their own beliefs, understandings, and dispositions about teaching. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included.

ED330 Human Diversity and Relations 2 credits

This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included.

ED336 Educational Psychology 2 credits

This course applies the principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management, and assessment. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: PSY101 Introduction to Psychology)

ED340 Linguistics for Language Teachers 4 credits

This course provides a basic introduction to human language as students learn basic phonetics, phonology, grammar, semantics, and pragmatics, as well as the historical and comparative dimensions of language. This course serves as a foundation for the ESL and bilingual teaching programs.

ED342 Teaching Literacy 4 credits

This course addresses the important connection between all literacy skills--reading, writing, listening, thinking, and speaking. Emphasis is placed on a balanced reading approach including methods of embedding a variety of children's literature. Teaching strategies for building comprehension, word recognition, and word analysis skills are presented as well as appropriate developmental and instructional orientations to spelling, grammar, and punctuation. Enrollment is typically concurrent with ED371.02/03 Teaching Practicum. (Prerequisite: Admission to Teacher Education Program)

ED345 The Effective Elementary Teacher 2 credits

Instructional methods and materials that have application to the elementary grade levels are examined. Particular emphasis is given to such topics as the decision-making inherent in teaching (CSP model), effective instruction (planning, critical presentation skills, student motivation, etc.) and effective classroom management. Enrollment is typically concurrent with ED371.02/03 Teaching Practicum. (Prerequisite: Admission to Teacher Education Program)

ED346 The Effective Middle School Teacher 2 credits

The historical, sociological, psychological, and philosophical aspects of the middle school are studied. The purposes, functions, and implications of the curriculum and the learner are emphasized as middle school teaching is explored. (Prerequisite: Admission to Teacher Education Program)

ED347 The Effective Secondary Teacher 2 credits

This course provides a study of the purposes, history, philosophy, organization, operation, students, curriculum, teaching practices, and current problems of secondary schools in the United States. The knowledge and skills necessary to teach effectively in a secondary school are emphasized. (Prerequisite: Admission to Teacher Education Program)

ED348 Second Language Acquisition 4 credits

This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

ED351 Teaching of 9-12 Mathematics 2 credits

This course is a prerequisite to secondary student teaching and emphasizes the application of developmental and educational theory in the secondary mathematics classroom. Topics include curriculum design, effective instructional strategies and materials, and assessment of student learning. (Prerequisite: Admission to Teacher Education Program)

ED352 Teaching 9-12 Social Studies 2 credits

This course is a prerequisite to secondary student teaching and emphasizes the application of developmental and educational theory in the secondary social studies classroom. Topics include curriculum design, effective instructional strategies and materials, and assessment of student learning. (Prerequisite: Admission to Teacher Education Program)

ED353 Teaching 9-12 Science 2 credits

This course is a prerequisite to secondary student teaching and emphasizes the application of developmental and educational theory in the secondary science classroom. Topics include curriculum design, effective instructional strategies and materials, and assessment of student learning. (Prerequisite: Admission to Teacher Education Program)

ED355 Teaching 9-12 Communication Arts / Literature 2 credits

This course is a prerequisite to secondary student teaching and emphasizes the application of developmental and educational theory in the secondary communication arts and/or literature classroom. Topics include curriculum design, effective instructional strategies and materials, and assessment of student learning. (Prerequisite: Admission to Teacher Education Program)

ED356 Teaching Elementary Science/Environmental Education 3 credits

This course emphasizes the content, methods, materials, and research related to the teaching of elementary science, grades K-6. In a laboratory setting, students actively explore science concepts and skills. They explore the central role of science in the development of enthusiastic learning and innovative, integrative, and critical thought. Enrollment is typically concurrent with ED 371.02/03 Teaching Practicum. (Prerequisite: Admission to Teacher Education Program)

ED357 Teaching Elementary Social Studies 2 credits

This course emphasizes the content, methods, materials, and research related to the teaching of elementary social studies, grades K-6. Attention is given to the content of the social studies curriculum and its basis within the social sciences, global education, experiential learning, concept development, inquiry methods, moral development, assessment, Minnesota standards, and critical thinking. Enrollment is typically concurrent with ED 371.02/03 Teaching Practicum. (Prerequisite: Admission to Teacher Education Program)

ED360 Content and Methods for K-6 Mathematics 3 credits

This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: Admission to Teacher Education program)

ED371.01 Teaching Practicum (Birth-Grade 3) 4 credits

This course provides a field experience for students prior to student teaching. Students are assigned to work with three cooperating teachers in infant, toddler, and preschool programs, are on site a full 15 weeks, half days. Enrollment is typically concurrent with ECE325 and FAS400. (Prerequisite: Admission to Teacher Education Program)

ED371.02 Teaching Practicum (PK-Grade 6) 4 credits

This course provides a field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license and often in diverse, urban classrooms. The course is typically taken concurrently with methods courses to relate theory to practice. (Prerequisite: Admission to Teacher Education Program)

ED371.03 Teaching Practicum (K-Grade 8) 4 credits

This course provides a field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license and often in diverse, urban classrooms. The course is typically taken concurrently with methods courses to relate theory to practice. (Prerequisite: Admission to Teacher Education Program)

ED372 Special Education: General Education Practicum 2 credits

This course provides a field experience in a general education classroom for students seeking licensure in special education without licensure in general education. Students are usually placed in diverse urban settings.

ED380/SPED580 Education of Exceptional Learner 3 credits

A study of historical and contemporary issues in education of learners with differentiated needs. SPED580: Graduate project required.

ED381 English Grammar for Teachers 4 credits

This course prepares students to teach English grammar in elementary, middle, and secondary schools by providing solid grounding in the structural and functional features of the language.

ED382/SPED582 Teaching Students with Linguistic Differences and Difficulties 3 credits

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties. SPED582: Graduate project required.

ED385 Foundations of Education 3 credits

This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Topics include: the role of schools as organizations within the larger community; the historic figures and events that contribute to these understandings; the legal rights and responsibilities of students, teachers, and schools within the society; the importance of ethics and collaboration as part of educational practice; the diversity of philosophical approaches to learning and instruction; and the variety of student needs that schools must address. (Prerequisite: upper level standing).

ED386 Principles of Bilingual Education 4 credits

This course provides a basic understanding of the history and development of bilingual education in the United States. Students learn about the different bilingual education program models and implications for their implementation.

ED387 Methods of Bilingual Education 4 credits

This course teaches students how to create, select, and adapt learning materials to meet the dual language needs of students.

ED389 ESOL Methods: Teaching English to Speakers of Other Languages 4 credits

In this course students become more aware of the nature of language, particularly English, and how language is acquired and taught and focuses on the components of language teaching, methodology, and evaluation.

ED390 S.E.A.T. Seminar 1 credit

This course provides opportunities for the student in the S.E.A.T. program to explore different topics of interest to educators. It is designed to help participants to move from the roles of para-educator to professional teacher.

ED418/ED518 Adult Education and Development 4 credits

An overview of adult learning theory and development, psychological perspectives of the adult learner, educational implications of the adult system, teaching strategies and program development will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs is utilized. Application is made to adult education in various settings. The service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings. The graduate level component of this course includes an introduction to research in adult education and the development of an adult education framework. (Prerequisite: upper level standing)

ED439 The Inclusive Classroom 2 credits

Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms. Topics include the classroom teacher's role in assessing, developing, and implementing unique learning experiences and managing group and individual behaviors. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)

ED446 Teaching Elementary Music 1 credit

This course presents the principles, objectives, methods, and materials of the effective teaching of music in the elementary school. Enrollment is typically concurrent with ED371.02/03 Teaching Practicum. (Prerequisites: minimal competency in music as demonstrated by test, successful completion of Class Piano and/or MUS101; Admission to Teacher Education Program)

ED447 Teaching Elementary Art 1 credit

This course presents the principles, objectives, methods, and materials for the effective teaching of art in the elementary school. Enrollment is typically concurrent with ED371.02/03 Teaching Practicum (Prerequisites: ART101 Approaching Art; Admission to Teacher Education Program.).

ED448 Teaching Methods for Elementary/Middle School Movement Education 1 credit

This course provides students with the basic principles of effective instruction in movement education at the Elementary and Middle school levels, K-8. Topics include philosophy development, curriculum development, lesson planning, teaching methods, skill progression, and evaluation as they relate to creating an effective physical education program that promotes lifelong physical activity. Enrollment is typically concurrent with ED371.02/03. (Not required of those completing KHS330) (Prerequisite: Admission to Teacher Education Program).

ED454 Teaching the Faith 2 credits

Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED336 Educational Psychology, upper level standing.)

ED464 Student Teaching Parent & Family Education 8 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for facilitating discussion with groups of parents. Students are assigned to work with a licensed parent educator. Seminars are held on campus and a capstone portfolio is required. (Prerequisites: Admission to Teacher Education Program, completion of all coursework in the Parent Educator program)

ED471.01 Student Teaching Birth-Grade 3 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for young children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisite: Admission to Teacher Education Program, Birth-Grade 3 Practicum)

ED471.02 Student Teaching Birth-Grade 3 (partial) 4 credits

This course is offered to experienced educators seeking licensure. It provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for effective teaching in public or Lutheran schools. Students are on site for five full weeks. (Prerequisite: Admission to Teacher Education Program, Birth-Grade 3 Practicum)

ED471.03 Student Teaching Pre-Kindergarten-Grade 6 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisite: Admission to Teacher Education Program, Teaching Practicum PK- Grade 6)

ED471.04 Student Teaching Pre-Kindergarten-Grade 6 (partial) 4 credits

This course is offered to experienced educators seeking licensure. It provides direct teaching experience for students to develop the understandings, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom. (Prerequisite: Admission to Teacher Education Program, Teaching Practicum PK-6)

ED471.05 Student Teaching Kindergarten-Grade 8 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for elementary and middle school children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisite: Admission to Teacher Education Program, Teaching Practicum K- Grade 8)

ED471.06 Student Teaching Kindergarten-Grade 8 (partial) 4 credits

This course is offered to experienced teachers seeking licensure. It provides direct teaching experience for students to develop the understandings, skills, and dispositions necessary for effective teaching in classrooms for elementary and middle school children. (Prerequisite: Admission to Teacher Education Program, Teaching Practicum K- Grade 8)

ED472.01-.05 Student Teaching 5-12 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing appropriate practices in secondary classrooms. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisite: Admission to Teacher Education Program; completion of content major and methods courses.)

ED472.06-.09 Student Teaching Kindergarten-Grade 12 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing appropriate practices in K-12 classrooms. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisite: Admission to Teacher Education Program; completion of content major and methods courses)

ED472.10 Student Teaching 9-12 Chemistry 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing appropriate practices in secondary classrooms. Typically, students are assigned to work with two cooperating teachers in two senior high classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisites: Admission to Teacher Education Program; completion of content major and methods courses)

ED472.11 Student Teaching 9-12 Life Science 16 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing appropriate practices in secondary classrooms. Typically, students are assigned to work with two cooperating teachers in two senior high classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisites: Admission to Teacher Education Program; completion of content major and methods courses)

ED473.01-.08 Student Teaching Grades 5-12/Kindergarten-Grade 12 (partial) 4 credits

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing appropriate practices in secondary classrooms. Typically, students are assigned to work with two cooperating teachers in two senior high classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Prerequisites: Admission to Teacher Education Program; completion of content major and methods courses)

ED473.09 Student Teaching Bilingual 4 credits

This course is offered to licensed teachers seeking the bilingual license. It provides direct teaching experience for students to develop the understanding, attitudes and skills necessary for effective teaching in a bilingual setting. Students are on site for five full weeks. (Prerequisite: Admission to Teacher Education Program and completion of appropriate method courses)

ED473.10 Student Teaching Grades 5-12 Health (partial) 4 credits

This course is offered to experienced teachers seeking licensure. It provides direct teaching experience for students to develop the understandings, skills, and dispositions necessary for implementing appropriate practices in 5-12 classrooms. (Prerequisite: Admission to Teacher Education Program; completion of content and methods courses)

ED475 Teaching 5-8 Mathematics 1 credit

This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students are challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics, and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning, and connections the primary foci of mathematics learning are central. (Prerequisite: Admission to Teacher Education Program.)

ED476 Teaching 5-8 Social Studies 1 credit

This course provides the prospective teacher with the methods necessary to teach middle school social studies. Students investigate the social studies curriculum and develop a framework reflecting current thought. (Prerequisite: admission to Teacher Education Program.)

ED477 Teaching 5-8 Communication Arts/Literature 1 credit

This course provides the prospective teacher with an understanding of the current theories of communication arts instruction with a focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)

ED478 Teaching 5-8 Science 1 credit

This course provides the prospective teacher with an understanding of the current theories of science instruction at the middle school level. (Prerequisite: Admission to Teacher Education Program)

ED481/SPED581 Introduction to Learning Disabilities 3 credits

The historical, theoretical and educational perspectives concerning children and youth who manifest learning disabilities are considered using diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies. SPED581: Graduate project required.

ED483/SPED583 Collaboration in Inclusive Settings 3 credits

A study and applied practice in collaboration and teaching between general educators and special educators and paraprofessionals in both settings. SPED583: Graduate project required.

ED485 Assessment of ESL Students 2 credits

This course prepares aspiring educators to conduct testing of students who do not have English as a first language. The course deals with both the knowledge needed to perform formal and informal assessments that are meaningful as well but also the skills necessary to administer and accurately interpret assessments for limited English proficient students.

ED487 Reading Across the Content Areas 2 credits

This course prepares future teachers to incorporate sheltered instruction methods to make input more comprehensible for all learners. Topics include hands-on strategies, scaffolding, and methods to teach students how to read a textbook. Students will also design lessons that accommodate all literacy levels. (Prerequisite to Student Teaching).

ED492/SPED592 Teaching Students with Mental Health Needs 3 credits

An examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting

those needs.

ED498 Internship: variable credits

COURSE DESCRIPTIONS FOR GRADUATE SPECIAL EDUCATION LICENSE

Courses combined with undergraduate/graduate courses are found under the undergraduate course numbers: ED380/SPED580, ED382/SPED582, ED481/SPED581, ED483/SPED583, ED492/SPED592.

SPED584 Interventions for Students with Serious Emotional Disturbance 3 credits

This course addresses the issues of students with disabilities whose behaviors are so severe as to warrant attention of or intervention through the criminal justice system. The unique nature of the juvenile justice system and its impact on the student's education, the variety of services and resources available for students identified with disabilities, as well as appropriate academic and social-emotional programming options for students with disabilities are discussed.

SPED586 Assessment of Learners with Special Needs 3 credits

This course develops competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development. Emphasis is placed on the ability to develop and use formal and informal measures to monitor the progress of students and to determine the occupational and social needs, abilities, and interests of students.

SPED589 Collaborative Consultation Strategies for Special Education 3 credits

This course studies techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs, within and without the academic setting. Special attention is given to the development of a transition IEP.

SPED590 Teaching Students with Language and Math Disabilities 3 credits

An examination of the writing and mathematical needs of learners in contemporary classrooms and research-based practices for meeting those needs.

SPED591 Applied Experience: LD 1 - 4 credits

Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. (Prerequisite: Completion of all coursework within specified licensure program)

SPED595 Applied Experience: EBD 1 - 4 credits

Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. (Prerequisites: Completion of all coursework within specified licensure program).

SPECIAL TOPICS

SSK034 Praxis I: Writing 2 credits

This course develops the writing skills of those preparing to take the Praxis I examination in writing.

SSK035 Praxis I: Reading 2 credits

This course develops the reading skills of those preparing to take the Praxis I examination in reading.

SSK036 Praxis I: Mathematics 2 credits

This course develops the mathematics skills of those preparing to take the Praxis I examination in mathematics.

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English

ENG100 Introduction to College Writing - 4 credits

This course is designed for students who need writing instruction and practice before enrolling in ENG120 College Writing.

Focusing on correct and clear sentence construction, organized and developed paragraphs, and significant grammar problems, ENG100 mixes short writing assignments, class discussion, and individual conferences. Students may be required to take ENG100 based on their English ACT or their verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG100.

ENG111 Advanced Reading and Writing, ESOL - 4 credits

This course, an English for Speakers of Other Languages course, is designed for students whose writing and test scores indicate a need for more English study. It will include work on making presentations, academic reading and writing, vocabulary development and some research skills. This may be an elective, but it is required for students whose high school grades, test scores and/or writing sample indicate a need for such study.

ENG112 Fundamentals of Writing, ESOL - 4 credits

This course, an English for Speakers of Other Languages course, is designed for students whose writing indicates a need to study writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. This may be an elective but it is required for students whose high school grades, test scores and/or writing sample indicate a need for such study.

ENG120 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.

ENG155 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.

ENG220 Applied Grammar - 2 credits

To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.

(Prerequisite: ENG120)

ENG221 Journalism - 4 credits

This course is an introduction to periodical journalism. It focuses on the contemporary practices, issues, and ethics of the profession. Students will practice extensive in-the-field reporting and journalistic writing. (Prerequisite: ENG120)

ENG222 Journalism II Practicum - 1 credit

Journalism II provides an opportunity for "hands-on" experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to The Sword (the Concordia student newspaper) on a regular basis.. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.

ENG227 Column Writing - 2 credits*

This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns. (Prerequisite: ENG120)

*Students desiring three credits can take this course for two and add a credit with ENG488 Independent Study on this topic.

ENG228 Review Writing - 2 credits*

This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews. (Prerequisite: ENG120)

*Students desiring three credits can take this course for two and add a credit with ENG488 Independent Study on this topic.

ENG290 Language and Society 4 credits

This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, ENG290 attempts to foster multicultural understanding and to diminish American ethnocentrism.

ENG320 Writing in the Workplace - 4 credits

Students in this course will examine the conventions of writing in the workplace. They will practice composing common professional documents, such as cover letters, reports, memos, and other correspondence. (Prerequisite: ENG120)

ENG324 Teaching Writing 1:1 - 2 credits

Often, the best way to learn something is to teach it to someone else. Students in this course will do just that: improve their own writing, editing, and tutoring skills while helping others express their ideas in writing, develop their own writing voices, and edit their own work. Students will apply what they learn from readings, discussions, and writing assignments by tutoring in the Writing Center each week. (Prerequisite: ENG120)

ENG325 Creative Writing - 4 credits

This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities. (Prerequisites: ENG120, ENG155)

ENG326 Topics in Writing - 2 credits

This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different writing styles and genres. (Prerequisites: ENG120, ENG155)

ENG330 Young Adult Literature - 2 credits

By introducing the student to a wide variety of both traditional and recent literature for young adults, this course helps the student become aware of quality adolescent literature. It includes instruction in oral interpretation of the literature, methods of presenting it in the classroom and planning individualized reading programs for young people of high school age. (Prerequisites: ENG120, ENG155)

ENG338 History & Principles of the English Language - 4 credits

This course provides an introduction to the linguistic study of the English language. Students will learn the basics of English phonology, morphology, syntax, and grammar. Also covered in the course will be the development of the English

language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers. (Prerequisites: ENG120, ENG155)

ENG365 British Literature I: Anglo-Saxon, Middle Ages, Renaissance, Restoration, Enlightenment - 4 credits

The beginning course in the survey of British literature covers the Anglo-Saxon period through the middle of the eighteenth century. Selected readings lead to discussions about the growth of nationalism and its reflection in literary pride and canon formation. (Prerequisites: ENG120, ENG155)

ENG366 British Literature II: Romantics, Victorians, Moderns, Post-Moderns - 4 credits

The survey of British literature continues with selected writings from the Romantic period through to the present day. Readings cover the rise of the novel, the fight for women's rights and the decline of colonialism. (Prerequisites: ENG120, ENG155)

ENG369 Shakespeare - 4 credits

This course offers a study of Shakespeare's work and its relationship to Elizabethan concepts of poetry and rhetoric as well as to gender and imperialism and government. It explores the rich terrain of Shakespeare imaginative world. (Prerequisites: ENG120, ENG155)

ENG375 World Literature I: Western Classical Literature - 4 credits

This course examines major authors in the Western literary tradition from the ancient Greeks and Romans through the Middle Ages. Authors include Homer, Aeschylus, Sophocles, Euripides, Virgil and Dante. This course may offer additional material from other early cultures. (Prerequisites: ENG 120, ENG 155)

ENG376 World Literature II: Geographic or Thematic - 4 credits

Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, the course will explore themes common around the world in forms distinctive to diverse cultures. (Prerequisites: ENG120, ENG155)

ENG385 American Literature I: Beginnings to 1860 - 4 credits

Students examine selected works of early American writers with emphasis on Puritanism, literary nationalism, and the period known as the "American Renaissance." Along with examining the literature for aesthetic technique, students discuss significant themes and the literary canon as it relates to minority and women writers. (Prerequisites: ENG120, ENG155)

ENG386 American Literature II: 1860-Present - 4 credits

Students explore the emergence of local color, realism and naturalism and the fragmentation of modern and post-modern literature between the Civil War and the present. Women and minority writers are important foci. (Prerequisites: ENG120, ENG155)

ENG420 Persuasive Writing on Contemporary Issues - 4 credits

Research demonstrates that employers want to hire people who have strong writing skills, who can analyze complex issues, and who can think critically. This course develops all of these skills. Intended for the intermediate writer, this course teaches students how to write logical, clear, organized, persuasive arguments on contemporary issues. Examples of assignments might include critical comparisons, reviews, cultural analyses, persuasive essays, and argument-driven research papers.

(Prerequisites: ENG120, ENG155)

ENG440 Literary Theory - 4 credits

In this course students become familiar with various critical theories about literature including structuralism, deconstruction, cultural criticism (especially as related to third world literature), feminist theory and psychoanalytical theory. It prepares them to read critically and helps them to develop their own critical stances. (Prerequisites: ENG120, ENG155 and an upper level English course)

ENG487 Topics in Literature - 2 credits

Topics in Literature offers students an opportunity to study in-depth a literary genre, theme, or movement. Topics will vary from offering to offering. (Prerequisite: ENG155 or permission of the instructor)

ENG488 Independent Study - 1-4 credits

Independent study offers the opportunity to pursue advanced study in language, literature, or communication. Independent study is open only to students with substantial preparatory course work in the discipline involved. (Prerequisites: ENG120, ENG155 and an upper level English course or consent of instructor)

ENG490 Seminar in Literature - 4 credits

Seminars in literature cover varying topics in greater depth than is possible in a survey class. Recent seminar topics include Virginia Woolf: Her Art and Her Influence; Emily Dickinson: Her Circle and Her Influence; Seminar in the African-American Literary Tradition; and Victorian Secrets. (Prerequisites: ENG120, ENG155)

ENG498 Internship - 1-4 credits

Students participate in a variety of internship programs in editing, publishing, broadcasting, television and public information under the supervision of the faculty and the director of internships for the company or organization granting the internship.

(Prerequisites: ENG120, ENG155)

ENG499 Framing the Literary Tradition - 1 credit

This course, taught by all full-time English faculty, for English majors and teacher candidates in language arts, is designed to

help the major see patterns in course work. Through review, reading and discussion students will re-examine and synthesize texts and ideas. The English Capstone exam is both written and oral. (Prerequisite: senior year status)

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Family Life Education

FAS200 Introduction to Family Life Education 3 credits

This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future Issues and challenges for family life educators.

ED330 Human Diversity and Relations 2 credits

This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included.

FAS440 Overview of Contemporary Families 4 credits

This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to: family forms and composition; ethnicity and cultural variations; dating and courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.

ED385 Foundation of Education 3 credits

This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Topics include: the role of schools as organizations within the larger community; the historic figures and events that contribute to these understandings; the legal rights and responsibilities of students, teachers, and schools within the society; the importance of ethics and collaboration as part of educational practice; the diversity

of philosophical approaches to learning and instruction; and the variety of student needs that schools must address.

FAS400 Family Systems 4 credits

This course is an analysis of the family. It investigates the family as a system of relationships, which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

FAS441 Current Issues in Family Life Education 4 credits

This course familiarizes the student with the study of various family problems, stressors, and changes prevalent in today's society. Selected family issues are examined in light of the family life educator's role. Included in the discussion are the developing nature of the profession, the family life education professional, various roles of the family life educator, and various theoretical stances that inform the family life educator's work with family problems and stressors. Attention will focus on expanding creatively the role and influence of family life education in various settings.

FAS442 Family Decision- Making 2 credits

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life.

FAS451 Family Communication and Relationships 4 credits

This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.

ED336 Educational Psychology 2 credits

This course applies the principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management, and assessment. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included.

FAS453 Intimate Relationships 2 credits

This course examines the intimacy of human sexuality and relationships. Specific attention will focus on the emotional and psychological aspects of sexual involvement, sexual values and decision-making, the physiological and psychological components of the sexual response, and the influence of sexual involvement on interpersonal relationships.

FAS446 Methodology in Family Life Education 4 credits

This course provides the student with a conceptual framework for programming family life education. Students will apply the methodology of adult learning to the broad principles of family life education. Attention is directed at developing the ability to plan, implement, and evaluate family life education programming. Through the lens of reflective practice, an emphasis is placed on educational methodology and leadership. In addition, networking with community agencies and the resources and challenges of technology in delivering family life education is explored.

ECE325 Education of Infants and Toddlers 3 credits

This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents.

PSY215 Child & Adolescent Developmental Psychology for K-12 Educators 4 credits

This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required.

FAS448 Development in Adulthood 4 credits

This course will familiarize the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual, and spiritual development of the adult. Topics Application of developmental concepts across the life span to family life education will be emphasized.

FAS443 Parent Education 2 credits

This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths, empowering parents, and remaining sensitive to individual and community needs

FAS449 Parent Education: Methods and Materials 2 credits

This course explores issues of educating parents. Parenting is a process, and has a variety of rights, responsibilities, and roles that change across the life span. Needs of parents, the resources available, and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture, and ethnicity are also reviewed.

FAS415 Biblical Christianity 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.

FAS444 Family Law and Public Policy 4 credits

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

FAS490 Portfolio and Synthesis 2 credits

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

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Family Studies

FAS101 Introduction to Family Life Education - 1 credit

This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future issues and challenges for family life educators.

FAS300 Methods and Materials of Family Education - 3 credits

This course provides students with the knowledge, skills and attitudes needed for effective teaching of family life/parent education curriculum in a variety of family/parent education settings. Students will analyze educational materials for parent education, will observe/analyze a parent educator in the field and co-facilitate a parenting session in class. These analyses will be based on adult education principles.

FAS400 Family Systems, Structures and Relationships - 4 credits

This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

FAS442 Family Decision-Making and Resource Management - 2 credits

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the

goal-directed behaviors of families in improving their quality of life.

FAS444 Family Law, Public Policy, and Applied Ethics - 4 credits

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

FAS498 Family Life Education Internship - 1-12 credits

The internship provides the student with an in-depth field experience in a work setting that provides family life education services. The student learns to apply family life education theories and principles. The student in conjunction with the academic advisor selects an appropriate internship site which meets the needs and vocational interests of the student. (Prerequisite: Completion of a minimum of 30 credits in the Family Life Education Major).

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Finance

FIN211 Personal Finance - 4 credits

This course presents an overview of the financial planning process for individuals. The focus is on the decision-making tools and applications of financial planning. Students will build their own financial plan that will guide their financial decisions in the present and in the future.

FIN301 Corporate Finance I - 4 credits

This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, analysis of financial statements, and the time value of money. Students also complete a research project. (Prerequisites: ACC202, MAT110, MAT125 or MAT135)

FIN311 Corporate Finance II - 4 credits

This course continues the examination of various corporate finance topics from Corporate Finance I. Special focus is given to long-term financing, including bonds, preferred stock, common stock and the optimal capital structure. Students also explore capital budgeting and the cost of capital and dividend policy. (Prerequisite: FIN301)

FIN411 Investments and Capital Markets - 4 credits

This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are analyzed. Various investment methodologies are discussed. International investing, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN301)

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Fine and Performing Arts--Performing Arts

FPA111 The 20th Century: A Context for Creativity - 4 credits

This interdisciplinary course will provide a look into the human spirit as reflected in the arts that have evolved out of principal events of the twentieth century. The course will examine both cognitive and intuitive reactions to these events and through a thorough examination of them, encourage students to synthesize and communicate their own understanding of the context within which these events have occurred and relate that understanding to the time and space within which they live. The arts will include literature, music, film/theatre, dance, and the visual arts. This course also features the Fine Arts Colloquium as its lab component.

FPA112 The Human Odyssey - 4 credits

The Human Odyssey will explore the fine arts by way of themes found in Homer's Odyssey. Areas explored will include home, journey, identity, hospitality, and the nature of the arts. (Offered odd springs.)

FPA113 The Harlem Renaissance - 4 credits

This four credit interdisciplinary course explores the art, music, and literature of the golden era of African-American culture known as the Harlem Renaissance, which occurred approximately 1919-1930. It examines the conditions which led to the flowering of this artistic movement as well as the way it influenced artists who followed. Some of the Harlem Renaissance figures studied include Zora Neale Hurston, Langston Hughes, Claude McKay, Duke Ellington, Eubie Blake, and Bessie Smith. The course is co-taught by instructors from Music, Art and English.

FPA211 The Romantic Revolution in Art and Literature - 4 credits

This course will consist of readings in Romantic literature and slide lectures on Romantic art. The context of these art forms will

consist of lectures on history, economics, politics, music, and fashion. The focus will be on painters and poets. As these influences continue to today, the final third of the course will be dedicated to recognizing Romantic influences in contemporary visual and literary art. Students will be asked to explore Romanticism as an expressive form in their own products.

FPA311 Latin American Struggles: Art & Literature - 4 credits

This course teaches students that the arts evolve out of a national context and in many ways contribute to the shaping of the new social, religious and political future of any nation. The arts as both reflective and innovative will be studied in the context of twentieth century Latin America and students will have opportunities to examine primary literary sources and visual arts that have been shaped by national circumstances and in turn have contributed to the development of those nations.

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First Year Seminar

FYS100 First Year Seminar - 1 credit

Students will investigate a topic of modern interest with a faculty mentor in a seminar setting. The faculty member will provide guidance and lend experience in the area of study. The students will conduct literature searches, analyze available resources, and participate in a service-learning project to enhance their learning experience. Students with fewer than 20 transfer credits or who earned their credits through PSEO are required to take this course.

FYS498 Internship - 1 credit

This internship experience allows students to build leadership skills, to mentor first-year students, and to foster a relationship with a FYS instructor. The FYS intern will model positive student behavior, help with Welcome Week activities, attend Wednesday FYS class periods, work with the assigned FYS section as a group, meet each student from their section individually, and develop a good working relationship with the FYS instructor. (Prerequisite: Nomination by a faculty member and completion of the application process through the academic advising office.)

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Geography

GE101 Human Geography - 2 credits

Human Geography is an introduction to the basic techniques and concepts of geography. Population, culture, livelihood, settlements and political geography are introduced with emphasis placed on the human role in inhabiting and changing the landscape

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Greek

GRK211 Beginning Greek I 4 credits

Students begin their study of the fundamentals of Greek grammar.

GRK212 Beginning Greek II 4 credits

Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK211)

GRK299 Greek Review 1 credits

Students review basic concepts, master of vocabulary and forms, and explore syntactic structures in preparation for the seminary entrance exam. (Prerequisite: GRK250 or permission of instructor)

GRK312 Matthew 2 credits

Through reading of major portions of the Greek text of Matthew, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the indicative verb. Matthew is read in the fall term prior to Year A in the liturgical cycle. (Prerequisite: GRK212 with a grade of C or above.)

GRK314 Mark 2 credits

Through reading of the complete Greek text of Mark, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to nouns, pronouns, and adjectives. Mark is read in the fall term prior to Year B in the liturgical cycle. (Prerequisite: GRK212 with a grade of C or above.)

GRK316 Luke 2 credits

Through reading of major portions of the Greek text of Luke, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the vocabulary of Luke. Luke is read in the fall term prior to Year C in the liturgical cycle. (Prerequisite: GRK212 with a grade of C or above.)

GRK 412 Galatians and Romans 2 credits

Through the reading of the complete Greek texts of Galatians and Romans, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to participles. (Prerequisite: GRK212 with a grade of C or above.)

GRK 414 Corinthians 2 credits

Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Pre requisite: completion of GRK 212 with a grade of C or above.)

GRK416 General Epistles 2 credits

Through selected reading of the Greek texts of a wide variety of epistolary writings, students build their skills in the translation of biblical Greek and in the analysis of textual variants. Particular attention will be given to texts displaying a broad range of textual variation. (Prerequisite: GRK212 with a grade of C or above.)

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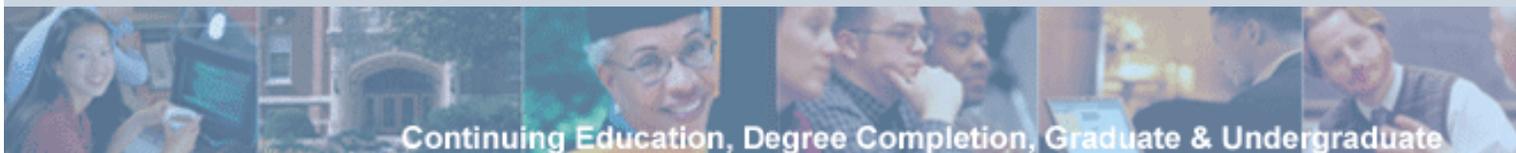
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Hebrew

HBR311 Biblical Hebrew I 4 credits

This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.

HBR312 Biblical Hebrew II 4 credits

The study of basic Hebrew grammar is continued in this course. Students are introduced to weak verbs and to the study of the Hebrew text of the Torah. (Prerequisite: HBR311)

HBR411 Biblical Hebrew: Prose Readings 2 credits

The course has the following objectives: a review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament narrative texts. (Prerequisite: HBR312)

HBR413 Biblical Hebrew: Poetic Readings 2 credits

This course introduces the student to Hebrew poetry in the books of the Prophets and the Book of Psalms. The student continues to develop an understanding of Hebrew syntax. Vocabulary building is continued. (Prerequisite HBR312)

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History

HIS111 Western Civilization to 1648 - 4 credits

Beginning with the Egyptian society, this course places major emphasis on the growth and progress of Western culture and civilization and European institutions. Topics include the Hellenistic world, Rome, medieval Europe, and the Renaissance.

HIS113 Western Civilization Since the Reformation - 4 credits

Beginning with the Reformation, this course places major emphasis on the growth and progress of Western culture and civilization and European institutions. Topics include the Scientific Revolution, the Enlightenment, the French Revolution, Romanticism, and twentieth century totalitarianism. HIS111 is not a prerequisite for this course.

HIS121 World History - 4 credits

A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.

HIS212 Introduction to History- 4 credits

Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.

HIS221 World Culture: Greece and Rome - 4 credits

This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements

which shape the metropolitan and cosmopolitan world culture of which we are heirs.

HIS231 USA to 1877 - 4 credits

This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.

HIS233 USA since 1877 - 4 credits

This survey course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation's emergence as a world power and its failure to keep the promises it made in the 13th - 15th amendments. Students will also examine: America's various reform movements, World War I, the "Roaring Twenties," the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan "revolution," the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

HIS267 Introduction to Latin America - 4 credits

An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

HIS281 European History 1789-1914 - 4 credits

This survey course looks at the structures, forces and individuals that helped to shape the history of Europe from the French Revolution to the outbreak of World War One. Among the topics considered are the French Revolution and Napoleonic era, industrialization, the revolutions of 1848, socialism, the unification of Germany and European imperialism.

HIS283 European History Since 1914 - 4 credits

This survey course details the events of Europe's tumultuous 20th century, a period that extends from the outbreak of World War One to the fall of the Berlin Wall and includes two world wars, the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

HIS330 America's Civil War, 1845-1877 - 4 credits

This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln's leadership, battles and military strategies, soldier's lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.

HIS331 Religion in American Culture - 4 credits

From the European antecedents of Puritanism to the Moral Majority and the "Caf? Spiritualism" of the late twentieth century, this course studies the incredibly complex and often ignored interplay between religion and American politics, economics, and social policy. Christianity, Judaism, Native American spirituality, and other points of religious reference will be utilized.

HIS332 America in the Cold War - 4 credits

This course studies the causes, actions and results of a conflict between world "superpowers" that shaped the direction of world affairs for more than forty years. This course will allow the student to examine the Cold War through the eyes of the United States, the Soviet Union, their allies and many of the countries that served as "chessboards" during this period. Student participation is emphasized.

HIS333 The Industrial Revolution - 4 credits

This course traces the most explosive period of growth and change in American history. Covering the presidencies of Ulysses S. Grant through Woodrow Wilson, this course intensively examines the American metamorphosis from divided, wounded and fractious nation to industrial juggernaut and policeman of the world. Major themes include: the final days of red-white conflict, issues of black freed people, immigration, industrialization and urbanization, "robber barons," labor unrest, "muckrakers" and reformers, and political and social movements.

HIS334 US Foreign Policy - 4 credits

This course examines the goals and consequences of American foreign policy from the founding of the United States to the Gulf War. Topics include relations with Latin America, World Wars I and II, superpower status after 1945 and the Cold War. The perspectives of other peoples and nations are emphasized.

HIS337 Parties, Campaigns, and Elections - 4 credits

Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

HIS339 Race and Ethnicity in American History - 4 credits

This course examines those who came or were brought to the United States through the slave trade, economic, social, and political dislocations in different parts of the world and more personal factors. Various modes of assimilation and diversity will be discussed, as will the stories of many of the different peoples who have served to create the citizenry of the United States.

HIS342 Reformation - 4 credits

This course traces the social, political and economic trends in Europe from 1500-1648 as they interrelate with the Reformation of the Church. Particular attention is focused upon the work of Luther, Calvin, the Anabaptists, and Loyola in order to illustrate

the many facets of religious reform in this era.

HIS351 Themes in US History - 4 credits

This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Prerequisites: HIS212, HIS231 or HIS233. Waiver can be signed by professor.)

HIS353 Themes in European History - 4 credits

This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Prerequisites: HIS212, HIS281 or HIS283. Waiver can be signed by professor.)

HIS355 Themes in World History - 4 credits

This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Prerequisites: HIS212. One of the following: HIS231, HIS233, HIS281, HIS283. Waiver can be signed by professor.)

HIS357 History on Film - 4 credits

This course will utilize films to examine and analyze various historical topics, eras, and subjects. Students will speculate and consider how films from the past and the present have judged and interpreted history. The thematic focus for this course will vary.

HIS362 Mexican History - 4 credits

This course looks at the structures, forces and individuals that have shaped the history of Mexico. Beginning with pre-Columbian civilizations and the conquest, the course then covers the colonial period, independence in 1821, 19th century liberal modernization and the Revolution (1910-20) before concluding with an assessment of contemporary Mexico. Relations with the United States receive special emphasis.

HIS372 The Second World War - 4 credits

The Second World War seen from economic, social, military and political points of view; other topics include the causes of the war and the various post-war problems. European or American perspective depending on the instructor. No prerequisites.

HIS382 Hitler's Germany - 4 credits

From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period, 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German

states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany's role in a larger European context.

HIS383 Modern France - 4 credits

The political, social, and economic history of France from Napoleon to the Fifth Republic, stressing the impact of revolution, industrialization, and war on French society in the 19th and 20th centuries. Emphasis is placed on understanding France's role in a larger European context.

HIS385 Britain since 1688 - 4 credits

Beginning with the Glorious Revolution of 1688, this course explores themes such as the rise of Britain to a world power in the eighteenth century, the impact of the Industrial Revolution and imperialism, the Victorian world view, two world wars and the Thatcher Revolution of the 1980s. Emphasis is placed on understanding Britain's role in a larger European and world context.

HIS389 The Holocaust - 4 credits

This course will introduce students to the history of the Holocaust and to individuals who embodied those issues. We will examine the historical development of anti-Semitism, German political and cultural history of the 19th and 20th centuries and the actions taken against Jews that culminated in the attempted implementation of a "final solution" to the "Jewish question." Course will consist of lectures, readings and discussion, with occasional guest speakers and films.

HIS391 Modern Japan Since 1853 - 4 credits

This course traces the dramatic social, political, economic, cultural, military, and other changes in Japan, beginning with Japan's first contacts with the west in the nineteenth century. Japan's 1868 revolution against the shogun, establishment of an authoritarian oligarchy, wars with China and Russia, creation of an empire, social and political struggles, wars in China, confrontation with and loss to America, rebuilding, and economic emergence will be discussed. Student participation is emphasized.

HIS393 Modern China, 1911-present - 4 credits

This course will study the effects of Western colonialism, the Sino-Japanese War, and World War I on China, and trace the development of the modern Chinese state, including the formation of the People's Republic of China and Taiwan. Emphasis will also be placed on China's relations with other countries around the world, as well as its treatment of ethnic minorities within its own borders.

HIS401 Research and Writing in History - 2 credits

This serves as the research and writing capstone course for History majors and minors. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work

of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style. (Prerequisite: Signature of instructor)

HIS403 Introduction to Professional Studies - 1-2 credits

History, Political Science, and pre-law students will be introduced to and given opportunities to tour and work in a variety of professional settings: archives, museums, professional record-keeping centers, law offices, etc. Students may use this class to select an internship site or think more broadly about vocational opportunities in the discipline. (Prerequisite: At least 12 previous credits of course work in selected major or minor.)

HIS487 Readings Seminar: Topics in History - 2 credits

Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings-seminar topics include: America in the 1960s, the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

HIS488 Independent Study - 4 credits

Independent study provides a more flexible educational experience for the student as well as college credit for work done outside the conventional classroom setting. These courses are generally designed and supervised by a faculty member. Students are responsible for completing an application form that specifies course goals, objectives, projected outcomes, learning strategies, and evaluation procedures. The student's advisor, course instructor, department chair, and the dean must approve the proposal.

HIS498 Internship - 2-16 credits

Students participate in internships in state and local government agencies, archives, museums, and related fields of interest under supervision of staff members of the department of history.

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Hmong

HMG101 Introduction to Hmong Studies - 2 credits

Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

HMG110 Introduction to Hmong History - 4 credits

This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.

HMG201 Hmong Culture and Society - 4 credits

Through a combination of lectures and field work experiences, students will gain a better understanding of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.

HMG202 Hmong Literature and Art - 4 credits

In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings, as well as class discussion will be used.

HMG254 People and Culture of Southeast Asia- 4 credits

This course explores the people and culture of countries in Southeast Asia including Thailand, Vietnam, Cambodia and Laos. These Southeast Asia countries known for their ancient culture, increasing modernization and breathtaking beauty, provide a

rich setting for interdisciplinary learning. This course is designed to introduce students to the region's history and culture. Students will learn about language, literature, history, religion, economics, politics, education, arts and other aspects of Thai, Vietnamese, Cambodian and Laotian cultures. Students will receive an orientation prior to the trip that will acquaint them with the course and its learning objectives. Classroom instruction and cultural appreciation will be integrated with the cultural tours. Particular attention is given to the Hmong experience in two comparative contexts: Southeast Asia, and the United States. The program will take place in a number of southeast Asian countries: Thailand, Cambodia, Laos, and Vietnam. (Recommended prerequisite: SOC152)

HMG255 People and Culture of China - 4 credits

China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the people and culture of China. Students will learn about the Chinese language, literature, history, religion, economics, politics, education, arts and other aspects of Chinese culture. Students will receive an orientation and become acquainted with the course objectives prior to the course. Classroom instruction and cultural appreciation will be integrated with a cultural tour of Beijing, Xi'an, and other major Chinese cities and sites. Visits to the great wall of China, the temple of heaven, the summer palace, Tiananmen Square, the forbidden city, and the Lama Temple. Excursions will be made to local markets, a Chinese cooking class, a river cruise, a site visit to a Chinese school, the Terracotta Warriors, and a Hmong village. Particular attention is given to the Hmong experience in two comparative contexts: China, and the United States. (Prerequisite: SOC152)

HMG301 Hmong Cosmology and Belief - 4 credits

This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.

HMG327 Reading and Writing for Hmong - 2 credits

Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.

HMG328 Reading and Writing for Hmong-Intermediate- 2 credits

With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events. (Prerequisite: HMG327 or have some proficiency in reading and writing Hmong.)

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Integrative Studies

INT352 Echoes of Classical Culture: Art, History, and Literature - 4 credits

This course will focus on Greek thought as expressed in art, literature and philosophy. Students will explore language, religion and aesthetics in their historical contexts. Thinking about the origins of western culture results in critical assessment and deeper understanding of our current culture.

INT375 The Romantic Movement in Art and Literature - 4 credits

This course will consist of readings in Romantic literature and slide lectures on Romantic art. The context of these art forms will be set by lectures on history, economics, politics, music, and fashion. The focus will be on painters and poets. As these influences continue to today, the final third of the course will be dedicated to recognizing Romantic influences in contemporary visual and literary art. Students will be asked to explore Romanticism as an expressive form in their own products.

(Prerequisites: ENG 155, ART101)

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International Programs

RUS129: Introduction to Russian Studies ... credits TBD

The goal of this interdisciplinary course is to provide students with a general introduction to Russian area studies. It aims to impart a basic knowledge of Russian geography, history, literature, art history, and politics. Particular attention will be paid to the analysis of historical and cultural forces that have shaped contemporary Russian society. Exposure to the masterpieces of Russian literature and works of art will enhance students' understanding of the human experience in Russia's past and present. While concentrating on Russia per se, many themes of the course will also cover the whole former Soviet realm and place Russia's experience in a global context.

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Kinesiology

KHS101 Racquet Sports Activities 1 credit

This course develops fundamental skills, strategies and experiences in racquet activities such as tennis, racquetball, and badminton.

KHS102 Team Sports Activities 1 credit

This course develops the fundamental skills, strategies and experiences in team activities such as soccer, volleyball, and basketball.

KHS103 Strength & Conditioning Activities 1 credit

This course develops the fundamental skills, strategies and experiences in fitness activities such as weight training and cardiovascular conditioning.

KHS104 Individual Sport Activities 1 credit

This course develops the fundamental skills, strategies and experiences in the individual activities such as, archery, golf, and bowling.

KHS105 Introduction to Social Dance 1 credit

This course will present popular social dances, basic steps as well as advanced variations. Typical dances presented include; Ballroom waltz, Old time waltz, Fox Trot, Rumba, and Swing. Additional dances will be covered as time permits.

KHS106 Basketball Basics 1 credit

This course develops the fundamental skills, strategies and experiences to enjoy the sport of basketball.

KHS107 Golf 1 credit

This course develops the fundamental skills, strategies and experiences to enjoy the sport of golf.

KHS108 Racquetball 1 credit

This course develops the fundamental skills, strategies and experiences to enjoy the sport of racquetball.

KHS109 Volleyball 1 credit

This course develops the fundamental skills, strategies and experiences to enjoy the sport of volleyball.

KHS110 Health and 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.

KHS111 Badminton 1 credit

This course develops the fundamental skills, strategies, and experiences to enjoy the sport of Badminton.

KHS112 Intro to Sepak Takraw (foot volleyball) 1 credit

This is an introductory course developed for those who enjoy the sport of Sepak Takraw (kato). This course covers the fundamental of the sport, which includes, but is not limited to the history of the game, the basic skills for serving volleying, heading, and spiking.

KHS125 Introduction to Kinesiology 1 credit

This course provides an introduction to the sub-discipline of the field of Kinesiology. At the conclusion of the course, students will have an understanding of the various sub-disciplines of Kinesiology and the current issues present in these sub-disciplines, and be aware of available employment and graduate school opportunities.

KHS200 Community Safety & First Aid/CPR 1 credit

This course is designed to give students the fundamental skills and procedures necessary to identify ways to prevent injury and/or illness, recognize when an emergency has occurred, follow emergency action steps, and provide basic care for injury and/or sudden illness until professional medical help arrives. (Prerequisite: KHS110)

KHS220 Epidemiological Foundations and Research 4 credits

This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work. (Prerequisite: KHS110)

KHS250 Technology, Media, Health & Your Environment 2 credits

This course is designed to provide students with knowledge of technological advancements in health, the influence of the media on health, and a look into how our environment affects our health. Students will be asked to conduct research into all three topics, analyzing data, summarizing findings, and developing opinion statements concerning all three areas. Class discussion and participation is essential to student success in this course. (Prerequisite: KHS110)

KHS300 Applied Nutrition 3 credits

The study of the interaction of humans with food. Nutritional concepts; current consumer issues in nutrition; nutritional needs through the life cycle; international nutritional concerns and issues are studied. (Prerequisite: KHS110)

KHS310 Drug Education 2 credits

Pharmacological and etiological foundations, schedules, classifications, theoretical approaches to dependency, addiction and tolerance together with intervention and prevention strategies are studied. This course is designed to provide students with applicable knowledge and role playing experience in the area of drug use and abuse. Students will develop a broad based knowledge of the various types of drugs and how they are being used today medically and on the street. The students will also be asked to participate in discussions designed to raise their awareness of drug use/abuse and assist them in developing the skills and habits necessary to refrain from the negative impacts of use/abuse. (Prerequisite: KHS110)

KHS320 Human Life Experience 3 credits

This is a survey course designed to enable students to understand the biological, physiological, psychological, social, and cultural aspects of sexuality and human sexual behavior. Students will approach much of the material from a variety of different learning strategies including, research, games, small and large groups discussions, guest speakers, group activities, small assignments/worksheets, etc. (Prerequisite: KHS110)

KHS330 Elementary Methods Block I 3 credits

This course is designed to give students the basic principles of effective instruction at the elementary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills,

methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity.

KHS335 Middle School/Secondary Methods Block II 4 credits

This course is designed to give students the basic principles of effective instruction at the middle/secondary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning, teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Testing and measurement are covered in greater detail during this course. (Prerequisite KHS330)

KHS375 Sport Psychology 3 credits

This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

KHS390 Sports Management 3 credits

Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

KHS391 Law & Sport 3 credits

This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation, and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

KHS392 Financing, Marketing and Fundraising in Sports 3 credits

Sport is a multi-billion dollar industry and is evolving. Marketing, finance, and fundraising are becoming more vital to the sport manager. Students learn the financial knowledge and skills to be successful sport managers and how to formulate fundraising plans.

KHS393 Planning and Managing Sport Facilities 3 credits

This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.

KHS400 Health Psychology 3 credits

Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process. (Prerequisites: ED336, KHS115)

KHS401 Kinesiology Teaching/Research Assistant 1 - 4 credit

This assistantship is an on-campus experience teaching/research working under a faculty/staff member who has expertise in the area of interest to the student.

KHS410 Health Methods and Strategies 2 credits

Health Methods and Strategies is designed to help learners identify and practice effective methods of facilitating K-12 health education. Observations of teaching of health lessons in elementary, middle school and secondary school settings are included in the requirements. Learners will explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with K-12 learners. This will include development of a professional telecommunications resource database. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for K-12 health education. (Prerequisites: ED336, KHS115)

KHS420 Program Administration 2 credits

Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with. (Prerequisites KHS400, KHS115)

KHS435 Sport Psychology 3 credits

Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Content examines personality traits, anxiety, aggression vs. assertion, motivation, and other individual and group variables. (Prerequisite: PSY101)

KHS436 Motor Development, Control & Motor Learning 3 credits

This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to enhance student insight into the fundamental role that the motor system plays in the human condition. There are four broad topic areas: 1) nature and mechanisms of the expression and control of motor behavior; 2) concepts, principles and measurement of motor learning; 3) factors that influence skill and proficiency in motor performance; and 4) practical approaches to studying and learning motor skills. Content will follow motor control through motor development across the life span with special emphasis on early childhood development and late adulthood. (Prerequisite: KHS110)

KHS470 Health Education for Teachers 2 credits

This course investigates personal and community health issues facing society, especially children. The National Health Education Standards and the Centers for Disease Control (CDC) and Prevention Priority Health Risk Behaviors are addressed. (Prerequisite: Admission to Teacher Education Program)

KHS472 Athletic Training, Injury Prevention, and Safety 4 credits

The practical study of procedures for the care and prevention of injuries sustained during physical activity, including First Aid and Safety principles as dictated by the American Heart Association and the American Red Cross. Designed as a course for students pursuing careers in athletic training, teaching, coaching, physical therapy, or other related fields. Instruction will include lectures, informational presentations, and hands on experience.

KHS473 Biomechanics 3 credits

This course examines the physics of human movement. Content areas include the structural mechanics of bone construction, muscle contraction, ligament, and tendon plasticity and elasticity. Sport implement mechanics and the mechanics of environmental conditions (e.g. friction, air, and water resistance) are also explored. Sport performance issues will also be analyzed for mechanical efficiency. (Prerequisite: KHS110)

KHS474 Exercise Physiology 4 credits

The physiological basis for human performance and the effects of physical activity on the body's functions are examined in theory and application. Representative experiences include lecture, discussion, group exercises, class teaching, and written projects. (Prerequisite: KHS110)

KHS475 Applied Exercise Prescription 3 credits

This course integrates important principles and theories in exercise physiology, kinesiology, nutrition, psychology, and measurement, and then applies them to physical fitness testing and individualized exercise program design for team and individual athletes. Students will learn how to select physical fitness tests, conduct physiological assessments, and design individualized exercise programs and prescriptions. (Prerequisite: KHS 473 Biomechanics and KHS 474 Exercise Physiology)

KHS479 Coaching Pedagogy 2 credits

This course offers some realistic guidelines and principles that should enable the coach to conduct his/her program successfully. Course content explains the principles of coaching through discussion of techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs. (Prerequisite: KHS 110)

KHS481 Adaptives 2 credits

Students study disorders which limit student participation in physical education and the adapted development approach to physical education program. Students will describe past and present legislation that has influenced programs for those with special needs, compare and contrast the major theories and models about movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairment, learning disabled, emotional/behavioral disturbances, mentally disabled, speech and language impairments, awkwardness, brain injured and cerebral palsy, epilepsy and convulsive disorders, muscular dystrophy and other muscular disorders, orthopedic impairments, arthritis, heart disease, and asthma and other respiratory conditions. Students will also analyze the latest research in adaptive methodology and specific conditions, which require adaptive assistance in the physical education setting. (Prerequisite: KHS 473)

KHS482 Advanced Athletic Training 4 credits

This course is geared for the athletic training student pursuing NATA certification or students further interested in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of athletic training programs and sports medicine experience outside of the classroom will be stressed. (Prerequisite: KHS472)

KHS490 Senior Professional Seminar 1 credit

This capstone course prepares students to chart different paths following graduation with a degree in Kinesiology or physical education: (a) entering the work force in the field of Kinesiology at a bachelors degree level, (b) enter the work force in the field of teacher education at the bachelors degree level, or (c) enter a graduate school. In this course students will develop a resume, request letters of recommendation, complete a professional portfolio, and identify job-searching strategies. (Prerequisite: senior status)

KHS499 Kinesiology Internship 12 credits

This internship places students directly in a setting where students learn to apply entry-level competencies. The student and advisor collaborate with the on-site supervisor in selecting an appropriate internship site that meets the needs of the student, the needs of the internship site and the program needs. (Prerequisites: senior status and advisor approval)

Athletic Activity Courses

The activity courses listed may be taken to complete requirements or to serve as electives. Students who have concerns about being unable to complete certain physical activity courses due to physical limitations are asked to consult the chair of the department of kinesiology and health science or the instructor prior to registering for the course. Members and managers or an

intercollegiate team (one complete season) and cheerleaders and dance line members may apply for a maximum of three credits in three different athletic activities toward graduation 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.

KHS700 Cross Country--Intercollegiate Men 1 credit

KHS705 Cross Country-- Intercollegiate Women 1 credit

KHS710 Football--Intercollegiate 1 credit

KHS715 Volleyball--Intercollegiate 1 credit

KHS720 Basketball --Intercollegiate Men 1 credit

KHS725 Basketball--Intercollegiate Women 1 credit

KHS730 Baseball--Intercollegiate 1 credit

KHS735 Softball --Intercollegiate 1 credit

KHS740 Indoor Track and Field--Intercollegiate Men 1 credit

KHS745 Indoor Track and Field--Intercollegiate Women 1 credit

KHS 750 Outdoor Track and Field--Intercollegiate Men 1 credit

KHS 755 Outdoor Track and Field--Intercollegiate Women 1 credit

KHS760 Cheerleading 1 credit

KHS765 Danceline 1 credit

KHS770 Soccer--Intercollegiate Men 1 credit

KHS775 Soccer--Intercollegiate Women 1 credit

KHS780 Golf--Intercollegiate Women 1 credit

KHS785 Golf--Intercollegiate Men 1 credit

KHS790 Spirit Squad 1 credit

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Law

LAW401 Legal Environment of Business - 4 credits

This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions. (Prerequisite: senior standing)

LAW411 Federal Income Tax - 4 credits

This course studies the application of the law of federal income tax to individuals. Both procedural and substantive tax laws are examined. The policy behind the applicable code provisions is explored. Students extensively research a variety of tax problems. (Prerequisite: ACC202)

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Management

MAN101 Introduction to Business - 2 credits

This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN301 Organizational Behavior and Human Resource Management - 4 credits

This course will examine the basic principles of management including planning, organizing, integrating, leading, decision-making, and evaluating performance. Using theories contributed from the behavioral sciences students will examine the behavior of individuals, groups and organizations. Students will learn to analyze problems and develop strategies to deal with organizational growth and change. Additionally, some discussion will focus on human resource management skills, policies, and practices. (Prerequisite: junior standing, ACC202 and ECO102))

MAN302 Operations and Quality Management - 4 credits

This course will discuss the theoretical foundations for production management. The course will focus on the management of resources such as the production process, the management of equipment and machinery, facilities and maintenance, materials management, inventory control, quality control, scheduling, and purchasing. (Prerequisites: MAN301, ECO201)

MAN401 Business Strategy and Ethics - 4 credits

This course introduces the critical business skills of planning and managing strategic activities. Case studies are emphasized. Students learn an executive-level perspective on strategy formulation and implementation. Students also explore the divergent viewpoints one might hold in analyzing the ethical issues likely to confront business practitioners. This course is the capstone course in the Business Program. Therefore, students should take this course only during the last semester of their program. (Prerequisites: ACC202, ECO102, FIN301, MAN302, MAR301, senior standing)

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Management Information Systems

MIS301 Computer Systems for Management - 4 credits

This course gives the framework for the design, development and management of information systems. Topics include real-time computer systems, systems analysis and design, feasibility studies, cost benefit analysis, data base design, and recent developments in the industry. Students must have a very strong knowledge of basic computing skills, word-processing, and spreadsheets to take this course. (Prerequisites: ACC202, FIN301, MAN302, MAR301, senior standing)

MIS311 Technical Strategy, Analysis, and Project Management - 4 credits

Course content includes: Life cycle for development of an information system application. Standards, tools, and techniques required in analysis of information requirements and in logical information systems design. Processing alternative approaches to systems design. (Prerequisite: MIS301)

MIS411 Information Technology Infrastructure and Telecommunications for Management - 4 credit

Course content includes: Technology and infrastructure for developing large-scale information systems. Processes to identify, evaluate, and select appropriate infrastructure components for an information system implementation. Application of systems analysis and design techniques in a class project. Concepts and terminology of electronic communications. Media, signaling, data linking, and networking concepts and protocols. Technology including fiber optics, satellites, and wireless. Business uses and management issues. Public networks and carrier systems, telecommunications industry, regulation, and standards. (Prerequisites: MIS311)

MIS412 Database Management Systems for Management - 4 credits

Course content includes: Use of computer technology and software to represent, manipulate, and manage data. Facilities for ad

hoc interactive use and system development. Principles and techniques of logical database design. Introduction to physical representation and storage of data. DBMS tools to manage data and high-level languages to retrieve and manipulate data. (Prerequisite: MAR311)

MIS413 Testing, Implementation, and Support - 4 credits

Course content includes: Concepts and terminology related to testing, implementation, and technology support, creating user test cases, hands-on approach to testing new programming code and interconnectivity of software. Review the project management pieces of testing, implementation, and support. (Prerequisites: MIS411, MIS412)

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Marketing

MAR301 Principles of Marketing - 4 credits

This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing and ECO102)

MAR311 Entrepreneurship - 4 credits

This course will explore small business management and entrepreneurship. (Prerequisite: MAR301)

MAR312 Consumer Behavior & Marketing Communications - 4 credits

This course addresses the theoretical background for understanding consumer behavior. This course will examine the interaction between the environment, consumer's affect and cognition and a consumer's ultimate behavior. Various theories and perspectives on consumer motivation, attitude formation, information processing, and decision-making will be discussed throughout this course. (Prerequisite: MAR301)

MAR313 Promotions and Sales - 4 credits

This course is designed to provide students with a basic understanding of integrated marketing communications through advertising, promotions, personal selling, public relations and internet marketing. Ethical issues related to these topics will be examined and trends in consumer and business-to-business buyer behaviors will be explored. (Prerequisite: MAR301)

MAR413 Marketing Research - 4 credits

This course will teach some of the fundamental tools needed to analyze the behavior and attitudes of all types of consumers. Students will acquire an overview of scientific methods and the research process. Skills learned will include learning how to identify problems, formulate problem definitions, define research objectives, choose and develop the research design, analyze data, and write up and present a report. Students will be taught several research techniques including survey, observation, focus groups, in-depth interviews, projective techniques, experimentation, and secondary data analysis. (Prerequisites: ECO201, MAR301, MAR312, MAT110)

MAR414 Marketing Management - 4 credits

This course will discuss the roles and responsibilities of a marketing manager-such as how to plan and implement programs that will meet the needs of the target market while achieving organizational objectives. Students will learn about information gathering, market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation, and maintaining control. (Prerequisite: MAR413)

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Mathematics

MAT095 Mathematics Workshop - 2 credits

The goal of this course is to strengthen basic math skills in preparation for future math courses. The course begins by reviewing operations with signed numbers, fractions, decimals, and radicals. The course builds to simplifying algebraic expressions and solving and graphing linear equations.

MAT100 Intermediate Algebra - 3 credits

This course is provided for those students whose preparation in mathematics indicates a need for further preparation prior to completing general education mathematics requirement. Topics include properties of real numbers, algebraic vocabulary, linear equations and inequalities, graphing linear systems, exponents and polynomials, factoring, and rational expressions.

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, apportionment, decision-making, consumer mathematics and geometric shapes and symmetries. (Prerequisite: MAT095, MAT100, or passing score on the Math Placement Exam)

MAT110 Introduction to Probability and Statistics - 3 credits

This course introduces probability and statistics to students whose main interest is not mathematics or science. Explorations of fundamental topics from probability and descriptive and inferential statistics are included. (Prerequisite: MAT100 or passing score on the Math Placement Exam)

MAT125 Precalculus - 4 credits

This course emphasizes functions and their applications. We start by investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. We continue our exploration with the transcendentals including exponential, logarithmic, and trigonometric functions. Additional topics include vectors, polar coordinates, and conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. (Prerequisite: MAT100 or passing score on the Math Placement Exam)

MAT135 Calculus I - 4 credits

This course explores the concepts of limit and continuity, investigates techniques of differentiation and its applications, introduces integration, and provides the framework for the Fundamental Theorem. (Prerequisite: MAT125 or equivalent)

MAT145 Calculus II - 5 credits

This course is a continuation of MAT135. We explore techniques of integration, introduce differential equations, and apply them to problem situations. Other topics include parametric equations, polar equations, conic sections, sequences, and series. Students will be introduced to a computer algebra system. (Prerequisite: MAT135 or equivalent)

MAT220 Discrete Mathematics - 3 credits

Topics covered in this course include induction proofs, relations, algorithms, counting methods, and graph theory. (Prerequisite: MAT125 or equivalent)

MAT230 Probability and Statistics - 4 credits

This is an introductory probability and statistics course designed primarily for math and science students with a Calculus background. Topics covered include descriptive statistics, probability and probability distributions, estimation, hypothesis testing, correlation and regression, and analysis of variance. (Prerequisite: MAT135)

MAT255 Calculus III - 4 credits

This course is a continuation of MAT145. Topics covered include a review of sequences and series, analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and the related applications. (Prerequisite: MAT145)

MAT305 Foundations of Geometry - 3 credits

This course provides a systematic survey of Euclidean, hyperbolic, transformation, fractal, and projective geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove. (Prerequisite: MAT125 or equivalent)

MAT310 Linear Algebra - 3 credits

This course introduces algebraic techniques in vector space. Topics include systems of linear equations, matrices, vector spaces,

inner products, linear transformations, and the eigenvalue problem. (Prerequisite: MAT145 or consent of instructor)

MAT320 Number Theory - 3 credits

Topics in this course include mathematical induction, greatest common divisor, the fundamental theorem of arithmetic, prime and composite numbers, and congruency. Theory and problem solving are both emphasized and historical perspectives are examined. (Prerequisite: MAT135)

MAT365 Differential Equations - 3 credits

The theory, solutions, techniques, and applications of ordinary differential equations will be discussed. A computer algebra system will be utilized to enhance the experience. Topics include first-order equations, higher order linear equations, and some numerical methods. (Prerequisite: MAT145)

MAT450 Abstract Algebra - 4 credits

This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: MAT220)

MAT460 Foundations of Analysis - 4 credits

This course is a formal treatment of functions of a real variable. It covers the topology of the real line, sequences and series, and classic results in continuity, and differentiation. (Prerequisite: MAT220)

MAT478 Mathematics Seminar - 2 credits

Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring, but the topic will vary depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. (Prerequisite: Permission of a faculty member in mathematics)

MAT488 Independent Study in Mathematics - 1-4 credits

There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.

MAT498 Mathematics Internship - 1-16 credits

An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student's field of interest. (Prerequisite: Permission of a faculty member in mathematics.)

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Music

FOUNDATIONAL COURSES (100 Level)

MUS101 Basic Musicianship 2 credits

Basic Musicianship is designed for the student with little background in music. This course will present concepts needed for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and the keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite for MUS201 and ED446. Studio course.)

MUS111 Class Piano I 2 credits

This is the first of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS201 and ED446. Studio course.)

MUS112 Class Piano II 2 credits

This is the second of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS201 and ED446. Studio course.)

MUS115 Beginning Guitar I 1 credit

This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords-two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)

MUS116 Beginning Guitar II 1 credit

This course is a continuation of Beginning Guitar I with additional chords in several more keys. This course is recommended for students desiring to study private guitar. (Offered every spring. Prerequisite: MUS115 Beginning Guitar I or consent of instructor. Studio course.)

MUS120 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. (Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)

MUS161 Class Voice 1 credit

Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one's classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)

200 LEVEL COURSES

MUS201 Musicianship I 4 credits

This course begins with a brief review of music fundamentals (scales, keys, intervals and triads) and continues with four-part harmonic writing, and basic analysis. Exercises in keyboard harmony, sight singing, and dictation are included in the course. (Offered every fall. Prerequisite: MUS101 or equivalent as determined by music placement test.)

MUS202 Musicianship II 4 credits

Students continue to learn four-part harmonic writing, including the use of inversions and seventh chords. Exercises in analysis incorporate the study of melody, harmony, rhythm, texture, and form. Dictation, sight singing, and keyboard harmony are continued. (Offered every spring. Prerequisite: MUS201 or equivalent.)

MUS220 Topics in Music 2 credits, repeatable

This subject of this course will vary each time it is offered. It is designed to be taken by any students who are interested in music. Various styles of music and the relations of music to different aspects of culture and history will be explored. (Offered every spring. No prerequisite.)

MUS261 Beginning Conducting 2 credits

The goal of this introductory course is to begin to develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues, cutoffs, deadbeats, fermatas, asymmetrical patterns, and subdivided gestures. Students will learn to make thoughtful decisions in varying their conducting pattern to show changes in dynamics, tempo, and articulation. Activities to strengthen the inner ear while conducting will also be included. Requirement: for Church Music and Music Education majors. (Offered every fall. Prerequisites: music reading ability, MUS201 and/or consent of instructor. Studio course.)

MUS267 Diction for Singers 1 credit

This course is designed for the student who is interested in enhancing his or her vocal training by expanding one's knowledge of Italian and German diction and song repertoire. Emphasis is placed on the understanding and production of pronunciation. Voice students and music majors, particularly those in the choral and church music tracks, will want to register for this course. (Offered odd falls. Prerequisite: 2 semesters of MUS860 - Private Voice or consent of instructor. Studio course.)

MUS267 Diction for Singers 1 credit

This course is designed for the student who is interested in enhancing his or her vocal training by expanding one's knowledge of Italian and German diction and song repertoire. Emphasis is placed on the understanding and production of pronunciation. Voice students and music majors, particularly those in the choral and church music tracks, will want to register for this course. (Offered odd falls. Prerequisite: 2 semesters of MUS860 - Private Voice or consent of instructor. Studio course.)

300 LEVEL COURSES

MUS301 Musicianship III 4 credits

Students learn to write in the contrapuntal style of the 18th century. Chromatic harmonies and a study of classical period forms are also included in the course. Dictation, sight-singing, and keyboard harmony are continued. (Offered every fall. Prerequisite: MUS202 or equivalent.)

MUS302 Musicianship IV 4 credits

Students explore the new directions composers have taken in the 20th century and compose their own pieces in various

contemporary styles. Keyboard harmony, dictation, and sight-singing are continued. (Offered every spring. Prerequisite: MUS301.)

MUS321 Music History I 3 credits

This course includes the ancient, medieval and renaissance periods of Western music, adding a worldwide perspective by introducing the relationships between medieval music and the music of Jewish and Islamic cultures. (Offered fall 2004, spring 2006, fall 2007, spring 2009, etc. Prerequisites: MUS120 or FPA112, MUS201.)

MUS322 Music History II 3 credits

This course explores the baroque and classical periods of Western music World music perspectives are developed through explorations of traditional African-American and Latin American music. (Offered spring 2005, fall 2006, spring 2008, fall 2009, etc. Prerequisites: MUS120 or FPA 112, MUS201. MUS321 is preferred, but not required.)

MUS323 Music History III 3 credits

This course explores romanticism, post-romanticism and new movements in Western music, including *avante garde* styles. World music perspectives are developed through introductory explorations of traditional Sub-Saharan African music and high Asian cultural and folk music. (Offered fall 2005, spring 2007, fall 2008, spring 2010, etc. Prerequisites: MUS120 or FPA 112, MUS201. MUS321 and MUS322 are preferred, but not required.)

MUS356 K-12 General Music Teaching Methods 4 credits

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. (Offered even falls. Prerequisites: music reading ability, MUS120 and/or consent of instructor.)

MUS360 String Techniques & Pedagogy 1 credit

This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS361 Woodwind Techniques & Pedagogy 1 credit

This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS362 Brass Techniques & Pedagogy 1 credit

This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS363 Piano Pedagogy 1 credit

As an introduction to the various techniques related to the teaching of piano, students are exposed to and explore piano instructional materials and methodology. Practical experience is gained through observation, teacher interviews, and evaluation of pedagogical materials. (Offered even springs. Prerequisite: MUS840 or other previous private piano study.)

MUS364 Handbell Techniques & Pedagogy 1 credit

Through participation in ensemble handbell ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS365 Electronic Instruments Techniques & Pedagogy 2 credits

This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every fall and spring. Prerequisites: music reading ability, computer literacy. Studio course.)

MUS366 Vocal Techniques & Pedagogy 1 credit

This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)

MUS367 Percussion Techniques & Pedagogy 1 credit

This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS368 Jazz Improvisation 1 credit

Students will explore concepts used in jazz improvisation. (Offered odd falls. Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)

MUS369 Art of Accompanying 1 credit

This course is designed as a practice and provides students with the skills necessary to become artistic and capable

accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Offered odd falls. Prerequisite: MUS840 or other previous private piano study. Studio course.)

400 LEVEL COURSES

MUS424 Keyboard Literature 2 credits

A survey of keyboard instruments, literature and styles from 1600 to the present, excluding that which relates directly to the organ. (Offered odd springs. Prerequisites: MUS120, MUS840 or other previous private piano study.)

MUS425 Choral Literature 2 credits

A study of the choral literature from the Renaissance through the 20th century (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS120, MUS202 or consent of instructor.)

MUS426 Instrumental Literature 2 credits

Instrumental literature will emphasize literature for school-aged groups. Instrumental composers and compositions are studied through lecture, listening, reading, and student presentations. Students also develop a level II and III, four-year curriculum for band and orchestra. Teaching strategies based on the National Standards for Arts Education will also be discussed. (Offered even falls. Prerequisites: MUS120, MUS202 or consent of instructor.)

MUS427 Organ Literature 2 credits

This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.)

MUS430 History of Sacred Music 4 credits

An examination of the practice and theology involved in the music of the church enables students to evaluate music in relationship to worship. (Offered even springs. Prerequisite: MUS321 or MUS322.)

MUS431 Congregational Song 4 credits

Students examine the theology and history of congregational song, including psalms, liturgical chants, canticles, Latin and Greek hymnody, the Lutheran chorale, the English hymn, and contemporary sacred songs. (Offered odd springs. Prerequisite: MUS120.)

MUS439 Parish Music Field Experience 2 credits

This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)

MUS440 Church Organist 2 credits

This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered even springs. Prerequisite: 4 semesters of MUS850 - Private Organ Study or consent of instructor. Studio course.)

MUS441 Organ Improvisation 2 credits

In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising chorale preludes and intonations. (Offered odd falls. Prerequisites: 2 semesters of MUS850 - Private Organ Study, MUS202. Studio course.)

MUS444 Instrumental Arranging 1 credit

Instrumental arranging focuses on the practical aspects of scoring and is approached in terms of understanding how composers have traditionally written for instrument(s) and ensembles. (Offered even springs. Prerequisites: MUS201, current or previous enrollment in MUS202.)

MUS445 Choral Arranging 1 credit

This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS301, current or previous enrollment in MUS302.)

MUS456 Choral Conducting and Methods 2 credits

This advanced conducting course will apply and develop the skills gained in MUS261, focusing on leading choirs. Topics will include literature selection/programming for various school and church choirs, choral score study, audition procedures, seating formations, rehearsal planning and execution, working to develop vocal quality and musicianship in rehearsals and administration of church and school choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. Requirement for Vocal Music Education majors and Church Music majors-choral track. (Offered every spring. Prerequisite: MUS261. Studio course.)

MUS457 Instrumental Conducting & Methods 2 credits

Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be presented. The organization and management of an instrumental program will be covered. A major component

of the course will be the preparation and conducting of a public instrumental ensemble performance. Requirement for Instrumental Music Education majors. (Offered every spring. Prerequisite: MUS261. Studio course.)

MUS488 Independent Study in Music TBD credits

Topic and course of study determined in consultation with instructor. (Offered on demand. Prerequisite: consent of instructor.)

MUS492 Senior Project: Composition Recital 2 credits

The student is challenged to compose a major piece or group of pieces. Students are challenged to begin to develop a personal language, one that gives evidence of skill, imagination and originality and that communicates effectively to an audience. This project is the capstone experience for the Music Major in the Music Theory/Composition track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: 2 semesters of MUS890, 1 semester of MUS990.) Honors lesson fee applies.

MUS493 Senior Project: Thesis 2 credits

The student will research a musicological topic, write a documented thesis and present their research in a public lecture/demonstration. This project is the capstone experience for the Music Major in the Music History/Literature track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS321, MUS322 and consent of instructor.) Honors Lesson fee applies.

MUS494 Senior Project: Conducting Recital 2 credits

The student will conduct a public recital of an instrumental and/or vocal ensemble for which they have selected literature, prepared scores, rehearsed the ensemble, and prepared a program. The conducting experience may involve regularly scheduled university ensembles and student organized ensembles. This project is done with the supervision of the appropriate faculty conducting teacher. This is an option for the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS456 or MUS457 and consent of instructor.) Honors Lesson fee applies.

MUS495 Senior Project: Solo Recital 2 credits

The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student's primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS9xx and consent of instructor.) Honors Lesson fee applies.

MUS495 Senior Project: Solo Recital 2 credits

The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student's primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS9xx and consent of instructor.) Honors Lesson fee applies.

700 LEVEL COURSES (Music ensembles)

0-2 credits each, repeatable. Meet 1-5 hours/week

MUS712 Shades of Harmony Multicultural Choir 0-1 credit per semester, repeatable

The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of the music, and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register or volunteer for the choir. (No auditions are required.)

MUS713 Jubilate 0-2 credits per semester, repeatable

This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

MUS714 Christus Chorus 0-2 credits per semester, repeatable

This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retreats and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

MUS715 Chamber Choir 0-1 credit, repeatable

This is an auditioned mixed choir of 8-16 advanced singers conducted by a faculty member. The Chamber Choir will focus on secular art music from the Renaissance to the present, possibly including vocal jazz. (Audition with the instructor and concurrent membership in MUS713 or MUS714.)

MUS716 Opera Workshop 0-2 credits, repeatable

Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS860 or MUS960. (Previous voice study is expected.)

MUS717 Vocal Jazz Ensemble 1 credit, repeatable

This is a small vocal ensemble of 4-16 singers focusing on learning and performing vocal jazz literature. The group meets for one rehearsal 90 minutes/week and performs occasionally on campus. (Prerequisites: Open to sophomores, juniors, and seniors. Previous voice study is expected, and concurrent enrollment in MUS860 or MUS960 is required. Audition with the instructor.)

MUS720 Concert Band 0-2 credits per semester, repeatable

Concert Band and chamber groups drawn from the full band perform works drawn from worldwide genres. Performances include on and off campus worship services, fall and spring concerts, Christmas concert, and Commencement exercise. The Concert Band schedule includes weekend tours with a semi-annual extended tour usually in the spring semester. (Offered every fall and spring. Prerequisite: instrumental audition.)

MUS730 Chamber Ensemble 0-1 credit per semester, repeatable

The chamber music ensemble is open, by audition, to players of keyboard, wind and string instruments. The group performs and collaborates with vocal soloists and choral groups. The ensemble prepares music for chapel worship, Monday recitals and concerts throughout the year. Rehearsal schedules are coordinated so that ensemble members may belong to other music organizations on campus. (Offered every fall and spring. Prerequisite: instrumental audition for placement by instructor.)

MUS731 String Trio/Quartet/Quintet 1 credit, repeatable

This is an ensemble for 3-5 advanced string players to explore upper level string literature. The group meets one hour/week and performs. (Prerequisites: Audition with the instructor; co-registration in MUS730, Chamber String Ensemble is expected.)

MUS739 Beginning Handbells 0-1 credit per semester, repeatable

This course is open to any student with limited or no handbell experience. It teaches basic handbell ringing techniques. Members of this class will participate in performances with the handbell ensemble. (Prerequisite: some music reading ability.)

MUS740 Handbell Ensemble 0-1 credit per semester, repeatable

This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble may also belong to other music organizations on campus. (Offered every fall and spring. Prerequisites: music reading ability, audition for placement by instructor.)

MUS750 Jazz Ensemble 0-1 credit per semester, repeatable

Jazz Ensemble and jazz combos drawn from the full band, perform works drawn from various jazz styles. Performances include on and off campus fall and spring concerts. The Jazz Ensemble schedule includes weekend tours with a semi-annual extended tour usually in the spring semester. (Offered every fall and spring. Prerequisite: instrumental audition.)

MUS760 Percussion Ensemble 0-1 credit, repeatable

The Percussion Ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsal and performance of standard percussion ensemble repertoire.

MUS770 Woodwind Ensemble 0-1 credit, repeatable

Ensembles are open to all levels of woodwind students. Woodwind ensemble is designed to develop each individual's small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS772 Flute Ensemble 0-1 credit, repeatable

Ensembles are open to all levels of flute students. Flute ensemble is designed to develop each individual's small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS774 Clarinet Ensemble 0-1 credit, repeatable

Ensembles are open to all levels of clarinet students. Clarinet ensemble is designed to develop each individual's small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts

MUS776 Saxophone Ensemble 0-1 credit, repeatable

Ensembles are open to all levels of saxophone students. Saxophone ensemble is designed to develop each individual's small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts

MUS778 Brass Ensemble 0-1 credit, repeatable

Ensembles are open to all levels of brass students. Brass ensemble is designed to develop each individual's small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts

MUS780 Guitar Ensemble 0-1 credit, repeatable

Open to intermediate and advanced guitarists, the players will learn and perform duets, trios, quartets, etc. in styles ranging from classical to jazz to blues to reggae. (Prerequisite: audition by instructor.)

MUS782 Chapel Band 0-1 credit, repeatable

Open to singers and instrumentalists by audition. The ensemble performs a variety of praise, prayer and ethnic worship music for chapel in contemporary music idioms. Planning and leading a full chapel service is a feature of the group's activities. (Prerequisite: audition by instructor.)

MUS784 Vocal Ensemble 0-1 credit, repeatable

Singers may form a small vocal ensemble (men's, women's, or mixed) to rehearse and perform vocal chamber music. Groups may perform in recital, chapel, or off campus. (Prerequisite: Concurrent membership in MUS713 or MUS714)

MUS786 Jazz Combo 0-1 credit, repeatable

This small ensemble is for solo players in the jazz idiom. It builds on the experience gained from the Jazz Ensemble. Improvisation is a major component of the group's performance. (Prerequisite: Approval of instructor)

800 LEVEL COURSES: (private lessons)

1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. Voice instruction includes studio class. Private lessons are also available for composition. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS800 Violin

MUS801 Viola

MUS802 Cello

MUS803 String Bass

MUS810 Flute

MUS811 Oboe/English Horn

MUS812 Clarinet

MUS813 Saxophone

MUS814 Bassoon

MUS815 Recorder
MUS820 Trumpet
MUS821 Trombone
MUS822 French Horn
MUS823 Tuba
MUS824 Euphonium
MUS829 Jazz Lesson
MUS830 Percussion
MUS840 Piano
MUS841 Harpsichord
MUS850 Organ
MUS860 Voice
MUS870 Guitar
MUS890 Composition (Prerequisite: MUS202)

900 LEVEL COURSES (Honors private lessons)

2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS900 Violin
MUS901 Viola
MUS902 Cello
MUS903 String Bass
MUS910 Flute
MUS911 Oboe/English Horn
MUS912 Clarinet
MUS913 Saxophone
MUS914 Bassoon
MUS915 Recorder
MUS920 Trumpet
MUS921 Trombone
MUS922 French Horn

MUS923 Tuba
MUS924 Euphonium
MUS930 Percussion
MUS940 Piano
MUS941 Harpsichord
MUS950 Organ
MUS960 Voice
MUS970 Guitar
MUS990 Composition (Prerequisite: MUS202)

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Parish Education And Administration

PEA312 Family and Youth Ministry 4 credits

This course provides students with the necessary insights and skills to develop and facilitate a ministry with and for youth and families in a congregation. A relational approach to youth and family ministry emphasizes the need for peer and family support. Philosophical and practical aspects are emphasized to help students understand youth and family ministry as an integral part of the congregations' mission. A discussion of related subjects, resources and literature is included.

PEA316 Leadership I 4 credits

This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, role and functions of effective Christian team leadership will be discussed and practiced.

PEA317 Outdoor Ministry 2 credits

This course explores ministry in the outdoors setting. Participants will learn about utilization of outdoor sites and activities as ministry. Time is spent in learning how experiential learning can be incorporated into the study of the faith. Participants will also learn retreat planning.

PEA366 Parish Education I 3 credits

Through class discussion, readings, presentation and involvement in Christian education agencies in a local congregation, students grow in understanding the purpose and function of life-long parish educational ministries. Various approaches to religious and Christian education will be studied with particular application to the Lutheran setting. (Required concurrent registration in CVM 370.)

PEA367 Parish Education II 3 credits

Students observe and participate in a broad range of educational, youth, music, family, adult and children's activities in an assigned local parish while having opportunity to explore the theory and literature of the field. Students are expected to develop knowledge and skills to develop as an educational leader. This course will introduce various models for the delivery of Christian education in the parish community. Participants will explore teaching the faith, utilizing Scripture and Luther's Small Catechism as a foundation throughout the life span and will explore various ways to provide Christian education in the contemporary setting. One area for intensive leadership involvement is selected, designed and carried to completion. Class sessions provide opportunity for sharing insights, experiences and concerns with other students and the instructor. A discussion of relevant subjects and literature is included. (Prerequisite: PEA 366, CVM 370: required concurrent registration in CVM 371.)

PEA401 Teaching the Faith Across the Life Span 4 credits

This course will provide a study of teaching the faith throughout the ages with particular attention to principles of Biblical interpretation from a Lutheran perspective. The participant will work toward a definition of Lutheran teaching that will incorporate an understanding of educational theory and practice, utilize tools and skills needed for appropriate Biblical study and teaching within a Lutheran framework. Work will involve displaying an understanding of the relationship between Christian education and the worship/devotional life of the Church.

PEA418 Adult Education and Faith Formation 4 credits

An overview of adult learning theory and development, psychological and spiritual perspectives of the adult learner, educational and formational implications of the adult system, teaching strategies and program development along with various aspects of spiritual direction will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs in the congregational setting and approaches to faith formation are utilized. A service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings.

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Philosophy

PHI 341 Major Systems of Philosophy ... 4 credits

A selective historical survey of the principal areas of inquiry, key figures, major issues and tentative resolutions and the central themes prevailing in western philosophy during the ancient, medieval, modern and contemporary periods. The course is based on readings from primary sources and supplementary lectures and discussions.

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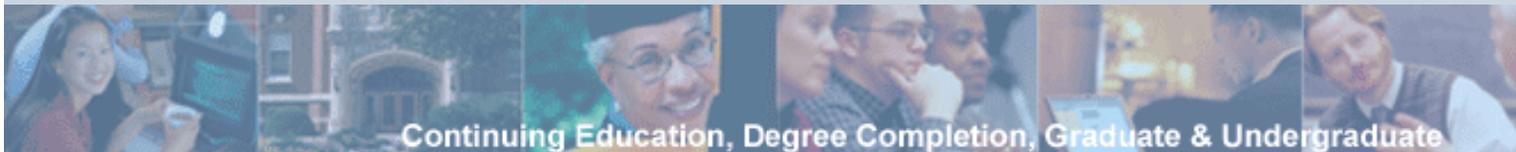
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Physics

PHS111 Principles of Physics - 3 credits

This is a course for those who have not taken physics in high school. The concepts of mechanics, matter, heat, sound, electricity, magnetism, light, and atomic and nuclear physics are considered. These major concepts of physics are examined by discussion, demonstration, use of current literature and the Internet, and hands-on-activities. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations.

PHS112 General Physics I - 5 credits

This algebraic-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for 2 lecture periods each week and for two 2-period lab sessions each week. (Prerequisites: High school physics or consent of the instructor)

PHS113 General Physics II - 5 credits

This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Physics concepts related to these topics are presented, applied to practical situations and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The Internet and literature are used to obtain current information. The course meets for 2 periods

each week and for two 2-period lab sessions each week. (Prerequisite: PHS112)

PHS221 General Physics I - 5 credits

This calculus-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The Internet and literature are used to obtain current information on mechanics and mechanical waves.

(Prerequisites: High school physics and Calculus I or approval of the instructor)

PHS222 General Physics II - 5 credits

This calculus-based course deals with the areas of thermodynamics, electricity, magnetism, optics and modern physics. Physics concepts related to thermodynamics, electricity, magnetism, optics and modern physics are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The Internet and literature are used to obtain current information on thermodynamics, electricity, magnetism, optics and modern physics. (Prerequisite: PHS221)

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Political Science

POL131 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.

POL231 American Political Theory - 4 credits

A general introduction to U.S. political theory. Topics might include: peace, justice, civil liberties, war and violence, and utopian ideas. Readings will be drawn from a variety of time periods. Students will read a wide range of authors.

POL232 Comparative Government and Politics - 4 credits

An introduction to the development of political institutions and the current governmental systems in selected nations and areas of the world. Special emphasis will be devoted to the impact of institutional and cultural patterns upon human rights and the quality of life in those countries. Students will also learn to compare and contrast critical aspects of different governmental systems.

POL241 International Relations - 4 credits

Survey and analysis of the major theories and approaches in the study of international relations and global politics. Students will specifically examine how the current global system is constructed and how nation-states interact. Topics include globalization, trade, war and peace, arms control, nation-building, terrorism, and the global environment.

POL242 State and Local Government - 4 credits

State and local government is the primary contact a citizen has with government. In a creative learning experience students use Minnesota Legislature as their laboratory for learning and participating in the governmental process.

POL321 Minnesota Politics - 4 credits

Examination of the political system and Constitution of the state of Minnesota. Focus will be on how the state developed, and how the political system currently operates. (Prerequisite: POL131)

POL331 The Constitution - 4 credits

Examination of American Constitutional developments and its history. Students will specifically study the major branches of government and their development. More specific topics would include: Bill of Rights, civil liberties, Judicial review, war powers, federalism, and the amendments. (Prerequisite: POL131)

POL334 U.S. Foreign Policy - 4 credits

This course examines the goals and consequences of American foreign policy from the founding of the republic to the 9/11/2001 terrorist attacks . Topics include U.S. relations with specific nations and regions of the world, continental expansion, World Wars I and II, the Cold War, Vietnam, American imperialism, and global terrorism. Special emphasis will also be placed on how U.S. policy is formulated.

POL337 Parties, Campaigns, and Elections - 4 credits

Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior. (Prerequisite: POL131)

POL401 Research and Writing in Political Science - 4 credits

This serves as the research and writing capstone course for all students in the Political Science program. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (government documents, policy reports, newspapers, election data, personal correspondence, etc.), rather than scholarly articles or books. Student can select their own topic, but must work with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style. (Prerequisite: Signature of instructor)

POL487 Research Seminar: Country/Area Studies - 4 credits

Specific examination of selected area or areas of the world. Students will study governmental system as well as culture and political and economic information. (Prerequisite: POL241)

POL488 Independent Study - 2-4 credits

Independent Study provides a more flexible educational experience for the student, as well as college credit for work done outside the classroom. These courses are designed and supervised by a faculty member.

POL498 Internship or Service Learning - 2-8 credits

Students participate in an internship or perform a Service Learning project. These sites might include: legislature, government agencies, or other related fields of interest.

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Psychology

PSY101 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.

PSY210 Child Psychology and Development - 4 credits

A broad sketch of human growth and development is provided from the prenatal stages to the adolescent years. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies of children at the students' projected levels of teacher certification are required. (Prerequisite: PSY101)

PSY215 Child and Adolescent Developmental Psychology for K-12 Educators - 4 credits

This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required. (Prerequisite: PSY101)

PSY220 Adolescent Psychology - 4 credits

This course examines developmental phenomena of adolescence, its physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions, with opportunity for personal exposure to youth's needs and interacting societal

institutions. (Prerequisite: PSY101)

PSY240 Psychology and Family on Video - 3 credits

This course uses video as its medium to investigate a broad range of themes, concepts and ideas found in the fields of psychology, family studies and communication. (Prerequisite: PSY101)

PSY250 Statistics for the Social Sciences- 4 credits

The course covers fundamental statistical principles used to analyze social science data. Topics covered include distributions, probability, measures of variance and central tendency, correlations, regression, and inferential statistics.

PSY300 Cognition, Learning and Memory - 4 credits

This course introduces students to important insights and theoretical principles of modern cognitive science. Students study human cognition, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, creativity, learning, and individual differences in cognition. (Prerequisite: PSY101)

PSY310 Physiological Psychology - 4 credits

This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiology and what this tells us about maladaptive behaviors will also be discussed. (Prerequisite: PSY101)

PSY320 Sensation and Perception - 4 credits

Sensing and perceiving the world involves an interaction between our bodies and minds. This course explores the neuroscience and psychological principles underlying human perceptual abilities. Students will encounter different theoretical approaches to the study of this question, as well as a variety of methodological techniques. Topics to be covered include the biological basis of vision, the perception of pattern, color, depth, and spatial layout. The senses of hearing, touch, smell, and taste will be similarly addressed. The course will conclude with an exploration of the relationship between perception to knowledge. (Prerequisite: PSY101)

PSY330 Introduction to Counseling - 4 credits

Basic theory, principles, and techniques of counseling and its application to counseling settings are explored. In addition, students develop counseling skills in the following three theoretical areas: person-centered therapy, behavioral contracting, and reality therapy. The student becomes both teacher and subject in experiential laboratory sessions. (Prerequisite: 8 credits of psychology)

PSY340 Introduction to Industrial/Organizational Psychology - 4 credits

Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY101)

PSY360 Abnormal Psychology - 4 credits

An introduction to the study of abnormal psychology. The course covers a wide range of behaviors that are distressing to a person or society or which are otherwise identified as abnormal. A comprehensive review of the etiologies of psychological disorders, discussion of available treatments and a focus on the effects that mental illness has on the individual, the family system, and society are included. Current controversies in the field are identified. (Prerequisite: PSY101)

PSY370 Introduction to Personality Theories - 4 credits

This course introduces the student to a variety of personality theories including psychoanalytic, behavioral, cognitive, humanistic and trait and type theories. Issues in personality measurement and assessment techniques are also presented and discussed. (Prerequisite: PSY101)

PSY380 Research Methods with Statistical Applications - 4 credits

This course covers a variety of research strategies for studying psychological phenomena. Students will conduct studies using different research methodologies and will gain experience in analyzing data and writing research reports. Descriptive Statistics, measures of central tendency, correlation, multiple regression, inferential statistics, chi-square, t-tests, analysis of variance, hypothesis testing with application to research methodologies will be taught. (Prerequisites: PSY101, MAT110)

PSY381 Psychology Research Seminar - 1 credit

This course is designed for advanced psychology students who have designed and implemented research projects as part of PSY380, Research Methods with Statistical Applications. Through individual faculty mentoring, students will complete projects and prepare them for presentation and/or publication. (Prerequisites: PSY101 and PSY380)

PSY488 Independent Study - 1-4 credits

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: PSY101)

PSY490 Seminar on Psychological Topics - 3 credits

This course offers in-depth analysis of a selected topic in psychology such as intelligence, creativity, brain chemistry, cross-cultural psychology, group counseling and processes, advanced counseling, history and systems of psychology, psychology of religion, psychology of gender, forensic psychology, psychological testing, behavior modification, cognitive psychology and biofeedback in a seminar setting. Content determined by the needs of students and interest of psychology faculty. (Prerequisite: 25 credits of psychology or consent of instructor)

PSY491 Preparing for Graduate School - 1 credit

This course prepares students to enter graduate or professional school following graduation. In this course, students will identify strategies for preparing and taking the Graduate Record Examination, request letters of recommendation, complete application forms, and submit them to graduate or professional schools of their choice.

PSY492 Preparing to Enter the Psychology Work Force - 1 credit

This course prepares students to enter the world of work in the field of psychology and human services at the bachelor's degree level. In this course, students will develop a resume, complete a professional portfolio, identify job search strategies, practice interviewing skills, and develop skills in using the internet for career information and job search.

PSY498 Psychology Internship - 12 credits

This internship provides the student with an in-depth field experience in a work setting that provides services that are psychological in nature. The student learns to apply psychological theories and principles. The student in conjunction with the academic advisor selects an appropriate internship site which meets the needs and vocational interests of the student.

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Religion

RLG100 The Word in 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 from each major division of the Old and New Testaments. (RLG100 is not open to students enrolled in or having taken RLG203, RLG206 or RLG303)

RLG203 Old Testament Narrative 3 credits

A survey of the narrative of the Torah, the Former Prophets, and the Writings. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the story of God's people. The course concludes with a survey of the intertestamental period and the Old Testament apocryphal literature.

RLG140 On Being a Christian 4 credits

The question, "What is Christianity?" will be explored in light of American culture, which impacts both the questions people ask and the answers being offered. After surveying the teachings and history of Christianity, students will wrestle with basic questions of life, such as "Who am I?", "What is the meaning of life?", "How are we to make moral choices?", "Why is there suffering in the world?" with Christianity as the centerpiece for ultimate answers.

RLG206 New Testament 3 credits

An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, practice the use of the tools of biblical interpretation, and grow in their ability to read texts of the Bible in their historical and literary contexts.

RLG220 Issues in Vocation and Ethics 4 credits

The course uncovers a foundation for the discussion of vocation and ethics in the chief elements of Christian doctrine and in the writings of major Lutheran theologians. Service learning experiences will enable the student to explore the complexities of the interactions of religion and society. By probing selected ethical issues, students will be challenged to arrive at thoughtful decisions and to work toward justice within a global perspective.

RLG241 Church History 3 credits

A Panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church's institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural back drop.

RLG303 Old Testament II 2 credits

A study of the major and minor prophets; Psalms and wisdom literature; and apocalyptic literature. The course will examine the nature of prophecy, and the nature of worship and response to God's gifts and struggles in life. The overarching framework is God's covenant promise to be with His people and an analysis of how the people responded. (Prerequisite: RLG203, Old Testament Narrative; RLG206, New Testament)

RLG350 Religions of the World 4 credits

Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. Surveys will be done of the religions in the Far East, Animism, Islam, Judaism, Christianity, and the cults.

RLG391 Luther's Germany 2 credits

This on-location course explores Germany with particular reference to Luther's work and mission. Churches, museums, and Luther's home in Wittenberg document Reformation activities of the 1500s. Universities, concentration camps, and current mission efforts explore modern implications of Luther's work, while Roman and other ruins are explored to recognize some of the origins of Germany's development to Luther's day.

RLG400 Jerusalem: God in the Center 4 credits

A study of the geography, archaeology and history of Jerusalem, using literary and other artifact remains, in order to comprehend, analyze and evaluate the significant role of Jerusalem for the three major monotheistic religions in times past and today. An emphasis will be placed on the study of the central events that took place in Jerusalem as they are recorded in the Bible.

RLG459 Studies in Religion and Society 2 credits

A study of the interaction between the essential tenets of Lutheran Christianity and the structures of democratic society. Among the topics considered are Christian vocation, the nature of culture and the ways Christianity has historically related to culture (with a special emphasis on the interplay of religion, church and race in North American cultural experience), the functions of Law and Gospel, the Lutheran understanding of the "two governments," and the role of Christians in society at large.

RLG488 Independent Study 1-4 credits

Independent study offers students an opportunity to do research and complete a major project in an area of religion of their own choosing.

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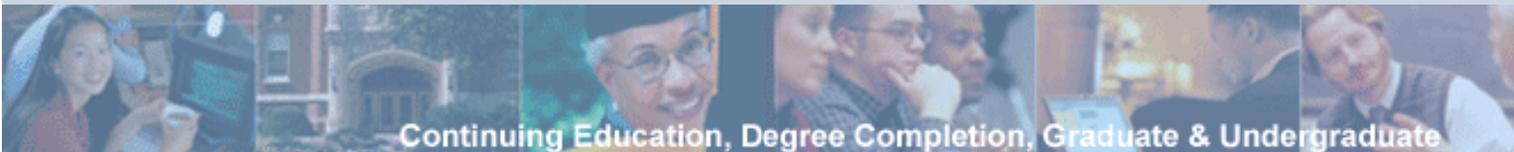
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Science

SCI 222 Environmental Science - 2 credits

This course will help students gain knowledge and an understanding of basic ecological/environmental principles. It will also include a review of current environmental problems and issues. Each week there will be a lab or field activity designed to help students explore the environment and analyze collected data.

SCI 321 Vocabulary of Science - 2 credits

This course will help students build a better science vocabulary, particularly as it relates to medical terminology. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms.

SCI 421 History and Philosophy of Science - 2 credits

This course deals with the historical basis of science from the perspective of the early Egyptian, Babylonian, Greek, Chinese, Hindu, and Islamic cultures. Emphasis is on the growth and development of scientific theory and its applications with and between these cultures. The role of women in the early development of science is also discussed. Two lecture/discussion sections per week.

SCI 499 Environmental Science Topics - 2 credits

This course covers the major environmental concerns of the earth. (Prerequisites: 1 year chemistry and 1 year biology)

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Sociology

SOC152 Introduction to Sociology - 4 credits

This course provides an introduction to the systematic study of society and social behavior. Investigation will focus on the values and norms shared by society's members, the groups and institutions that compose social structure, and the forces that are transforming social reality.

SOC253 Marriage and Family - 4 credits

This course considers the family as one of the primary social institutions within the larger social system. It explores the family's internal structure and functioning, how it serves the needs of both individuals and society, how it is changing in contemporary American society, and the societal challenges of families in crisis. (Prerequisite: SOC 152)

SOC256 Introduction to Criminal Justice - 4 credits

The course uses a sociological perspective to analyze the meaning of crime for a society, theories of criminal behavior and crime prevention. Emphasis is placed on understanding the law enforcement, judicial and corrections systems. Current issues such as police discretion, gun control, capital punishment and corporate crime are examined. (Prerequisite: SOC152)

SOC258 Careers in the Criminal Justice Field & Private Security - 2 credits

This course will allow students to explore the many career opportunities in criminal justice and private security. Students will be given factual information, career guidance and an overview of what this field has to offer. Students who would like to know more about the criminal justice field as well as those planning on or are currently majoring in this area will benefit directly from the content covered.

SOC300 Technology and Society - 4 credits

This course will examine the relationships between the contemporary American society and the new technologies that have recently emerged (e.g. the Internet, cell phones, video games, etc.). The class will look at how fundamental social processes of communication, friendships, intimate relationships, social capital development, community building and political participation transform as a result of new technologies. (Prerequisite: SOC152 or instructor's permission)

SOC325 Minnesota Criminal Codes and Statutes - 2 credits

The course covers the elements and effects of the Minnesota Criminal Code. Students study basic procedural law; crimes against persons, crimes against property, juvenile law, traffic law, and laws relating to domestic violence. Pertinent court cases are discussed in relation to each topic. (The course is required for students who intend to take the POST exam for Minnesota law enforcement officers.) (Prerequisite: SOC152)

SOC351 Juvenile Justice - 4 credits

The course examines the nature and extent of juvenile crime in American society. It includes an analysis of the historical and intellectual foundations of the juvenile justice system and the interpretation of Constitutional law as applied to children. Emphasis is placed on the role of the family and community in the prevention and treatment of delinquency. (Prerequisites: SOC152, SOC256)

SOC352 Police and Community - 4 credits

Though this course addresses the primary purposes and functions of policing, instructional priorities include scientific police management; the dynamics of community policing; theories underlying crime prevention and control; the ability of law enforcement of effectively address cultural diversity, police ethics; emerging technologies; and the application of Constitutional and Minnesota State law and procedures to current practice. (Prerequisites: SOC151, SOC256)

SOC353 Themes in Adult Development and Aging - 4 credits

This course explores a variety of themes in adult development throughout the adult life span beginning with young adulthood and ending in the last stages of adulthood: aging, death and dying. Sociological, psychological, and family science perspectives will be used to examine a variety of themes. (Prerequisite: SOC152)

SOC354 Sociology of Law - 4 credits

This course examines the formal, public responses to crime. It includes a discussion of the nature of criminal law and its purposes and the classification and grading of various criminal wrongs. Case law examples are used to enable students to understand, critique and apply criminal laws to situations in contemporary society. (Prerequisites: SOC152, SOC256 or consent of instructor)

SOC357 Class and Community - 4 credits

This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social inequality and resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual-community relationship. (Prerequisite: SOC152)

SOC358 Minority Groups - 4 credits

Students study various racial, ethnic, and other social groups in the broad context of American society. Attention is given to the concept of minority status as it relates to prejudices, discrimination and segregation in contemporary life. (Prerequisite: SOC152)

SOC359 Social Welfare as an Institution - 4 credits

This course examines basic social welfare theory and methods in order to understand the structure and function of public and private welfare in American society. Social welfare is examined as part of the larger American social structure, reflecting cultural values as well as political and economic processes. Attention is given to several areas of social welfare in which specialization has occurred, including work with the elderly, the chemically dependent and battered children and adults. (Prerequisite: SOC152)

SOC451 Social Psychology - 4 credits

Students examine how the individual's personality, behavior and attitudes are shaped through interaction with others. The course deals with such issues as conformity, persuasion, aggression, altruism, and attraction. Individual behavior is understood in light of symbolic communication and the social construction of the self. (Prerequisite: SOC152 or PSY101)

SOC452 Social Organization - 4 credits

This course addresses the fundamental question of how and why social organization is possible. Attention is given to major concepts and theories of social structure, forms of social organization (groups, communities, networks, formal organizations), basic social processes (integration, differentiation, regulation, change), the emergence of social organization from individual decision-making, and the sociology of work and occupations. (Prerequisite: SOC152)

SOC453 Social Theory - 4 credits

This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Weber, Georg Simmel, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. **This course serves as the capstone experience for the sociology major. (Prerequisite: SOC152)

SOC454 Sociological Research Methods and Statistics - 4 credits

This course explores empirical sociological investigation, covering principles of scientific inquiry, research design (surveys, experimentation, field research, secondary source analysis, evaluation research), data collection, and data analysis (descriptive and inferential statistics). (Prerequisites: SOC152, MAT110)

SOC455 Sociological Research Seminar - 1 credit

This course is designed for advanced sociology students who have designed and implemented research projects as part of SOC454, Sociological Research Methods and Statistics. Through individual faculty mentoring, students will complete projects and prepare them for presentation and/or publication. (Prerequisites: SOC152, SOC454)

SOC456 Seminar in Sociology - 4 credits

In this course, a selected problem or area of sociology, such as the sociology of education, religion, or gender, is studied. Students may also select an issue or problem in contemporary social life, frame a compelling sociological question and conceptualize and carry out a research agenda to address the question. Students may repeat the seminar if they select another topic. (Prerequisite: SOC152)

SOC488 Independent Study - 2 or 4 credits

With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: SOC152)

SOC498 Internship - 8 or 12 credits

Students participate in internships in social service agencies, local government, urban studies and related fields of interest under supervision of field professionals and staff members of the sociology department. (Prerequisites: SOC152; sociology majors only)

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Spanish

SPA101 Beginning Spanish I: First Semester - 4 credits

This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.

SPA102 Beginning Spanish I: Second Semester - 4 credits

This course continues vocabulary building through short readings and dialogues in simulated real-life situations. Grammar concentrates on past-tense review, present subjunctive, perfect tenses, the future, commands, and object pronouns. Cultural readings and film are included. (Prerequisite: SPA101 Beginning Spanish I or equivalent--usually 2 years of high school Spanish)

SPA201 Intermediate Spanish II: First Semester - 4 credits

In this course basic grammar is reviewed with increased emphasis on composition and conversation. An accompanying reader is included to expand vocabulary and recognition of familiar structures as well as provide literary and cultural material for discussion. Verb tenses include an introduction to the subjunctive. (Prerequisite: SPA102 Beginning Spanish I: Second Semester or equivalent--usually 2 years or more of high school Spanish)

SPA202 Intermediate Spanish II: Second Semester - 4 credits

This course is a continuation of SPA201 with the same texts. Continued refinement of writing and conversational skills with emphasis on cultural issues is featured. Verb study is expanded to include all tenses. (Prerequisite: SPA201 Intermediate Spanish II: First Semester or equivalent--usually 2 years or more of high school Spanish)

SPA301 Advanced Spanish III: Writing - 4 credits

An advanced Spanish language course focusing primarily on grammar review and writing with regular conversation sessions. The course includes intensive and detailed work in expository and creative writing, syntax, stylistic and idiomatic usage. There is also some introduction to advanced translation in Spanish. (Prerequisite: SPA202 Intermediate Spanish II: Second Semester or equivalent--usually 3 years of high school Spanish)

SPA302 Advanced Spanish III: Conversation - 4 credits

An advanced Spanish language course focusing primarily on vocabulary expansion and conversation with some writing exercises and structure review. Conversational practice with special emphasis on aural-oral skills. A variety of reading material is assigned as preparation for class discussion. Videos, movies, and audiotapes may also be assigned. (Prerequisite: SPA202 Intermediate Spanish II: Second Semester or equivalent--usually 3 years of high school Spanish)

SPA401 Advanced Spanish IV: Topics in Spanish linguistics, writing or culture- 4 credits

This course is designed to provide the student with advanced Spanish language proficiency. The specific topic may vary depending on the year and the instructors. Examples might include Spanish in the Workplace, Spanish Linguistics, or other related topics. (Prerequisite: SPA302 or consent of instructor--based on interview and proficiency test)

SPA402 Advanced Spanish IV: Readings in Contemporary Spanish Literature - 4 credits

A course designed to expose the student to representative writers of current trends in the literature of Spain and Latin America. Some literary movements explored are magic realism, post modernism, feminism, and the testimonial novel. The student will read novels, short stories, theater, poetry, and view occasional films. Authors may vary from year to year. (Prerequisite: SPA302 or consent of instructor - based on interview and proficiency test)

SPA403 Advanced Spanish IV: Voices of Latinos in the U.S. - 4 credits

A course designed to examine the stories of Latinos in the U.S. as told by them. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations ,and spiritual needs are covered. Language issues are highlighted and film is used to complement the readings.

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Student Support Services

SSS100 College Foundations ... 2 credits

Covers skill-building for achieving educational goals in colleges. 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.

SSS110 College Reading ... 2 credits

This course focuses on the types of reading that students will encounter in the various academic areas. This course begins with general reading instruction and practice on vocabulary development and progresses toward the application of reading skills for different disciplines within the core curriculum.

SSS120 College Turning Points ... 2 credits

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.

SSS150 Career Exploration and Assessment ... 2 credits

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.

SSS250 Practical Strategies for Career Success ... 2 credits

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. . (Prerequisite: SSS150 or consent of instructor)

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Theatre

THR101 Introduction to the Theatre - 2 credits

Fine Arts component of the General Education Curriculum Prerequisite to major/minor This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.

THR102 Acting for Non-Actors - 4 credits

This introductory acting class is designed for non-majors. Students will be introduced to principles of acting through improvisational exercises and development of short scenes. Helpful for anyone wishing to communicate effectively in a variety of situations including classroom, parish, and business.

THR111 Theatre in Practice I - 1 credit

Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews.

THR112 Theatre in Practice II - 2 credits

Credit is given for major involvement in theatre productions, workshops, and other approved situations. Major involvement is defined as activities such as stage managing, assistant directing, designing, and directing projects. (Prerequisite: consent of instructor)

THR201 Dance for Musical Theatre - 2 credits

Students work on numerous styles of dance associated with Musical Theatre, including jazz, tap, and ballet. Work to improve flexibility and technique, and to increase the student's knowledge of dance terminology. The class explores the basics of choreography, and students create short original dance pieces. Use of videos to study the development of Musical Theatre dance by comparing and contrasting the styles of numerous choreographers. Students are required to attend and critique one live dance performance. Class may be repeated up to 8 times for elective credit.

THR203 Creative Dramatics - 2 credits

Students enrolled in this course study and practice methods and activities in creative dramatics for the classroom, parish, business, and family. Special emphasis is placed on activities designed to help students to express their own natural creativity and for these students, as future leaders of groups, to help others to express their own natural creativity as well.

THR221 Acting I - 4 credits

Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.

THR224 Shakespeare in Performance - 4 credits

This course is for theatre and non-theatre students who have an interest in exploring a sampling of Shakespeare's plays in production. The class will examine elements of production and visioning the plays through watching videos, reading plays, attending live performance, and working in small groups with selected scenes from acting, directing, and design perspectives. No prerequisite.

THR226 Voice and Diction - 2 credits

This course is suitable for students who wish to increase their proficiency in spoken Standard American English for personal or professional reasons. Foundations of a healthy vocal technique based on breath, relaxation of the body and proper support are established. Students learn elementary physiology of the vocal mechanism leading to sound production. Creation of consonants and vowels is undertaken with the purpose of proper production, placement and clarity.

THR241 Script Analysis - 4 credits

Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

THR251 Stagecraft - 4 credits

The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the material presented.

THR253 Makeup for the Stage - 2 credits

Fundamentals of two and three-dimensional stage make-up through character analysis, design and application. Extensive practical experience through laboratory and possible crew work on departmental productions. Each student will be required to purchase his or her own makeup materials.

THR255 Stage Management - 2 credits

This course is an introduction to the concepts, principles, and practices of stage management in the contemporary theatre. Students will receive classroom instruction on the theory and practice of stage management, participate in workshop application of stage management techniques, and participate in departmental productions. Students will study a major text in stage management as well as develop a stage manager's portfolio.

THR270 Computer Assisted Design - 2 credits

This course introduces the use of computers and computer software in the arts. The use of the personal computer in the production process as it relates to design and technical production is explored.

THR291 Topics in Theatre - 1-4 credits

This course offers in-depth analysis of a selected topic in theatre such as film, children's theatre, drama in worship, stage management, or theatre management in a seminar setting. The needs of students and interest of theatre faculty determine content.

THR301 New York Theatre Tour - 2 credits

Faculty will lead a one-week exploration of contemporary theatre in New York City. Participants will attend several productions and will participate in discussions following each performance. Tour is scheduled during the second week of January even numbered years. Additional fee for housing and transportation. A reaction paper is required at the conclusion of the tour.

THR302 London Theatre Tour - 2 credits

Faculty will lead an exploration of theatre in London. Participants will attend several productions and visit historic literary sites. Students will participate in 3-4 days of seminars at the Shakespearian Globe Theatre. Participants will need to prepare at least one Shakespeare monologue to use as part of the seminar training at the Globe. Duration of the tour will be approximately 8 days. Tour is scheduled during the second week of January odd numbered years. Additional fee for housing and transportation. A reaction paper is required at the conclusion of the tour.

THR321 Acting II - 4 credits

Further principles in developing a character are learned through more monologue and scene work. Advanced techniques of breathing, rhythm, focus and facial mask are taught to help the student explore the field of potential and lead the actor out of the known and into the unknown. (Offered every other year. Prerequisite: THR221 or consent of instructor)

THR324 Voice and Movement for Actors - 4 credits

During the first 7 weeks of the course, students will explore the mechanics and elements of movement, including an examination of non-verbal communication, neutral and character mask work, and the creation of physical characterizations. During the last 7 weeks of the course, students establish the foundations of a healthy vocal technique based on breath, relaxation of the body, and proper vocal support. (Prerequisite: THR221 or consent of instructor)

THR326 Voice, Diction & Dialects - 2 credits

Students learn production and placement of sound through various exercises, leading to character development. Students also are introduced to techniques for learning a foreign dialect.

THR328 Acting for the Camera - 4 credits

The purpose of this course is to increase the camera acting skills of the student by raising the actor's ability to understand, negotiate, and use the video production process. Students will demonstrate growth in camera acting skills measured by rehearsal and video taped performance. (Prerequisite: THR221 Acting I)

THR355 Scenic Design - 4 credits

This course is an introduction to the theory and techniques of scenery design. Three subject areas are combined to formulate the scope of the course: literature analysis, aesthetic design--techniques and materials, pragmatic design--production, and organization. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

THR355 Scenic Design - 4 credits

This course is an introduction to the theory and techniques of scenery design. Three subject areas are combined to formulate the scope of the course: literature analysis, aesthetic design--techniques and materials, pragmatic design--production, and organization. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

THR356 Costume Design - 4 credits

This course will be an introduction to the art and practice of costume design. Emphasis will be on analysis of the costume design

process and organization from script to design concept to the workable costume for the actor. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

THR357 Lighting and Sound - 4 credits

This course is an introduction to the theory and the techniques of lighting and sound design for the stage. Three subject areas in both aspects of theatre will be discussed in this course: basic understanding and connection of the equipment, basic design, and a basic understanding of the aesthetics of sound and lighting design. Laboratory hours required. (Prerequisite: THR251 or consent of instructor)

THR428 Techniques for the Singer/Actor - 4 credits

This course is designed for actors who sing and singers who act and the directors who direct them. The core of the course focuses on techniques to release tensions and habits that limit the body, face, and voice and the ways in which these elements work together when the performer is singing. These techniques extend the range of a performer and enrich, expand, and set free the total performance that lies within the singer. (Prerequisite: THR221 or consent of instructor)

THR445 Theatre History, Theory, and Literature I - 4 credits

A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

THR446 Theatre History, Theory, and Literature II - 4 credits

A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of "performance" in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

THR478 Directing - 4 credits

Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR241)

THR488 Independent Study in Theatre - 4 credits

Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed

throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR241)

THR492 Drama in the Life of the Church - 4 credits

A comprehensive survey of the methods of incorporating drama in the life of the church. Students will be given a brief overview of the history and theory of drama in the church. The main thrust of the course will be dedicated to the writing, designing, building, acting, directing and producing original Christian dramas by the students to be incorporated into their specific area of church work (Director of Christian Outreach, Director of Christian Education, Pastor, Layperson). Rehearsal outside of class and performance in campus chapel is required.

THR498 Theatre Internship - 4-16 credits

Students participate in a first hand theatre experience at a local professional or semi-professional theatre. The student, through observation and/or direct involvement, learns practical application of drama theories and theatrical principles. The student and internship advisor select an appropriate internship site that meets the needs and interests of the student. (Prerequisite: Consent of advisor and department chair)

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Theology

THY280 Personal Witnessing 2 credits

This practical course equips students to share the Gospel in the context of a growing friendship with others. It includes skill development in building relationships, recognizing opportunities, dealing with fears, listening, communicating the basic Christian message briefly or in-depth, and applying the message to the needs of the hearer.

THY281 Principles for Christian Outreach 4 credits

This course is an overview of outreach principles and strategies. Specific attention will be given to those factors in the life and activity of the church which hinder or enhance its growth. Included in the overview will be an analysis of the life and activity of a Christian congregation, steps toward mobilizing the laity, the development of a church growth consciousness, basic planning procedures for church growth, church planting theory and strategies, and basic cross-cultural insights.

THY330 Our Living Faith 4 credits

A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification; with an exploration of the biblical basis, the conceptual framework and the contemporary significance of the historic doctrines of the church. (Prerequisites: RLG203, Old Testament Narrative; RLG206, New Testament)

THY331 Seminar in Theology 4 credits

A study of the nature, tasks and methods of Christian theology on the basis of primary sources from the Old and New Testaments, the Lutheran Confessions and representative writings from the classical Christian tradition. Students' readings and subsequent discussions will explore the variety of questions addressed in selected periods of Christian history, paying special attention to how the gospel is implicitly or explicitly an issue in these theological debates. (Prerequisites: RLG101, RLG201,

THY330, THY340)

THY341 Lutheran Confessional Writings 3 credits

A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance, (Prerequisite; RLG203, Old Testament Narrative; RLG206, New Testament; RLG241, Church History)

THY367 Outreach Practicum--Cross-cultural 2 credits

Through assigned readings, field experience, personal reflection, and classroom discussion, students will grow in their understanding of the unique challenges and joys of ministry in a cross-cultural setting. They will begin to understand the unique challenges and joys of cross-cultural ministry. Students will observe cross-cultural ministry in general and participate in outreach leadership and ministry.

THY371 Mission of God 4 credits

This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discovers that intent in biblical narratives and texts and in Lutheran theology and confessions.

THY372 Life and Work on the Mission Field 2 credits

This course surveys the challenges, problems and joys peculiar to missionary life and work in a different culture. Topics include missionary preparation; the call into missionary work and the assignment; relating to a mission board; living in and appreciating another culture; relating to national Christians; maintaining one's spiritual, physical and emotional health; marriage/family concerns; children and education; furlough; deputation; continuing education; relating to the church at home; culture shock; and language study. Contacts with professionals from the field will supplement readings, films, lectures, and discussions.

THY373 Campus Ministry 1 credit

This course studies campus ministry--from both domestic and international student perspectives. It begins with understanding the Biblical/theological basis for campus ministry and moves into the practical application of that Biblical understanding. Topics covered include: very brief historical overview of LCMS campus ministry; importance of campus mission; importance of a mission plan; current environments and models; faculty, staff, and community issues; relationship to youth ministry; the church professional as campus mission worker; role of LCMS districts and congregations; funding, compensation, and split-time issues; worker training and professional association opportunities; resources for workers; solo vs. on staff position; ecumenical parameters; and how to be considered for a call into campus mission.

THY381 Congregational Outreach 4 credits

A critical theological and practical evaluation of evangelism methodologies and strategies. These are evaluated on the basis of Scripture, Lutheran theology, and potential effectiveness. A major component of this task is to construct appropriate apologetic responses for people living in contemporary contexts different than the student's own. By means of readings, field experiences and class discussions, students will design, select and redesign a variety of programs suitable for use in specific cultural contexts.

THY382 Assimilation Ministries 3 credits

This course has a dual focus: (a) principles and strategies of assimilating new members and inactive members into a local church and (b) a practical and theological understanding of ministry to people who have withdrawn from the worship and work of the church. Through reading, field experience and reflective discussion, students develop a theology and methodology for congregational ministry in both of these vital areas.

THY409 Studies in Biblical Theology 2 credits

An exploration of sections, books, or major topics of the Old and New Testaments, as determined by the instructor and announced by the division. (Prerequisites: RLG101, RLG201)

THY422 Christian Ministry and Practice 3 credits

The concepts of call, vocation, ministry and team ministry are studied in relation to the worship, witness, teaching, service and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servant hood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church. (Prerequisites: RLG203, Old Testament Narrative; RLG206, New Testament; THY330, Our Living Faith)

THY439 Studies in Christian History and Thought 2 credits

An exploration of key periods, important individuals, or significant theological issues or movements in the history of Christianity from the end of the New Testament period to the present. Topics are determined by the instructor and announced by the department. (Prerequisites: RLG101, RLG201, THY340)

THY460 Worship for Lutherans 2 credits

Exploring early church experience and Reformation teaching, the student uncovers the meaning of worship. Critical evaluation of contemporary practice and recent developments in worship make the student better able to provide leadership in congregational worship life.

THY461 Worship and Witness 2 credits

Building on the Lutheran understanding of worship, students will survey and evaluate worship forms and practices in use in

varied cultural settings. They will be guided as they wrestle with contemporary cultural contexts and assist in the design of worship services that communicate Law and Gospel effectively to both the church and unchurched while remaining faithful to a Lutheran liturgical heritage.

THY473 Cross-Cultural Outreach 4 credits

Students are introduced to the world of cross-cultural mission work in foreign fields and in the United States. The course provides theories and strategies for effectively proclaiming the Gospel to peoples of different cultures. The course will address cross-cultural insights in foreign, ethnic and social-economic contexts and includes field trips to government-funded and private organizations working in cross-cultural contexts, language learning insights and an African feast.

THY480 Rural, Suburban and Urban Outreach 3 credits

This course focuses on the distinctive outreach ministries found within the rural, suburban, and urban contexts. A theological perspective identifying the needs of the city as well as a perceived neglect of the rural setting will be addressed. A focus on congregationally-based outreach ministries will propel the student into a theological discussion related to human care and evangelistic ministries. A demographic study of both congregation and community will be incorporated into the course.

THY481 The Christian Response to the Religions of the World 2 credits

In this course, the student will learn to listen sympathetically, analyze critically and respond appropriately to selected religions and their world views from a Lutheran theological perspective. (Prerequisite: RLG350)

THY488 Independent Study 1-4 credits

Independent Study offers students an opportunity to do research and complete a major project in an area of theology of their own choosing.

THY495 All Within the Context of the Christian Gospel 2 credits

Under the guidance of the course mentor, students review their Concordia University, St. Paul experience and reflect on its theological dimensions. They discuss the implications of the Christian faith for other areas of academic inquiry. Students assess the achievement of the mission statement of the university in their own academic experience. [As capstone experience for majors in theology or outreach, it is understood that students will take this course after or at least concurrent with their last class(es) in their major.]



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Vocation and Ministry

CVM101 Old Testament 2.5 credits

This course is an introduction to Old Testament literature and the history of the people of Israel. It overviews the words and deeds of God in the life of His people under the old covenants.

CVM130 Christian Doctrine I 1.5 credits

A study of the content and effective application of Christian theological presuppositions and the Doctrine of Creation with an exploration of the Biblical basis, the conceptual framework and contemporary significance of the church's teaching.

CVM131 Christian Doctrine II 1.5 credits

A study of Christian doctrine, with a special emphasis on the Means of Grace.

CVM151 Teaching the Faith (Practicum 1 credit Pass- No Pass)

CVM160 Introduction to Christian Outreach (Practicum 1 credit Pass-No Pass)

A critical theological and practical evaluation of evangelism strategies and methods. These are evaluated on the basis of Scripture, Lutheran theology, and potential effectiveness. By means of readings, class discussion and field experience, students will develop a biblical basis for understanding the *Missio Dei* and construct a framework for effective outreach through a congregational setting.

CVM161 Worship Leadership Training (Practicum 1 credit Pass-No Pass)

In lectures, practica, reading, writing, and planning participants relate basic Lutheran theological concerns to the tasks of

leading Christian worship.

CVM201 New Testament 2 credits

This course has been designed to acquaint students with the literature of the New Testament and confront them with how the writers of the New Testament describe the life, work, message, and mission of Jesus.

CVM210 Peer Ministry 3 credits

Peer Ministry integrates the act of caring and serving others with a Christian belief and values system. This course equips people of all ages with skills, faith, and values to be a caring friend. Participants will be trained to facilitate youth and adults to serve as peer ministers in congregations and community organizations. Participants will learn to express care and support within diverse communities and will learn to practice communication skills, facilitate small groups, and learn the role of the listener/helper. (No pre-requisite).

CVM220 Outreach Leadership Institute: Building Blocks for Today's Great Commission Congregations 2 credits

The Outreach Leadership Institute (OLI) is a course designed within the context of a 2-day training event to better equip individuals involved in or responsible for evangelism and outreach at the congregational level. OLI will help congregations re-ignite their vision for sharing the Gospel and equip them with the requisite skills and theories. It is intended to benefit teachers, administrators, Directors of Christian Education, Directors of Christian Outreach, Directors of Parish Music, lay workers, pastors, and other professional and volunteer leaders by sharpening their skills in the area of evangelism and outreach while serving in their particular areas of ministry. Participants will learn significant information, strategies, methods, and theories related to congregational and educational outreach. Besides an opening plenary session, each participant will choose two-4 hour modules, each module studying one outreach topic. The entire institute will be bathed in prayer and worship. This annual event strives to strengthen the "Building Blocks for Today's Great Commission Congregations." (No pre-requisite).

CVM240 Church History 1.5 credits

Textual study, lectures, classroom participation and practica lead students to recognize major figures and trends in church history and to appreciate God's work in the history of the church of Jesus Christ.

CVM250 Intro. To Pastoral Ministry and Portfolios 1 credit

Participants will explore reasons for keeping a professional portfolio, both now and in their future ministry, including its value for clarifying one's calling. The course will include activities and assignments to assist students in the exploration of their journey to becoming a pastor and in their development of a professional portfolio. (Pre-requisite: 32 semester hours of credit).

CVM262 Parish Leadership, Service and Administration (Practicum 2 credits Pass-No Pass)

CVM270 Introduction to the City I 3 credits

This class is the first part of a two semester sequence designed to give students an understanding of life in the urban setting. This course develops an understanding of the dynamics of the urban area. Opportunities are also available in this course for the Christian to explore what it means to be a child of God in the urban setting. The course is cross-cultural and cross-disciplinary. (No pre-requisite).

CVM275 Introduction to the City II 3 credits

This class is the second part of a two semester sequence designed to give students an understanding of the life in the urban setting. This semester focuses upon world religions, grant writing, and challenges of the city. This course is cross-cultural and cross-disciplinary. (No pre-requisite).

CVM366 Introduction to Word and Service Ministry 2 credits

Through class discussion, readings, presentations and involvement with field-based professionals, students grow in understanding of the purpose and function of Ministers of Word and Service as Directors of Christian Education and Directors of Christian Outreach. Emphasis is placed upon Scriptural, historical, social and educational foundations of the Minister of Religion-Commissioned and on the development of a philosophy of ministry, personal mission statement, and professional ethics. The admission to program portfolio is developed and made ready for program entrance interviews.

CVM368 Urban Practicum 2 credits

Participants will experience service in an urban environment, learning about the community and becoming involved in direct service. The participant, instructor and site director will jointly design this experience. Readings will focus upon the unique urban culture.

CVM369 Outdoor Ministry Practicum 2 credits

The practicum experience takes place in a Lutheran camp for those who have been selected and hired as counselors for the summer camp setting. In addition to the on-site training, support and guidance is provided through a university instructor. (Pre-requisite: Hired on the summer counseling staff of a Lutheran camp).

CVM370 DCE Word and Service Ministry Field Work I 1 credit

Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service in addition to one (seminar) per week is required. (Pre-requisite: DCE/Concurrent enrollment in PEA 366; DCO/Concurrent enrollment CVM 366.)

CVM372 Word and Service Ministry Field Work II 1 credit

Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service in addition to one (seminar) per week is required.

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Basic Business Core Curriculum

52 credits

Required: (52 credits)

ACC201 Principles of Accounting I (Financial Accounting)	4
ACC202 Principles of Accounting II (Managerial Accounting)	4
ECO101 America in the Global Econ.: Macroeconomics	4
*This course also fulfills a general education requirement	
ECO102 America in the Global Econ.: Microeconomics	4
ECO201 Econometrics	4
ECO401 International Trade and Financial Markets	4
FIN301 Corporate Finance I	4
LAW401 Legal Environment of Business	4
MAN301 Organizational Behavior and Human Resource Management	4
MAN302 Operations and Quality Management	4
MAN401 Business Strategy and Ethics	4

MAR301 Principles of Marketing 4

MIS301 Computer Systems for Management 4

Majors

- Accounting
- Finance
- Business Management
- Marketing

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Art Design Major

45 credits

Prerequisite:

ART101	Approaching Art	2
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Required: (24 credits)

ART102	2-D Design	3
ART103	3-D Design	3
ART105	Color Theory	3
ART111	Drawing I	3
ART141	Photography I	3
ART212	Illustration	3
ART282	Graphic Design I	3
ART472	20th Century Western Art	3

Graphic Design Track: (12 credits)

MAN101	Introduction to Business	2
ART382	Graphic Design II	3
ART482	Graphic Design III	3

ART498	Design Internship	3
ART499	Professionalism and Exhibition	1

Electives to total 45 credits:

ART202	Digital Art I	3
ART302	Digital Art II	3
ART332	Screen Printmaking	3
ART241	Photography II	3
ART291	Introduction to InDesign	1
ART292	Introduction to Photoshop	1
ART293	Introduction to Illustrator	1
ART341	Photography III	3
ART431	Mixed Media Graphics	3

and/or

Off-Campus/Mentored Study:

Advertising

Animation

Digital Photography

Fashion

Furniture

Landscape

Layout

Typography

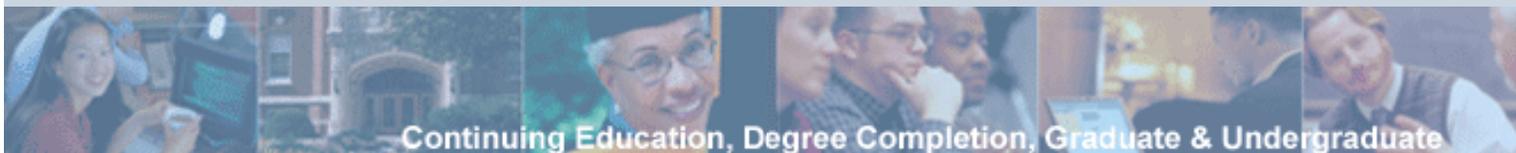
Web Design

Etc.

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Art Studio Major

56-58 credits

Required: (44-45 credits)

ART100	Fine Arts Colloquium	1
ART101	Approaching Art	2
ART102	2-D Design	3
ART103	3-D Design	3
ART105	Color Theory	3
ART111	Drawing I	3
ART211	Figure Drawing	3
ART171	Survey of Art I	3
ART172	Survey of Art II	3
ART491	Theories in Contemporary Art	2
ART499	Professionalism and Exhibition	1

choose 1: (2-D)

ART121	Painting I	3
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ART311	Drawing III	3
<i>choose 1: (3-D)</i>		
ART151	Sculpture I	3
ART161	Ceramics I	3
<i>choose 1: (photo)</i>		
ART141	Photography I	3
ART202	Digital Design I	3
<i>choose 1: (graphics)</i>		
ART231	Relief Printmaking	3
ART332	Screen Printmaking	3
ART333	Intaglio Printmaking	3
 <i>Required: (5-6 credits)</i>		
<i>choose 1: (non-western art history)</i>		
ART271	Art of Mexico	3
ART272	Art of Asia	3
ART273	Ethnographic Art	3
ART370	Mexican Art & Culture	2
 <i>choose 1: (western art history)</i>		
ART371	Ancient Western Art History	3
ART372	Early Centuries of Christian Art	3

ART373	Baroque to Romantic Art	3
ART471	The Revolution: 19th C. Art History	3
ART472	20th Century Western Art	3

Electives: (12-13 credits)

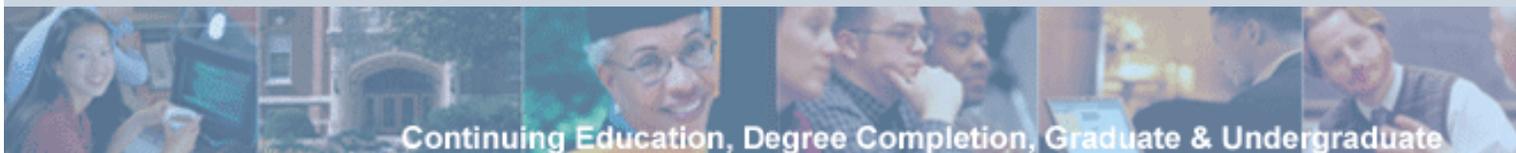
ART311	Drawing III	3
ART202	Digital Art I	3
ART302	Digital Art II	3
ART221	Painting II	3
ART321	Painting III	3
ART231	Relief Printmaking	3
ART332	Screen Printmaking	3
ART333	Intaglio Printmaking	3
ART431	Mixed Media Graphics	3
ART241	Photography II	3
ART341	Photography III	3
ART251	Sculpture II	3
ART271	Art of Mexico	3
ART272	Art of Asia	3
ART273	Ethnographic Art	3
ART370	Mexican Art & Culture	2
ART351	Sculpture III	3
ART261	Ceramics II	3
ART361	Ceramics III	3
ART300	Community Arts	4
ART371	Ancient Western Art History	3
ART372	Early Centuries of Christian Art	3
ART373	Baroque to Romantic Art	3

ART471	The Revolution: 19th C. Art History	3
ART472	20th Century Western Art	3
ART481	Topics in Art: _____	1-3
ART489	Mentored Study	1-4

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Biology Major

49-50 credits

General Education Courses:

BIO120	Biology I: The Unity of Life	4
CHE115	General Chemistry I	4
MAT110 or MAT125 or MAT135		3-4

Required Core Courses (29 or 30 credits):

BIO130	Biology II: The Diversity of Life	4
CHE116	General Chemistry II	4
CHE221	Organic Chemistry	5
BIO210	Genetics	5
BIO330	Cell Biology	5
BIO450	Special Topics in Biology 2 course, 1 credit each	2
BIO455	Research Proposal	1

	and	
BIO456	Research in Biology	4
	or	
BIO498	Internship	4

Elective Courses

*Student take at least 19 elective credits; at least
7 credits need to be 300- or 400- level*

Elective Courses Choices:

BIO200	Biology of the Outdoors	2
BIO315	Human Anatomy and Physiology I	5
BIO316	Human Anatomy and Physiology II	5
BIO231	Field Biology and Natural History	4
BIO240	Molecular Biology Techniques	5
BIO256	Research in Biology	1-4
BIO300	Microbiology	5
BIO320	Ecology	5
BIO220	Plant Biology	5
BIO230	Animal Biology and Physiology	5
BIO410	Developmental Biology	3
BIO420	Bacterial Pathogenesis	3
BIO430	Immunology	3
ENV300	Environmental Issues and Ethics	4
CHE328	Biochemistry	5
CHE222	Organic Chemistry II	5
	or	
PHS111	Principles of Physics	3
	or	
PHS112	General Physics	4
PSY310	Physiological Psychology	4

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Communications Studies Major

44 credits

Prerequisite:

COM103 Communication Fundamentals: Interpersonal 4

Required: (36 credits)

COM205 Group Communication & Facilitation 4

COM212 Public Speaking & Performance 4

COM222 Mass Communication 4

COM309 Intercultural Communication 4

COM403 Family Communication 4

COM442 Communication Theory & Analysis: Interpersonal* 4

COM443 Communication Theory & Analysis: Persuasion* 4

COM478 Organizational Communication 4

ENG221 Journalism 4

***Required capstone sequence**

Tracks: (8 credits)

COM498 Communication Internship 4
(2 @ 2 credits each)

and 4 credits in one of the tracks for a total of 8 credits

Communication Technology

COM323 TV Producer Practicum 4
SOC457 Cyberculture and Community 4
THR328 Acting for the Camera 4

Intercultural Communication

HIS339 Race and Ethnicity in American History 4
SOC358 Minority Groups 4
THY473 Cross-Cultural Outreach 4

Public Relations and Marketing

ART141 Photography I 3
COM325 Public Relations Writing 4
COM363 Interviewing for the Professional 2
COM364 The Job Interview 2
ED 391 Educational Media and Technology 2
MAR301 Principles of Marketing 4
MAR421 Professional Selling 4

Management Communication

COM363	Interviewing for the Professional	2
COM364	The Job Interview	2
MAN301	Organizational Behavior and Human Resource Management	4
MAN421	Human Resource Management	4
<i>Professional Communication</i>		
COM363	Interviewing for the Professional	2
COM364	The Job Interview	2
ENG420	Persuasive Writing on Contemporary Issues	4
PSY380	Research Methods with Statistical Applications	4
SOC454	Sociological Research Methods and Statistics	4
<i>Family Communication</i>		
FAS300	Methods and Materials for Family Education	2
FAS400	Family Systems, Structures and Relationships	4
PSY240	Psychology and Family on Video	3
<i>Sports Information</i>		
COM325	Public Relations Writing	4
COM363	Interviewing for the Professional	2
COM364	The Job Interview	2
KHS375	Sociology of Sport and Exercise	4
PSY440	Sport Psychology	4

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Community Arts Major

44 credits

Prerequisite:

ART101	Approaching Art	2
<i>Required: (29 credits)</i>		
ART100	Fine Arts Colloquium	1
ART102	2-D Design (7 weeks)	3
ART103	3-D Design (7 weeks)	3
ART111	Drawing 1	3
ART121	Painting and Color Theory	3
ART161	Ceramics I	3
ART300	Community Arts	4
ART472	20th Century Western Art	3
ART498	Community Arts Internship	8

choose 1: (3 credits)

ART141	Photography I	3
ART232	Screen Printmaking	3
ART202	Digital Design I	3
ART499	Senior Seminar	1

choose 1: (3 credits)

ART271	Art of Mexico	3
ART272	Art of Asia	3
ART273	Ethnographic Art	3

or by petition with HECUA

HECUA Internship	16
------------------	----

Replacing the following:

ART498 and 8 elective credits

choose 3-5: (9 credits)

ART151	Sculpture I	3
ART211	Figure Drawing	2
ART221	Painting II	2
ART231	Relief Printmaking	3
ART233	Intaglio Printmaking	3
ART331	Advanced Printmaking	2
ART203	Digital Design II	3
ART251	Sculpture II	2
ART261	Ceramics II	2
ART498	Community Arts Internship	4

THR111,112	Theatre in Practice I, II	1-2
THR203	Creative Dramatics	2
THR251	Stagecraft	4
THR356	Costume Design	4
THR201	Dance for Musical Theatre	2
FPA113	Harlem Renaissance	4

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Criminal Justice

44 credits

Required: (32 credits)

* SOC152	Introduction to Sociology	4
* SOC256	Introduction to Criminal Justice	4
* SOC351	Juvenile Justice	4
* SOC352	Police and Community	4
SOC357	Class and Community	4
SOC498	Criminal Justice Internship	12

Electives: (12 credits)

* PSY101	Introduction to Psychology	4
* SOC253	Marriage and the Family	4
SOC325	Minnesota Criminal Codes and Statutes	2
SOC354	Sociology of Law	4
*SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4

SOC451	Social Psychology	4
SOC452	Social Organization	4

* These courses are required for students preparing to enter the professional law enforcement certificate program and take the licensing examination for law enforcement positions in Minnesota. Students may choose either PSY101 or PSY360.

** Program meets requirements for Minnesota POST Board certification. The certificate program also requires that students complete two general education courses, COM103 Communication Fundamentals: Interpersonal and ENG120 College Writing and take a First Responder or other approved first aid course.

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English Major

41 credits

Prerequisites:

ENG120	College Writing	4
ENG155	Introduction to Literature	4
COM103	Communication Fundamentals: Interpersonal	4

Required: (17 credits)

ENG369	Shakespeare	4
ENG420	Persuasive Writing on Contemporary Issues	4
ENG440	Literary Theory	4
ENG499	Framing the Literary Tradition	1
ENG490	Seminar in Literature	4

Electives: (24 credits)

choose 4 credits:

ENG221 Journalism 4

ENG325 Creative Writing 4

choose 4 credits:

ENG365 British Literature I 4

ENG366 British Literature II 4

choose 4 credits:

ENG375 World Literature I 4

ENG376 World Literature II 4

choose 4 credits:

ENG385 American Literature I 4

ENG386 American Literature II 4

Students consult with the department for guidance in selecting the remaining 8 credits.

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Family Life Education Major (Traditional Program)

48 credits

Prerequisites:

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

Required (47 credits):

# FAS101	Introduction to Family Life Education	1
# SOC253	Marriage and Family	4
# PSY210	Child Psychology & Development	4
# PSY220	Adolescent Psychology	4
# SOC353	Themes in Adult Development & Aging	4
#COM403	Family Communication	4
# FAS300	Methods & Materials of Family Education	3
# KHS320	Human Life Experience	3
# FAS400	Family Systems, Structures and Relationships	4

# FAS498	Family Life Education Internship	8
#X FAS442	Family Decision-Making & Resource Management	2
#X FAS443	Parent Education (online)	2
#X FAS444	Family Law, Public Policy and Applied Ethics (online)	4

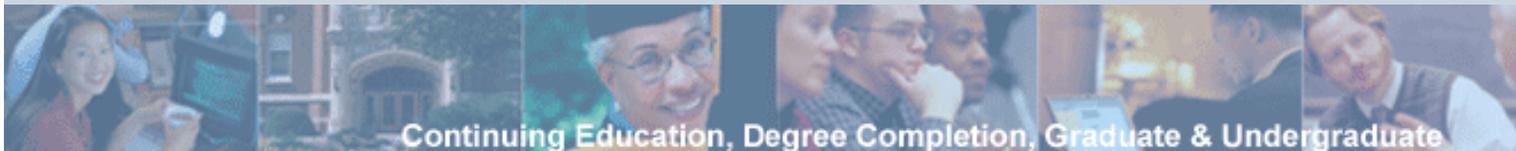
Successful completion of these prescribed courses leads to National Council on Family Relations provisional Certification as a Certified Family Life Educator.

X Courses taken through Continuing Education (Child, youth and family studies) found at <http://www.csp.edu/SCS/>

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History Major

Major Option A - 44 credits

Option A is designed for those students who have intentions of going on to graduate school or of working outside the elementary/secondary teaching or church work professions. It provides a thorough, in-depth orientation in history and offers training appropriate not only for the historical discipline but also for the professional world in general.

Required: (18 credits)

HIS212 Introduction to History 4

choose one of the following:

HIS111 Western Civilization to 1648 4

HIS113 Western Civilization since the Reformation 4

HIS121 World History 4

HIS221 World Culture: Greece and Rome 4

choose one of the following (other course may be taken as elective):

HIS231 USA to 1877 4

HIS233 USA since 1877 4

choose one of the following (other course may be taken as elective):

HIS281 European History 1789-1914 4

HIS283 European History since 1914 4

choose one of the following:

HIS487 Readings Seminar: Topics in History 2

HIS498 Internship 2-16

Electives: (26 credits)

Choose from among the HIS courses listed in CSP catalog, including a minimum of eight (8) credits in USA history and eight (8) credits of non-USA history.

Major Option B - 44 credits

Option B is designed for students pursuing careers in teaching or church work who desire a greater familiarity with and affinity for, the historical discipline and the perspectives it offers.

Required: (14 credits)

HIS212 Historical Inquiry 4

HIS487 Readings 2

POL131 American Government 4

choose one of the following courses:

HIS111 Western Civilization to 1648 4

HIS113 Western Civilization since the Reformation 4

HIS221 World Culture: Greece and Rome 4

Electives: (30 credits)

A. choose from among the HIS courses listed in CSP catalog, including a minimum of eight (8) credits in USA history and eight (8) credits of non-USA history;

B. in addition, one course each from up to three of the following subject areas may be counted toward the 30 elective credits:

Political Science: POL241, POL242, POL334

Art History: ART371, ART372, ART373

Religion and Theology: RLG101, RLG201

English: ENG338, ENG365, ENG366, ENG369, ENG375, ENG376, ENG385, ENG386

Philosophy: PHI341

Foreign Language: 2nd semester of Latin, Greek, or Hebrew (or another foreign language)

Sociology: SOC152** or another course as approved

Economics: ECO101**

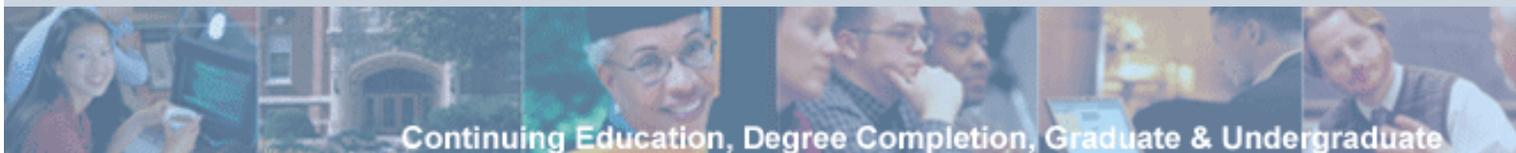
Geography: GE101 2**

**required courses for teacher education students in Social Studies

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Mathematics Major

41 credits

A student who is interested in a mathematics major, but does not have a strong high school background in mathematics, may take MAT125 (Pre-calculus) for general education credit to prepare for the calculus sequence. MAT125 will not count toward elective credit for the major.

Prerequisite: General Education (4 credits)

MAT135	Calculus I	4
--------	------------	---

Required: (31 credits)

MAT145	Calculus II	5
MAT220	Discrete Mathematics	3
MAT255	Calculus III	4
MAT305	Foundations of Geometry	3
MAT310	Linear Algebra	3
MAT365	Differential Equations	3
MAT450	Abstract Algebra	4

MAT460	Foundations of Analysis	4
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MAT478	Mathematics Seminar	2
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Electives: (minimum of 6 credits)

CSC301	Programming and Problem Solving	3
--------	---------------------------------	---

MAT230	Probability and Statistics	4
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MAT320	Number Theory	3
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MAT488	Independent Study in Mathematics	1-4
--------	----------------------------------	-----

MAT498	Mathematics Internship	1-4
--------	------------------------	-----

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Music Major

44 credits

Prerequisites:

The successful music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

MUS101	Basic Musicianship	2
MUS111	Class Piano I	2
MUS112	Class Piano II	2

General Education - choose 2-4 credits:

MUS120	Music and the Human Experience	2
FPA113	The Harlem Renaissance	4

Required: (27 credits)

MUS201	Musicianship I	4
MUS202	Musicianship II	4
MUS301	Musicianship III	4
MUS302	Musicianship IV	4
MUS321	Music History I	3
MUS322	Music History II	3
MUS323	Music History III	3

(Note: Beginning in 2004-2005, the two course Music History sequence changes to this sequence of three 3-credit courses.)

MUS7xx	4 semesters ensemble @0-2 credit each	0-8
MUS8xx	4 semesters private lessons @ 1 credit each	4

Electives: (7-9 credits)

Electives may be chosen from any music offerings. (9 for the Applied and Music History tracks, 7 for the Theory/Composition track.) Up to 2 credits may be drawn from 700- level ensemble courses.

Track: (select one of the following 8 credit tracks)

Applied Music Track (8 credits)

MUS9xx	3 semesters honors lessons @ 2 credits each	6
--------	---	---

choose 2 credits:

MUS494	Sr. Project: Conducting Recital	2
MUS495	Sr. Project: Recital	2

Music History Track (8 credits)

MUS493	Sr. Project: Thesis	2
--------	---------------------	---

choose 4 credits:

MUS220	Topics in Music (repeatable)	2
--------	------------------------------	---

MUS430	History of Sacred Music	4
MUS431	Congregational Song	4
<i>choose 2 credits:</i>		
MUS423	Vocal Literature	
MUS424	Keyboard Literature	2
MUS425	Choral Literature	2
MUS426	Instrumental (Band) Literature	2
MUS427	Organ Literature	2
 <i>Music Theory/Composition Track (10 credits)</i>		
MUS365	Electronic Instrument Techniques & Pedagogy	2
MUS444	Instrumental Arranging	1
MUS445	Choral Arranging	1
MUS890	2 semesters of Composition lessons @ 1 credit each	2
MUS990	Honors Composition lessons	2
MUS492	Sr. Project: Composition Recital	2

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Psychology Major

44 credits

Prerequisite:

MAT110 Introduction to Statistics 3
(prerequisite for PSY380)

Required (24 credits):

PSY101	Introduction to Psychology	4
PSY330	Introduction to Counseling	4
PSY380	Research Methods with Statistical Applications	4
PSY498	Psychology Internship	12

Electives (20 credits):

choose 4 credits:

PSY210	Child Psychology and Development	4
PSY220	Adolescent Psychology	4

SOC353	Themes in Adult Development and Aging	4
<i>choose 16 credits:</i>		
PSY240	Psychology and Family on Video	3
PSY300	Cognition, Learning and Memory	4
PSY310	Physiological Psychology	4
PSY320	Sensation and Perception	4
PSY340	Introduction to Industrial/Organizational Psychology	4
PSY360	Abnormal Psychology	4
PSY370	Introduction to Personality Theories	4
PSY381	Psychology Research Seminar	1
FAS400	Family Systems, Structures and Relationships	4
KHS435	Sport Psychology	4
SOC451	Social Psychology	4
PSY488	Independent Study	1-4
PSY490	Psychology Topic Seminar	3
**PSY491	Preparing for Graduate School	1
*PSY210	Child Psychology and Development	4
*PSY220	Adolescent Psychology	4
*SOC353	Themes in Adult Development and Aging	4

* May select this course if not selected above

** Offered as an independent study

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Sociology Major

44 credits

Prerequisite:

MAT110 Introduction to Statistics 3
(Prerequisite for SOC454)

Required (12 credits):

SOC152 Introduction to Sociology 4

SOC453 Social Theory 4

SOC454 Sociological Research Methods and Statistics 4

Electives (32 credits):

choose 4 credits:

SOC357 Class and Community 4

SOC451 Social Psychology 4

SOC452 Social Organization 4

choose 4 credits:

SOC253	Marriage and the Family	4
SOC353	Themes in Adult Development and Aging	4
SOC358	Minority Groups	4

choose 4 credits:

SOC256	Introduction to Criminal Justice	4
SOC359	Sociology of Social Welfare	4

choose 20 additional credits in Sociology from courses not taken above or from the following:

HMG254	People and Culture of Southeast Asia	4
HMG255	People and Culture of China	4
SOC325	Minnesota Criminal Codes and Statutes	2
SOC351	Juvenile Justice	4
SOC352	Police and Community	4
SOC354	Sociology of Law	4
SOC456	Seminar in Sociology	4
SOC488	Sociology Independent Study	1-4
SOC498	Sociology Internship	6-12

Consult department for course prerequisites.

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Theatre Major

Prerequisite:

THR101	Introduction to Theatre	2
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Required: (36 credits)

THR111	Theatre in Practice I 4 semesters @ 1 credit each	4
THR221	Acting I	4
THR241	Script Analysis	4
THR251	Stagecraft	4
THR445	Theatre History, Theory & Literature I	4
THR446	Theatre History, Theory & Literature II	4
THR478	Directing	4

Choose 8 credits:

THR324	Voice and Movement for Actors	4
THR355	Scenic Design	4
THR356	Costume Design	4

THR357	Lighting & Sound	4
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Electives: (8 credits)

THR111	Theatre in Practice I	0-1
THR112	Theatre in Practice II	2
THR114	Drama Ministry	0-2
THR201	Dance for Musical Theatre	2-16
THR203	Creative Dramatics	4
THR253	Makeup for the Stage	2
THR224	Shakespeare in Performance	4
THR255	Stage Management	2
THR270	Computer Assisted Design	2
THR291	Topics in Theatre	1-4
THR301	New York Theatre Tour	2
THR302	London Theatre Tour	2
THR321	Acting II	4
THR355	Scenic Design	4
THR356	Costume Design	4
THR357	Lighting & Sound	4
THR428	Techniques for the Singer/Actor	4
THR488	Theatre Independent Study	1-4
THR492	Drama in the Life of the Church	4
THR499	Theatre Internship	4-16
ART100	Fine Arts Colloquium	1
ENG369	Shakespeare	4
MUS161	Class Voice	1
MUS860	Voice	1

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Art History Minor

25 credits

Prerequisite:

ART101	Approaching Art	2
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Required: (13 credits)

ART100	Fine Arts Colloquium	1
ART111	Drawing I	3
ART371	Survey of Western Art I	3
ART372	Survey of Western Art II	3
ART373	Survey of Western Art III	3

Electives: (8 credits)

ART271	Art of Asia	3
ART272	Art of Mexico	3

ART273	Ethnographic Art Survey	3
ART370	Mexican Art and Culture	2
ART481	Topics in Art: _____	2

And: (4 credits)

Foreign Language or History	4
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Art Studio Minor

25 credits

Prerequisite:

ART101	Approaching Art	2
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Required: (14 credits)

ART100	Fine Arts Colloquium	1
ART102	2D Design	3
ART103	3D Design	3
ART111	Drawing I	3
ART121	Painting I	3
ART472	20th Century Western Art	3

Electives: (3 credits)

ART271	Art of Mexico	3
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ART272	Art of Asia	3
ART273	Ethnographic Art Survey	3
<i>Electives: (8 credits)</i>		
ART231	Relief Printmaking	3
ART141	Photo I	3
ART151	Sculpture I	3
ART161	Ceramics I	3
ART202	Digital Art I	3
ART211	Figure Drawing	3
ART221	Painting II	3
ART332	Screen Printmaking	3
ART241	Photography II	3
ART251	Sculpture II	3
ART261	Ceramics II	3
ART271	Art of Asia	3
ART272	Art of Mexico	3
ART273	Ethnographic Art Survey	3
ART370	Mexican Art & Culture	2
ART371	Ancient Western Art	3
ART373	15th - 18th C. Western Art	3

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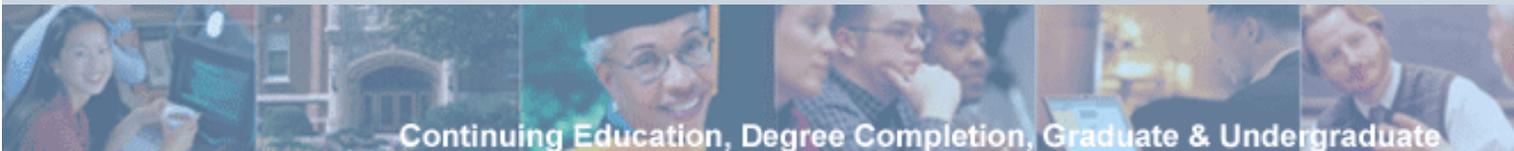
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Biology Minor

26 credits

General Education Courses:

BIO120	Biology I: The Unity of Life	4
CHE115	General Chemistry I	4

OR

CHE110	Chemistry in Perspective	3
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Required Core Courses:

BIO130	Biology II: The Diversity of Life	4
BIO210	Genetics	5
OR		
BIO330	Cell Biology	4

Elective Courses (17 credits)

Students take at least 4 elective courses; at least

2 need to be 300- or 400-level.

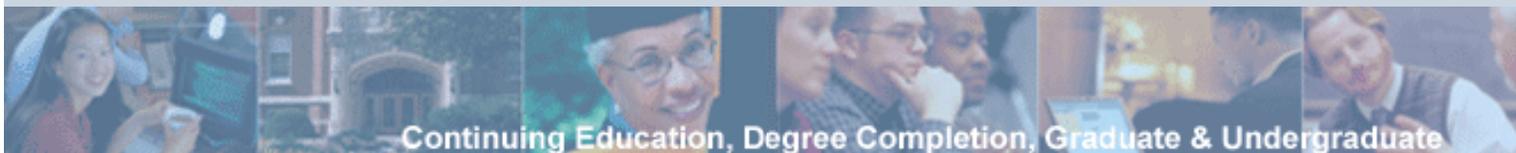
Elective Course Choices:

BIO120	Biology of the Outdoors	2
BIO315	Human Anatomy and Physiology I	5
BIO316	Human Anatomy and Physiology II	5
BIO231	Field Biology and Natural History	4
BIO240	Molecular Biology Techniques	5
BIO256	Research in Biology	1-4
BIO300	Microbiology	5
BIO320	Ecology	5
BIO220	Plant Biology	5
BIO230	Animal Biology and Physiology	5
BIO410	Developmental Biology	3
BIO420	Bacterial Pathogenesis	3
BIO430	Immunology	3
BIO450	Topic Seminar (Maximum of 2)	2
BIO455	Research Proposal	1
	and	
BIO456	Research in Biology	4
CHE328	Biochemistry	5

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Chemistry Minor

24 credits

Required:

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

choose one:

CHE327	Analytical Chemistry II	4
CHE328	Introduction to Biochemistry	5



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Communications Studies Minor

24 credits

Prerequisite:

COM103 Communication Fundamentals: Interpersonal 4

Required: (12 credits)

COM205 Group Communication & Facilitation 4

COM212 Public Speaking & Performance 4

COM222 Mass Communication 4

Electives: (12 credits)

choose 4 credits:

COM325 Public Relations Writing 4

ENG221 Journalism 4

(required if less than a "B" in ENG120)

choose 8 credits:

COM309	Intercultural Communication	4
COM363	Interviewing for the Professional	2
COM364	The Job Interview	2
COM403	Family Communication	4
COM478	Organizational Communication	4

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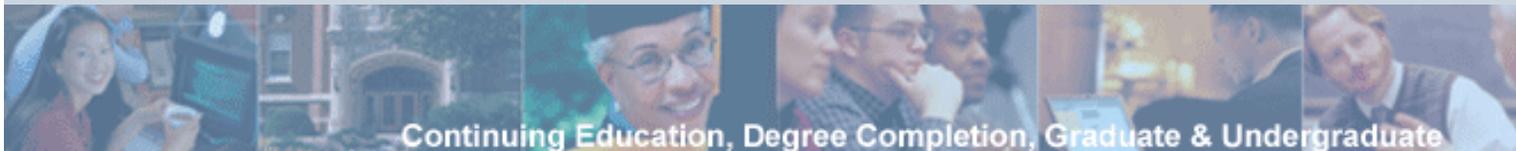
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Criminal Justice Minor

24 credits

Required: (16 credits)

*SOC152	Introduction to Sociology	4
*SOC256	Introduction to Criminal Justice	4
*SOC351	Juvenile Justice	4
*SOC352	Police and Community	4

Electives: (8 credits)

*PSY101	Introduction to Psychology	4
SOC253	Marriage and the Family	4
SOC325	Minnesota Criminal Codes and Statutes	2
SOC354	Sociology of Law	4
SOC357	Class and Community	4
*SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4

SOC451 Social Psychology

4

*These courses are required for students in the PPOE program who plan to complete a skills program and take the POST exam following graduation.

The PPOE program also requires two general education courses: COM103 and ENG120, and a First Responder or EMT course.

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Design Minor

25 credits

Prerequisite:

ART101	Approaching Art	2
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Required: (24 credits)

ART100	Fine Arts Colloquium	1
ART102	2D Design	3
ART103	3D Design	3
ART111	Drawing I	3
ART121	Painting I	3
ART141	Photography I	3
ART241	Photography II	3
ART202	Digital Art I	3
ART302	Digital Art II	3
ART472	20th Century Western Art	3

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English Minor

24

Prerequisites:

ENG120	College Writing	4
ENG155	Introduction to Literature	4
COM103	Communication Fundamentals: Interpersonal	4

Required (4 credits):

ENG420	Persuasive Writing on Contemporary Issues	4
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Electives (20 credits):

choose 4 credits:

ENG365	British Literature I	4
ENG366	British Literature II	4

choose 4 credits:

ENG375	World Literature I	4
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ENG376	World Literature II	4
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choose 4 credits:

ENG385	American Literature I	4
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ENG386	American Literature II	4
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8 credits chosen from 300-400 level English courses.

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Environmental Science Minor

21-24 credits

Required: (15 credits)

BIO231	Field Biodiversity and Natural History	4
BIO320	Ecology	5
CHE115	General Chemistry I	4
SCI324	Environmental Issues	4

Electives: (6-8 credits)

CHE116	General Chemistry II	4
CHE230	Environmental Chemistry	3
ESC320	Physical Geology	4
SCI325	Environmental Ethics	2

no more than 2 credits from the following:

BIO336	Marine Biology (Belize or Jamaica)	2
BIO337	Tropical Biology (Costa Rica)	2

BIO338

Desert Biology (Arizona)

2

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Family Studies Minor

24 credits

Prerequisites:

PSY101	Introduction to Psychology	4
SOC152	Introduction to Sociology	4

Required (15 credits):

COM403	Family Communication	4
FAS300	Methods and Materials of Family Education	3
FAS400	Family Systems, Structures and Relationships	4
SOC253	Marriage and Family	4

Electives (9 credits):

choose 4 credits:

PSY210	Child Psychology and Development	4
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PSY220	Adolescent Psychology	4
SOC353	Themes in Adult Development and Aging	4
<i>choose 5 credits:</i>		
X ANT20x	Cultural Anthropology	2
HMG254	People and Culture of Southeast Asia	4
HMG255	People and Culture of China	4
PSY240	Psychology and Family on Video	3
SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4
KHS320	Human Life Experience	3
*PSY210	Child Psychology and Development	4
*PSY220	Adolescent Psychology	4
SOC353	Themes in Adult Development and Aging	4

* May select this course if not selected above.

X Course taken through Continuing Education in conjunction with the College of Graduate and Continuing Studies.

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History Minor

22 credits

Required: (6 credits)

HIS212	Introduction to History	4
HIS487	Readings Seminar: Topics in History	2

Electives: (16 credits)

Choose from among the HIS courses listed in CSP catalog, including a minimum of four (4) credits in USA history and four (4) credits of non-USA history.

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Hmong Studies Minor

24 credits

Required (10 credits):

HMG101	Introduction to Hmong Studies	2
HMG110	Introduction to Hmong History	4
HMG201	Hmong Culture and Society	4

Electives (14 credits):

HMG202	Hmong Literature and Art	4
HMG301	Hmong Cosmology and Beliefs	4
HMG327	Reading and Writing for Hmong	2
HMG328	Reading and Writing for Hmong - Intermediate	2

HMG254	People and Culture of Southeast Asia	4
HMG255	People and Culture of China	4
SOC357	Class and Community	4
SOC358	Minority Groups	4
COM309	Intercultural Communication	4
HIS339	Race and Ethnicity in American History	4
HIS393	Modern China	4
POL241	International Relations	4
FAS400	Family Systems, Structures and Relationships	4

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International Studies Minor

20-24 credits

Prerequisites:

Foreign language courses have prerequisites.

Electives: (4 credits)

POL241	International Politics	4
ECO401	America in the Global Economy	4
INT324	Environmental Issues (note prerequisites)	4

Tracks: (select one of the following)

Latin America (16-20 credits)

choose 8 credits:

HIS267	Introduction to Latin America	4
--------	-------------------------------	---

HIS362	Mexican History	4
--------	-----------------	---

choose 8-12 credits:

SPA201	Intermediate College Spanish I	4
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SPA202	Intermediate College Spanish II	4
--------	---------------------------------	---

MEX499	Mexico Study at ITESM	2-8
--------	-----------------------	-----

HEC499	HECUA Abroad (SAUS)	2-8
--------	---------------------	-----

HEC499	HECUA Abroad (CASLA)	2-8
--------	----------------------	-----

HEC499	HECUA Abroad (CILA)	2-8
--------	---------------------	-----

Europe (16-20 credits)

choose 8 credits:

HIS281	European History 1789-1914	4
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HIS283	European History since 1914	4
--------	-----------------------------	---

HIS382	Hitler's Germany	4
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HIS383	Modern France	4
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HIS486	Topics in European History	2
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choose 8-12 credits:

OAK499	Oak Hill Program, England	2-8
--------	---------------------------	-----

HEC499	HECUA Abroad (SUST)	2-8
--------	---------------------	-----

Asia/Africa (16 credits)

choose 8 credits:

ITS201	India Seminar	2-8
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HIS487	Readings Seminar: Topics in History	2
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ECO488	Independent Study Economics	variable
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choose 8 credits:

ITS499	India Study	2-8
--------	-------------	-----

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Mathematics Minor

22 credits

Required: (12 credits)

MAT135	Calculus I	4
MAT145	Calculus II	5
MAT220	Discrete Mathematics	3

Electives: (10 credits)

(Choose at least one from MAT310, MAT365, MAT450, or MAT460)

MAT230	Probability and Statistics	4
MAT255	Calculus III	4
MAT305	Foundations of Geometry	3
MAT310	Linear Algebra	3
MAT320	Number Theory	3
MAT365	Differential Equations	3
MAT450	Abstract Algebra	4

MAT460	Foundations of Analysis	4
MAT478	Mathematics Seminar	2
MAT488	Independent Study in Mathematics	1-4
CSC301	Programming and Problem Solving	3

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Music Minor

24 credits

Prerequisites:

The successful music minor will enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

MUS101	Basic Musicianship	2
MUS111	Class Piano I	2
MUS112	Class Piano II	2

General Education-choose 2-4 credits:

MUS120	Music and the Human Experience	2
FPA112	The Human Odyssey	4
FPA113	The Harlem Renaissance	4

Required: (12 credits)

MUS201	Musicianship I	4
MUS202	Musicianship II	4
MUS7xx	2 semesters ensemble required @ 0-2 credit each	0-4
MUS8xx	2 semesters private lessons @ 1 credit each	2

Choose 3 credits: (4 credits prior to 2004-2005)

MUS321	Music History I	3
MUS322	Music History II	3
MUS323	Music History III	3

Electives: (12 credits)

Electives may be chosen from any music offerings (including private lessons and ensembles beyond those required).

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PSY450	Adolescent Psychology	4
SCI325	Environmental Ethics	2
<i>No more than 2 credits from the following:</i>		
BIO336	Marine Biology (Belize or Jamaica)	2
BIO337	Tropical Biology (Costa Rica)	2
BIO338	Desert Biology (Arizona)	2

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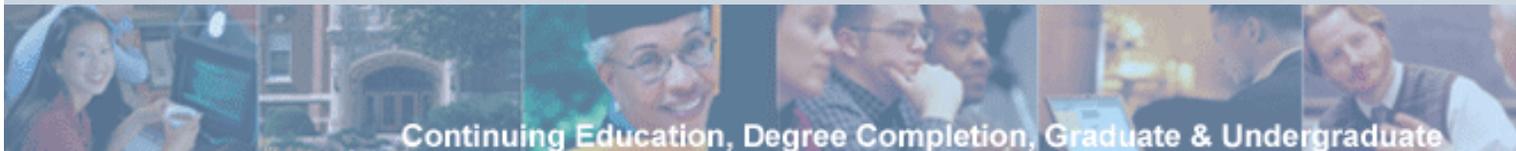
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Psychology Minor

24 credits

Prerequisite:

MAT110 Introduction to Statistics 3
(Prerequisite for PSY380)

Required (8 credits):

PSY101 Introduction to Psychology 4

PSY330 Introduction to Counseling 4

Electives (16 credits):

choose 4 credits:

PSY210 Child Psychology and Development 4

PSY220 Adolescent Psychology 4

SOC353 Themes in Adult Development and Aging 4

choose 12 credits:

PSY240	Psychology and Family on Video	3
PSY300	Cognition, Learning and Memory	4
PSY310	Physiological Psychology	4
PSY320	Sensation and Perception	4
PSY340	Introduction to Industrial/Organizational Psychology	4
PSY360	Abnormal Psychology	4
PSY370	Introduction to Personality Theories	4
PSY380	Research Methods with Statistical Applications	4
PSY381	Psychology Research Seminar	1
FAS400	Family Systems, Structures & Relationships	4
KHS435	Sport Psychology	4
SOC451	Social Psychology	4
PSY488	Independent Study	1-4
PSY490	Psychology Topic Seminar	3
**PSY491	Preparing for Graduate School	1
*PSY210	Child Psychology & Development	4
*PSY220	Adolescent Psychology	4
SOC353	Themes in Adult Development and Aging	4

* May select this course if not selected above.

** Offered as an independent study

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Sociology Minor

24 credits

Prerequisite:

MAT110 Introduction to Sociology 3
(Prerequisite for SOC454)

Required (12 credits):

SOC152 Introduction to Sociology 4

SOC453 Social Theory 4

SOC454 Sociological Research Methods and Statistics 4

Electives (12 credits):

SOC253 Marriage and the Family 4

HMG254 People and Culture of Southeast Asia 4

HMG255 People and Culture of China 4

SOC256	Introduction to Criminal Justice	4
SOC351	Juvenile Justice	4
SOC352	Police and Community	4
SOC353	Themes in Adult Development and Aging	4
SOC354	Sociology of Law	4
SOC357	Class and Community	4
SOC358	Minority Groups	4
SOC359	Sociology of Social Welfare	4
SOC451	Social Psychology	4
SOC452	Social Organization	4
SOC456	Seminar in Sociology	4
SOC488	Sociology Independent Study	1-4

Consult department for course prerequisites.

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Spanish Minor

24 credits

Prerequisites:

SPA101	Beginning College Spanish I	4
SPA102	Beginning College Spanish II	4

Required: (16 credits)

SPA201	Intermediate College Spanish I	4
SPA202	Intermediate College Spanish II	4
SPA301	Advanced College Spanish I	4
SPA302	Advanced College Spanish II	4

Electives: (8 credits)

SPA401	Advanced Spanish IV: Topics in Spanish linguistics, writing or culture	4
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SPA402 Readings in Contemporary Spanish Literature	4
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SPA403 Voices of Latinos in the U.S.	4
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Theatre Minor

24 credits

Prerequisite: THR101 Introduction to Theatre 2

Required: (20 credits)

THR221	Acting I	4
THR241	Script Analysis	4
THR251	Stagecraft	4
THR478	Directing	4
<i>choose 4 credits:</i>		
THR445	Theatre History, Theory & Literature I	4
THR446	Theatre History, Theory, & Literature II	4

Electives: (4 credits)

THR111	Theatre in Practice I	0-1
THR112	Theatre in Practice II	2

THR114	Drama Ministry	0-2
THR201	Dance for Musical Theatre	2-16
THR203	Creative Dramatics	4
THR224	Shakespeare in Performance	4
THR253	Makeup for the Stage	2
THR255	Stage Management	2
THR270	Computer Assisted Design	2
THR291	Topics in Theatre	1-4
THR301	New York Theatre Tour	2
THR302	London Theatre Tour	2
THR321	Acting II	4
THR324	Voice and Movement for Actors	4
THR355	Scenic Design	4
THR356	Costume Design	4
THR357	Lighting & Sound	4
THR428	Techniques for the Singer/Actor	4
THR445	Theatre History, Theory & Literature I	4
THR446	Theatre History, Theory, & Literature II	4
THR488	Theatre Independent Study	1-4
THR492	Drama in the Life of the Church	4
THR498	Theatre Internship	4-16
ART100	Fine Arts Colloquium	1
ENG369	Shakespeare	4
MUS161	Class Voice	1
MUS860	Voice	1

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Writing Minor

23 credits

Prerequisites:

ENG120	College Writing	4
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Required (7 credits):

ENG220	Applied Grammar	2
--------	-----------------	---

ENG420	Writing Persuasively on Contemporary Issues	4
--------	---	---

ENG488	Independent Study (senior year for portfolio revisions)	1
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Electives (16 credits):

ENG221	Journalism	4
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ENG222	Journalism Practicum	1
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ENG227	Column Writing	2
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ENG228	Review Writing	2
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ENG320	Writing in the Workplace	4
ENG324	Teaching Writing 1:1	2
ENG325	Creative Writing	4
ENG338	History and Principles of the English Language	4
ENG498	Internship	1-4

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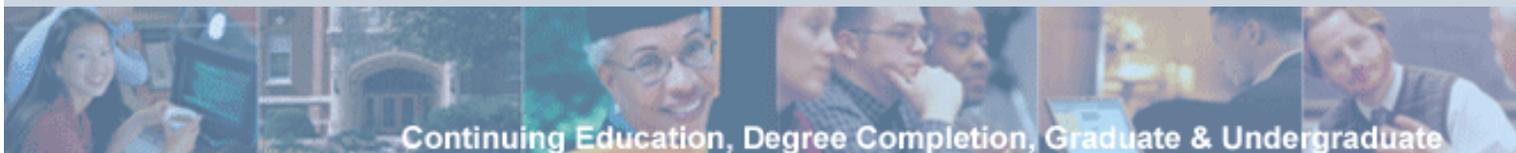
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Pre-Engineering Studies

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

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

Recommended:

Chemistry

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

Computer Science

CSC301	Programming and Problem Solving	3
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Mathematics

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

PHS221	General Physics I	5
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PHS222	General Physics II	5
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Pre-Law Studies

Pre-law students at Concordia University should complete the bachelor of arts degree in one or more fields of study. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse and challenging courses. A broad liberal arts curriculum is the preferred preparation for law school. Undergraduate programs should reveal your capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, (651) 641-8844.

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Pre-Medical Studies

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

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Accounting Major

20 credits

Required: (20 credits)

ACC311	Intermediate Accounting I	4
ACC312	Intermediate Accounting II	4
ACC413	Cost Accounting	4
ACC411	Advanced Accounting	2
ACC412	Auditing	4
LAW411	Federal Income Tax	4

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Finance Major

20 credits

Required: (20 credits)

ACC413	Cost Accounting	4
FIN211	Personal Finance	4
FIN311	Corporate Finance II	4
FIN411	Investments and Capital Markets	4
LAW411	Federal Income Tax	4

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Business Management

20 credits

Required:

Students choose any 5-6 courses (20 credits) from the Accounting, Finance, and/or Marketing majors.

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Marketing

20 credits

Required: (20 credits)

MAR311 Entrepreneurship	4
MIS311 Technical Strategy, Analysis and Project Management	4
MIS411 Information Technology Infrastructure and Telecommunications for Management	4
MIS412 Database Management Systems for Management	4
MIS413 Testing, Implementation and Support	4

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Liberal Arts Majors

Child Learning and Development 40 credits

Prerequisite:

PSY101 Introduction to Psychology 4 credits

Required (11 credits)

PSY210 Child Psychology 4 credits

or

PSY220 Adolescent Psychology 4 credits

or

PSY215 Child & Adolescent Development for K-12 Educators 4 credits

ED200 Introduction to Teaching 1 credit

ED336 Educational Psychology 2 credits

ED330 Human Diversity & Relations 2 credits

ED439 The Inclusive Classroom 2 credits

or

ECE425 Young Child with Special Needs 2 credits

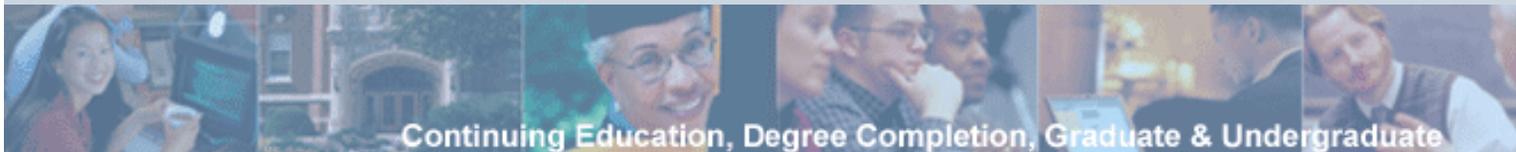
Electives: minimum 25 credits from upper level Education and Psychology related courses

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Liberal Arts Majors

Community Health Science (43-47 credits)

Required:

SOC451 Social Psychology 4 credits

COM309 Intercultural Communication 4 credits

KHS220 Epidemiological Foundations 2 credits

KHS300 Applied Nutrition 3 credits

KHS310 Drug Education 2 credits

KHS320 Human Sexuality 4 credits

KHS400 Health Psychology 4 credits

KHS401 Teaching Research Assistant 1-4 credits

KHS410 Health Methods/Strategies 2 credits

KHS420 Program Administration 2 credits

KHS490 Senior Seminare 1 credit

KHS499 Community Health Science Internship 12 credits

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Liberal Arts Majors

Kinesiology 48 credits

Prerequisites:

KHS110 Dynamic Health and Human Movement 3 credits

Required:

KHS125 Introduction to Kinesiology 1 credit

KHS220 Epidemiological Foundations 4 credits

or

PSY480 Professional Psychology 4 credits

or

SOC454 Research Methods with Statistical Applications 4 credits

KHS250 Technology, Media, Health and Your Environment 2 credits

KHS400 Health Psychology 3 credits

KHS436 Motor Development, Control and Motor Learning 3 credits

KHS473 Biomechanics 3 credits

KHS474 Exercise Physiology 4 credits

KHS475 Applied Exercise Prescription 3 credits

KHS490 Senior Seminar 1 credit

KHS498 Kinesiology Internship 12 credits

Tracks (select one of the following)

Exercise Science Track

KHS300 Applied Nutrition 3 credits
KHS472 Athletic Training, Injury Prevention and Safety 4 credits
PSY435 Sport Psychology 3 credits
KHS420 Program Administration 2 credits
BIO315 Human A & P I (pre req BIO120) 4 credits
BIO316 Human A & P I (pre req BIO315 or instructor consent) 4 credits

Athletic Training Track

KHS472 Athletic Training, Injury Prevention and Safety 4 credits
KHS435 Sport Psychology 3 credits
KHS482 Advanced Athletic Training 4 credits
BIO315 Human A & P I (pre req BIO120) 4 credits
BIO316 Human A & P I (pre req BIO315 or instructor consent) 4 credits

Sport Psychology Track

KHS375 Sociology of Sport and Exercise 3 credits
KHS435 Sport Psychology 3 credits
PSY430 Introduction to Counseling 4 credits
PSY460 Abnormal Psychology 4 credits

Sports Management Track

KHS390 Sport Management 3 credits
KHS391 Sport Law 3 credits
KHS305 Youth Sports 3 credits
KHS392 Finance, Marketing and Fundraising In Sports 3 credits
KHS393 Planning and Managing Sport Facilities 3 credits

Community Health Track

HLTH205 Women's Health: Today and Future 3 credits
KHS200 Community First Aid/CPR 1 credit
KHS300 Applied Nutrition 3 credits
KHS310 Drug Education 2 credits
KHS320 Human Life Experience 3 credits
KHS400 Health Psychology 3 credits
KHS420 Program Administration 2 credits



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Majors Leading to Licensure

Parent and Family Education

General Education prerequisites

PSY101 Introduction to Psychology 4 credits

SOC152 Introduction to Sociology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology and Development (taken below)

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CGPA

Parent and Family Education Major Required Courses

Understanding Families and Parent and Child Relations

FAS400 Family Systems, Structures and Relationships 4 credits

COM403 Family Communication 4 credits

Understanding Child Development

PSY210 Child Psychology and Development 4 credits

ECE324 Language Development and Emergent Literacy 3 credits

- ECE325 Education of Infants and Toddlers 3 credits
- ECE321 Pre-primary Education 3 credits
- ECE425 Young Child with Special Needs (+ 25 hours HR Activity) 2 credits
- ECE427 Authentic Assessment and Guidance in ECE 2 credits

Understanding Adult Education

- FAS300 Methods and Materials for Family Education 3 credits
- COM205 Group Communication and Facilitation 4 credits
- ED418 Adult Education & Development 4 credits

Standards of Effective Practice

- ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits
- ED385 Foundations of Education 3 credits

Complete all four Human Relation Reports prior to student teaching.

Student Teaching

- ED464 Student Teaching Parent and Family Education 8 credits

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Majors Leading to Licensure

Early Childhood Education (Birth - Grade 3)

General Education Prerequisites:

- PSY101 Introduction to Psychology 4 credits
- SOC152 Introduction to Sociology 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits

Prerequisites to Admission to Teacher Education

- ED200 Introduction to Teaching (+ 25 hours of HR Activity) 1 credit
- PSY210 Child Psychology and Development 4 credits
- ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits
- Minimum of 48 earned credits
- Minimum 2.50 CGPA

Birth- 3 Practicum Block

- ED371.01 Birth-3 Practicum 4 credits
- ECE325 Education of Infants and Toddlers 3 credits
- FAS400 Family Systems 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ECE321 Pre-Primary Education 3 credits
ECE324 Language Development and Emergent Literacy 3 credits
ECE326 Building Primary Classrooms 4 credits
ECE425 Young Child with Special Needs (+ 25 hours HR activity) 2 credits
ECE427 Authentic Assessment and Guidance in ECE 2 credits
ED342 Teaching Literacy 4 credits
ED385 Foundations of Education 3 credits
ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits
KHS470 Health Education for Teachers 2 credits

Student Teaching

ED471.01 Student Teaching Birth-Grade 3 16 credits

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Majors Leading to Licensure

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

General Education Prerequisites:

PSY101 Introduction to Psychology 4 credits

SOC152 Introduction to Sociology 4 credits

MAT110 Introduction to Probability and Statistics 3 credits

KHS110 Dynamic Health and Human Movement 3 credits

BIO choose: BIO100 (3 cr) OR BIO120 (4 cr) **and** BIO 130 (4 cr) 3 or 8 credits

PHS/CHM choose one: PHS 111 OR CHE110 OR CHE141, OR PHS221 AND PHS222 4 or 8 credits

ERTH/SPAC choose: ESC120 (2), ESC320 (4) or ESC140 (2) or ESC340 (4) 2 or 4

Visual and Performing Arts (4 credits total)

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology and Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CGPA

Prerequisites to Practicum Block

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED360 Content and Methods for K-6 Mathematics 2 credits

Practicum Block (Prerequisite: Admission to Teacher Education)

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods in Elem/MS Movement Education 1 credit

ED371.02 PK-6 Practicum 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ECE321 Pre-Primary Education 3 credits

ECE326 Building Primary Classrooms 4 credits

ECE324 Language Development and Emergent Literacy 3 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

or

ECE425 Young Child with Special Needs (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

FAS400 Family Systems 4 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED471.03 Student Teaching PK-6 16 credits



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Majors Leading to Licensure

Elementary Education with Middle Level Specialty in Communication Arts/Literature (K-8)

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

MAT110 Introduction to Probability and Statistics 3 credits

KHS110 Dynamic Health and Human Movement 3 credits

BIO choose: BIO100 (3 credits) **or** BIO120 (4 credits) **and** BIO130 (4 credits)

PHS/CHEM choose one: PHS111 **or** CHE 110 **or** CHEM141 **or** PHS221 **and** PHS222 4 or 8 credits

ERTH/SPAC choose: ESC120, ESC320 or ESC140 or ESC340 2 or 4 credits

Visual and Performing Arts (4 credits total)

Choose from:

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.5 CPGA

Prerequisites to Practicum Block (Prerequisite: Admission to Teacher Education)

ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

Practicum Block

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods in Elem/MS Movement Education 1 credit

ED371.03 K-8 Practicum 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED346 The Effective Middle School Teacher 2 credits

ED477 Teaching 5-8 Communication Arts/Literature 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED471.05 Student Teaching K-8 16 credits

Specialty in Middle Level Communication Arts/ Literature (2.5 GPA required)

ENG3_____ One 300 Level Literature Class 4 credits

ENG324 Teaching Writing 1:1 2credits

COM212 Public Speaking and Performance 4 credits

COM222 Mass Communication 4 credits

ENG330 Young Adult Literature 2credits

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Majors Leading to Licensure

Elementary Education with Middle Level Specialty in Mathematics (K-8)

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

BIO choose: BIO100 (3 credits) **or** BIO120 (4 credits) **and** BIO130 (4 credits)

PHS/CHEM choose one: PHS111 **or** CHE 110 **or** CHEM141 **or** PHS221 **and** PHS222 4 or 8 credits

ERTH/SPAC choose: ESC120, ESC320 **or** ESC140 **or** ESC340 3 or 4 credits

Visual and Performing Arts (4 credits total)

Choose from:

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY210 Child Psychology and Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CGPA

Prerequisites to Practicum Block (Prerequisite: Admission to Teacher Education)

ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

Practicum Block

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods for EL/MS Movement Education 1 credit

ED371.03 K-8 Practicum 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED346 The Effective Middle School Teacher 2 credits

ED475 Teaching 5-8 Math 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 3 credits

Student Teaching

ED471.05 Student Teaching K-8 16 credits

Specialty in Middle Level Mathematics (2.5 GPA required)

MAT135 Calculus (Gen Ed) 4 credits

MAT101 Contemporary Math 3 credits

MAT220 Discrete Mathematics 3 credits

MAT110 Probability and Statistics 3 credits

or

MAT230 Probability and Statistics (Calc based) 4 credits

MAT305 Foundations of Geometry 3 credits

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Majors Leading to Licensure

Elementary Education with Middle Level Specialty in Science (K-8)

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

MAT110 Introduction to Probability and Statistics 3 credits

KHS115 Health and Human Movement for Professionals 3 credits

BIO120 The Unity of Life 4 credits

Visual and Performing Arts (4 credits total)

Choose from:

ART101 Approaching Art 2 credits

MUS120 Music and the Human Experience 2 credits

FPA112 The Human Odyssey 4 credits

Prerequisites to Admission to Teacher Education

PSY210 Child Psychology 4 credits

ED200 Introduction to Teaching (+ 25 hours HR activity) 1 credit

ED336 Educational Psychology (+ 25 hours HR activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CGPA

Prerequisites to Practicum Block

ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours HR activity) 2 credits

Practicum Block (Prerequisite: Admission to Teacher Education)

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods for EL/MS Movement Education 1 credit

ED371.03 K-8 Practicum 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Science 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED471.05 Student Teaching K-8 16 credits

Specialty in Middle Level Science (2.5 GPA required)

BIO130 Diversity of Life 4 credits

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

CHEM: CHE110 **or** CHE115 **and** CHE116 4 or 8 credits

PHS: PHS111 **or** PHS112 **and** PHS113 **or** PHS221 **and** 222 4 or 8 credits



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Majors Leading to Licensure

Elementary Education with Middle Level Specialty in Social Studies (K-8)

General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- MAT110 Introduction to Probability and Statistics 3 credits
- KHS110 Dynamic Health and Human Movement 3 credits
- BIO120 Biology I: The Unity of Life Specialty Course 4 credits
- Visual and Performing Arts (4 credits total)*
- ART101 Approaching Art 2 credits
- MUS120 Music and the Human Experience 2 credits
- FPA112 The Human Odyssey 4 credits

Prerequisites to Admission to Teacher Education

- PSY210 Child Psychology 4 credits
- ED200 Introduction to Teaching (+ 25 hours HR Activity report) 1 credit
- ED336 Educational Psychology (+ 25 hours HR Activity report) 2 credits
- Minimum of 48 earned credits
- Minimum 2.50 CGPA

Prerequisites to Practicum Block

- ED360 Content and Methods for K-6 Mathematics 3 credits

ED330 Human Diversity and Relations (+ 25 hours) HR Activity report) 2 credits

Practicum Block (Prerequisite: Admission to Teacher Education)

ED342 Teaching Literacy 4 credits

ED356 Teaching Elementary Science and Environmental Education 3 credits

ED357 Teaching Elementary Social Studies 2 credits

ED345 The Effective Elementary Teacher 2 credits

ED446 Teaching of Elementary Music 1 credit

ED447 Teaching of Elementary Art 1 credit

ED448 Teaching Methods for EL/MS Movement Education credit1

ED371.03 K-8 Practicum 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED346 The Effective Middle School Teacher 2 credits

ED476 Teaching 5-8 Social Studies 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity report) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED471.05 Student Teaching K-8 16 credits

Specialty in Middle Level Science

BIO130 Biology II: Diversity of Life 4 credits

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

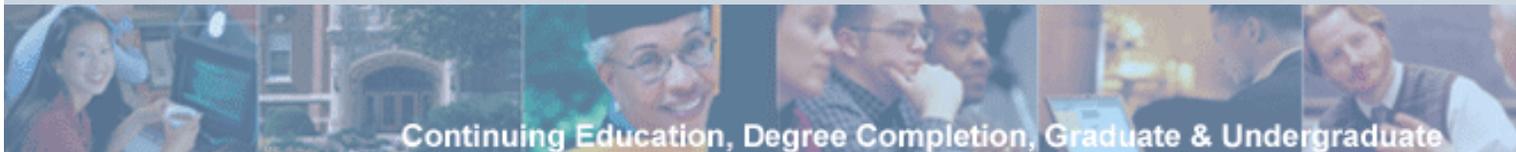
CHEM: CHE110 **or** CHE115 **and** CHE116 4 or 8 credits

PHS: PHS111 **or** PHS112 **and** PHS113 **or** PHS221 **and** 222 4 or 8 credits



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Majors Leading to Licensure

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

General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- KHS110 Dynamic Health & Human Movement 3 credits
- MAT135 Calculus I 4 credits
- BIO120 The Unity of Life 4 credits
- CHE115 General Chemistry 4 credits

9-12 Chemistry Teaching Content Major

- PHS221 General Physics I 5 credits
- PHS222 General Physics II 5 credits
- CHE115 from Gen Ed above 4 credits
- CHE116 General Chemistry II 4 credits
- CHE321 Organic Chemistry I 4 credits
- CHE322 Organic Chemistry II 4 credits
- CHE326 Analytical Chemistry I 5 credits
- CHE327 Analytical Chemistry II 4 credits
- CHE328 Biochemistry 5 credits

Strongly Recommended

MAT145 Calculus II 5 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credit

Minimum of 48 earned credits

Minimum of 2.50 CGPA

Prerequisites to Student Teaching

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher (5-8 option) 2 credits

ED478 Teaching 5-8 Science (5-8 option) 1 credit

ED353 Teaching 9-12 Science 2 credits

ED347 The Effective Secondary Teacher 2 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.03 Student Teaching 9-12 Chemistry 16 credits

5-8 General Science add-on (optional)

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Science 1 credit



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Majors Leading to Licensure

Communication Arts/Literature Teaching Major (Grades 5-12)

General Education Prerequisite:

- PSY101 Introduction to Psychology 4 credits
- ENG120 College Writing 4 credits
- ENG155 Introduction to Literature 4 credits
- COM103 Communication Fundamentals: Interpersonal 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits

5-12 Communication Arts/Literature Teaching Major Required Courses

- ENG324 Teaching Writing 1:1 2 credits
- ENG330 Young Adult Literature 2 credits
- ENG338 History and Principles of the English Language 4 credits
- ENG369 Shakespeare 4 credits
- ENG440 Literary Theory 4 credits
- ENG490 Literature Seminar 4 credits
- ENG499 Framing the Literary Tradition 1 credit
- COM212 Public Speaking and Performance 4 credits
- COM222 Mass Communication 4 credits

5-12 Communication Arts/Literature Teaching Major - Electives

choose 4 credits:

ENG221 Journalism 4 credits

ENG420 Persuasive Writing on Contemporary Issues 4 credits

choose 4 credits:

ENG365 British Literature I 4 credits

ENG366 British Literature II 4 credits

choose 4 credits:

ENG375 World Literature I 4 credits

ENG376 World Literature II 4 credits

choose 4 credits:

ENG385 American Literature I 4 credits

ENG386 American Literature II 4 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

Prerequisites to Student Teaching

Complete content major with 2.75 content GPA

Complete all four Human Relations Activity Reports

ED347 The Effective Secondary Teacher 2 credits

ED355 Teaching 9-12 Communication Arts/Literature 2 credits

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Tch. 2 credits

ED477 Teaching 5-8 Communication Arts/Literature 1 credit

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.01 Student Teaching 5-12 Communication Arts/Literature 16 credits

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Majors Leading to Licensure

Life Science Teaching Major (Grades 9-12 with optional grades 5-8 General Science add-on)

General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- BIO120 Biology I: The Unity of Life 4 credits
- KHS110 Dynamic Health and Human Movement 3 credits
- MAT135 Calculus I **or** MAT125 Pre-Calculus 4 credits
- CHE115 General Chemistry 4 credits

9-12 Life Science Teaching Content Major

Complete content major with 2.75 content GPA

- BIO130 Biology II: The Diversity of Life 4 credits
- CHE116 General Chemistry II 4 credits
- BIO220 Plant Biology 5 credits
- BIO230 Animal Biology 5 credits
- BIO210 Genetics 5 credits
- BIO300 Microbiology 5 credits
- BIO330 Molecular Cell Biology 5 credits
- MAT230 Probability & Statistics 4 credits

OR

MAT110 Intro to Probability & Statistics 3 credits

BIO455 Research Proposal 1 credit

BIO456 Research in Biology 4 credits

5-8 General Science add-on (optional)

ESC340 Astronomy 4 credits

ESC320 Physical Geology 4 credits

ED346 Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Science 1 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

Prerequisites to Student Teaching

NOTE: Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Life Science 1 credit

ED353 Teaching 9-12 Life Science 3 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.11 Student Teaching 9-12 Life Science

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Majors Leading to Licensure

Mathematics Teaching Major (Grades 5-12)

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

MAT135 Calculus I 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

5-12 Mathematics Teaching Major

Complete content major with 2.75 GPA

MAT145 Calculus II 5 credits

MAT220 Discrete Math 3 credits

MAT230 Probability and Statistics 4 credits

MAT255 Calculus III 4 credits

MAT305 Foundations of Geometry 3 credits

MAT310 Linear Algebra 3 credits

MAT365 Differential Equations 3 credits

MAT450 Abstract Algebra 4 credits

MAT460 Real Analysis 4 credits

CSC301 Programing and Problem Solving 3 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED478 Teaching 5-8 Mathematics 1 credits

ED353 Teaching 9-12 Mathematics 3 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.02 Student Teaching 5-12 Mathematics 16 credits

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Majors Leading to Licensure

Social Studies Teaching Major (Grades 5-12)

General Education prerequisites:

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

5-12 Social Studies Teaching Major required content courses

HIS121 World History 4 credits

HIS212 Introduction to History (Gen Ed) 4 credits

POL131 American Government 4 credits

ECO101 Am. in Global Econ: Macroeconomics (Gen Ed) 4 credits

PSY101 Introduction to Psychology (from above) 4 credits

SOC152 Introduction to Sociology 4 credits

HIS231 USA to 1877 4 credits

HIS233 USA since 1877 4 credits

HIS281 Europe 1789-1914 4 credits

HIS283 Europe since 1914 4 credits

Open Electives: 4 social science courses at 300/400 level 4 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

PSY220 Adolescent Psychology 4 credits
ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits
Minimum if 48 credits earned
Minimum 2.50 CGPA

Prerequisites to Student Teaching

Complete content major with 2.75 G.P.A.

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits
ED346 The Effective Middle School Teacher 2 credits
ED476 Teaching 5-8 Social Studies 1 credit
ED352 Teaching 9-12 Social Studies 2 credits
ED347 The Effective Secondary Teacher 2 credits
ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits
ED385 Foundations of Education 3 credits
ED487 Reading Across the Content Areas 2 credits
KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.05 Student Teaching 5-12 Social Studies 16 credits

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Majors Leading to Licensure

Visual Art Education Teaching Major (K-12)

General Education Prerequisites

- PSY101 Introduction to Psychology 4 credits
- ART101 Approaching Art 2-3 credits
- KHS110 Dynamic Health and Human Movement 3credits

K-12 Art Teaching Major required courses

Complete content major with 2.75 GPA

- ART100 Fine Arts Colloquium 1 credit
- ART102 2-D Design (14 Weeks) 2-3 credits
- ART103 3-D Design (14 Weeks) 2-3 credits
- ART111 Drawing I 3 credits
- ART211 Figure Drawing 3 credits
- ART311 Advanced Drawing 1-3 credits
- ART121 Painting I 3 credits
- ART141 Photography I 3 credits
- ART231 Relief Printmaking 3 credits
- ART202 Digital Art I 3 credits
- ART151 Sculpture I 3 credits
- ART161 Ceramics I 3 credits

ART499 Professionalism and Exhibition 1 credit

Choose one:

ART371 Ancient Western Art 3 credits

ART372 Early Epoch of Christian Art 3 credits

ART373 15th - 18th C. Western Art 3 credits

Choose one:

ART271 Art of Mexico 3 credits

ART272 Art of Asia 3 credits

ART273 Ethnographic Art Survey 3 credits

ART370 Mexican Art and Culture 2 credits

Electives: 4 credits in one studio area as arranged with advisor

ART____

ART____

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

Choose: PSY210 Child Psychology 4 credit

and

PSY220 Adolescent Psychology 4 credit

or

PSY215 Child and Adolescent Development 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

Prerequisites to Student Teaching

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teachers 2 credits

ED347 The Effective Secondary Teacher 2 credits

ED447 Teaching Elementary Art 1 credit

ART357 Art in Secondary Education 2 credits

ART358 Advanced Art Education 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.08 Student Teaching K-12 Visual Art 16 credits

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Majors Leading to Licensure

K-12 English as a Second Language Teaching Major

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

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

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR activity) 1 credit

PSY210 Child Psychology 4 credits

and

PSY220 Adolescent Psychology 4 credits

or

PSY215 Child and Adolescent Developmental Psychology for K-12 Educators 4 credits

ED336 Educational Psychology (+ 25 hours HR activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

Content Courses-prerequisite to Student Teaching

ED348 Second Language Acquisition 4 credits

ED485 Assessment of ESL Students 4 credits

ED338 History and Principles of the English Language 4 credits

ENG290 Language and Society 4 credits

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR activity) 2 credits

ED342 Teaching Literacy 4 credits

ED345 The Effective Elementary Teacher 2 credits

ED346 The Effective Middle School Tch. 2 credits

ED347 The Effective Secondary Teacher 2 credits

ED389 ESOL Methods 4 credits

ED382 Teaching Students with linguistic Differences and Difficulties 4 credits

ED439 The Inclusive Classroom (+ 25 hours HR activity) 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.09 Student Teaching K-12 ESL 16 credit

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Majors Leading to Licensure

Vocal and/or Instrumental Music Education Teaching Major (K-12)

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

MUS120 Music and the Human Experience 2 credits

Prerequisites: if determined in assessments by music department

MUS101 Basic Musicianship 2 credits

MUS111 Class Piano I 2 credits

MUS112 Class Piano II 2 credits

MUS115 Beginning Guitar I 1 credits

K-12 Music Teaching Major - required courses

Complete content major with 2.75 GPA

MUS201 Musicianship I 4 credits

MUS202 Musicianship II 4 credits

MUS301 Musicianship III 4 credits

MUS302 Musicianship IV 4 credits

MUS321 Music History I 3 credits (offered Fall 2006 and then Spring 2009)

MUS322 Music History II 3 credits (offered Fall 2006, Spring 2009, Fall 2009)

MUS323 Music History III 3 credits (offered Spring 2007, then Fall 2008)

MUS261 Beginning Conducting 2 credits

MUS360 String Techniques and Pedagogy 1 credit

MUS361 Woodwind Techniques and Pedagogy 1 credit

MUS362 Brass Techniques and Pedagogy 1 credits

MUS365 Electronic Media Techniques and Pedagogy 2 credits

MUS366 Vocal Techniques and Pedagogy 1 credits

MUS367 Percussion Techniques and Pedagogy 1 credit

MUS444 Instrumental Arranging 1 credit

MUS445 Choral Arranging 1 credit

MUS840 2 semesters of private piano 1 credit

Recital Attendance: 4 programs in portfolio per year performance audition in February of second year.

Submit music Portfolio Progress Report to Music Department Nov 1 each year.

Document in portfolio 4 public performances, including small ensemble.

Pass Keyboard Proficiency Exam before student teaching (document in portfolio).

Tracks: Choose one

Vocal and Classroom K-12 Track:

MUS369 Art of Accompanying 1 credit

MUS425 Choral Literature 2 credits

MUS456 Choral Conducting and Methods 2 credits

MUS713/714: 7 semesters choral ensemble required 0-7 credits

MUS860: 7 semesters private voice lessons @ 1 credit each 7 credits

Instrumental and Classroom K-12 Track

MUS368 Jazz Improvisation credit1

MUS426 Instrumental (Band) Literature 2 credits

MUS457 Instrumental Conducting and Methods 2 credits

MUS720/730: 7 semesters instrumental ensemble required 2 credits

MUS800: 7 semesters private instrumental lessons @1 credit each 0-7 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours HR Activity) 1 credit

Choose either: PSY210 Child Psychology 4 credit

and

PSY220 Adolescent Psychology 4 credits

or

PSY215 Child and Adolescent Development 4 credits
ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits
Minimum of 48 earned credits
Minimum 2.50 CPGA

Prerequisites to Student Teaching

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits
ED346 The Effective Middle School Teacher 2 credits
ED347 The Effective Secondary Teacher 2 credits
MUS356 K-12 General Music Teaching Methods 4 credits
ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits
ED385 Foundations of Education 3 credits
ED487 Reading Across the Content Areas 2 credits
KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.07 Student Teaching K-12 Music 16 credits

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Liberal Arts Majors

Physical Education Teaching Major, Grades K-12
Health Education Teaching Major, Grades 5-12

General Education Prerequisites

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

K-12 Physical Education and 5-12 Health Teaching Majors required course

KHS200 Community Safety and First Aid/CPR 1 credit

KHS220 Epidemiological Foundations and Research 4 credit

KHS250 Technology, Media, Health, and Your Environment 2 credits

KHS300 Applied Nutrition 3 credits

KHS310 Drug Education 2 credits

KHS320 Human Life Experience 3 credits

KHS330 Elementary Methods Block I 4 credits

KHS335 MS/Secondary Methods Block II for Health and Physical Education 4 credits

KHS400 Health Psychology 3 credits

KHS410 Health Methods and Strategies for Instruction 2 credits

KHS420 Program Administration 2 credits

KHS436 Motor Development, Control and Motor Learning 3 credits

KHS473 Biomechanics 3 credits

KHS474 Exercise Physiology 4 credits

KHS481 Adaptives 2 credits

Prerequisites to Admission to Teacher Education

ED200 Introduction to Teaching (+ 25 hours of HR Activity) 1 credit

Choose either: PSY210 Child Psychology 4 credits

and

PSY220 Adolescent Psychology 4 credits

or

PSY215 Child and Adolescent Developmental 4 credits

ED336 Educational Psychology (+ 25 hours HR Activity) 2 credits

Minimum of 48 earned credits

Minimum 2.50 CPGA

Prerequisites to Student Teaching

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

ED330 Human Diversity and Relations (+ 25 hours HR Activity) 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED347 The Effective Secondary Teacher 2 credits

ED439 The Inclusive Classroom (+ 25 hours HR Activity) 2 credits

ED385 Foundations of Education 3 credits

ED487 Reading Across the Content Areas 2 credits

KHS470 Health Education for Teachers 2 credits

Student Teaching

ED472.06 Student Teaching in Health and Physical Education 16 credits

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Minors

Community Health Science Minor

Prerequisite:

BIO221 Human Anatomy & Physiology I 4 credits

Required :

KHS220 Epidemiological Foundations 4 credits

KHS300 Applied Nutrition 3 credits

KHS310 Drug Education 2 credits

KHS320 Human Sexuality 3 credits

KHS400 Health Psychology 3 credits

KHS410 Health Methods and Strategies for Instruction 4 credits

KHS420 Program Administration 2 credits

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Minors

Education 22 credits

Required: A Developmental Psychology Course (4 credits)

Choose from PSY210, PSY215, PSY220 **or** ED418

ED330 Human Diversity and Relations 2 credits

ED336 Educational Psychology 2 credits

ED385 Foundations of Education 3 credits

Choose one: An Effective Teacher Course

ECE321 Pre-Primary Education 3 credits

ECE325 Education of Infants and Toddlers 3 credits

ECE326 Building Creative Primary Classrooms 4 credits

ED345 The Effective Elementary Teacher 2 credits

ED346 The Effective Middle School Teacher 2 credits

ED347 The Effective Secondary Teacher 2 credits

Electives: Upper level courses (7-9 credits)

ECE, ED MUS 356, MUS 36X, MUS 456, MUS 457, ART 357, or ART 358

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Minors

Special Education Minor 15 credits (Elementary or Secondary)

Coursework in the Special Education Minor meets the requirement of the Special Education Core in the Post-Baccalaureate License in Special Education.

Required:

- ED380 Education of the Exceptional Learner 3 credits
- ED481 Introduction to Learning Disabilities 3 credits
- ED492 Students with Emotional Behavioral Needs 3 credits
- ED483 Collaborative Teaching in Inclusive Settings 3 credits
- ED382 Teaching Students with Reading Difficulties 3 credits

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Minors

Teaching English as a Second Language (TESL)

ENG290 Language and Society 4 credits

ED342 Teaching Literacy 4 credits

ED382 Teaching Literacy in a Multilingual Environment 2 cvcredits

ED340 Linguistics for Language Teachers 4 credits

ED348 Second Language Acquisition 4 credits

ED483 Assessment of ESL Students 4 credits

ENG338 History and Principles of the English Language 4 credits

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Kindergarten Endorsement (for teachers licensed in grades 1-6)

Teachers who possess a Minnesota 1-6 teaching license may add the kindergarten endorsement by completing:
ECE321 Pre-Primary Education 3 credits

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Interscholastic Athletics Coaching Certificate 18 credits

Required: 10 credits

KHS473 Biomechanics 4 credits

KHS474 Exercise Physiology 4 credits

KHS479 Coaching Pedagogy 2 credits

Electives (8 credits)

Choose 1 of the following classes:

KHS472 Athletic Training, Injury Prevention & Safety 4 credits

KHS482 Advanced Athletic Training 4 credits

Choose 1 of the following classes:

PSY440 Sport Psychology 4 credits

KHS375 Sociology of Sport Exercise 4 credits

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Lutheran Classroom Teacher Certificate

To be certified as a Lutheran Classroom Teacher candidates must complete the Confessional Lutheranism Minor. (See College of Vocation and Ministry section for courses required.)

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Post-Baccalaureate Teaching Licensure

Teacher Education Program

The Department of Teacher Education has identified as its conceptual model, "Educator as Professional Decision Maker." Successful candidates demonstrate competency in subject matter, learning and human development, teaching strategies, and personal qualities that foster learning. The model is introduced to students early in the teacher education program.

Admission to Professional Program

During the second semester of their sophomore year (or during the first semester on campus for transfer students), students apply for admission to the Teacher Education Program. The following criteria must be met for students to be admitted to the Teacher Education Professional Program:

1. Successful completion of a minimum of 48 semester hours
2. A cumulative grade point average of 2.50 or higher. Post-baccalaureate students whose degree completion date is at least five years prior to the date of application for admission may petition the Department of Teacher Education for a waiver of these requirements with supporting rationale, a writing sample, and Praxis I (PPST) test scores.
3. Completion of the Praxis I (PPST) examination. The state of Minnesota requires the following minimum scores for teacher licensure: Reading 173, Mathematics 171, and Writing 172.
4. Signed copies of the appropriate teacher education planning forms.
5. Approved Human Relations reports documenting 50 hours of activity. One report must be from ED200 verifying work with children in the required settings.
6. Presentation of an initial portfolio to a faculty interview team, showing personal, professional and academic qualities.

Upon completion of the interview names are submitted for final action by the Department of Teacher Education. Admission to and continuance in the Teacher Education Program is dependent upon approval by the Department of Teacher Education.

Progress in Professional Program

The progress of students in the Teacher Education Program is subject to continuous review by the Department of Teacher Education. To remain in good standing, students are required to maintain a minimum cumulative GPA of 2.50. Students admitted to teacher education beginning fall semester of the 2004-2005 academic year must earn or have previously earned a grade of C- or better in all courses required in the teacher licensure program (courses listed on the program planning form) including courses taken at other institutions. Courses transcribed below a C- must be retaken and a grade of C- or better earned prior to graduation and/or licensure completion.

Minnesota Human Relations Activity Requirements

The Human Relations activities are designed to run concurrently with the Teacher Education program. The 100 hours of required human relations experiences are met in the following courses: ED200 Introduction to Teaching, ED330 Human Diversity and Relations, ED336 Educational Psychology, and ED439 Inclusive Classroom, or ECE425 Young Child with Special Needs, or ED380 Education of Exceptional Child. A minimum of 25 hours from ED200 and 25 hours from one of the other courses listed above are required for admission to the teacher education professional program. The remaining 50 hours and activity reports are required prior to placement in a clinical experience.

Fees Associated with Teacher Education and Licensure

The following items have fees associated with teacher education: Praxis I, Pre-Professional Skills Test (\$120-\$130), Praxis II, Principles of Learning and Teaching (\$90), content exam(s) in major (\$80-\$90), Education Minnesota Liability Insurance (\$25), CPR/First Aid certification (fee varies), state license application (\$57), conduct review for license application (\$26.25), and fingerprinting (\$0-\$15). These fees are subject to change.

Field Experience / Clinical Practices

The Teacher Education Program is designed with three major field experiences for candidates in the Birth through Grade 3, Pre-Kindergarten through Grade 6 and Kindergarten through Grade 8 licensures: a teaching practicum and two experiences in the student teaching semester. Candidates for the 5-12 and K-12 licenses have two field experiences in the student teaching experience in the same semester. The Coordinator of Field Experiences and Clinical Practice arranges all placements in consultation with students. To assure a successful student teaching experience, students should not engage in outside employment or participate in co-curricular experiences during this semester. Transfer students must complete a minimum of eight semester credits of coursework at Concordia before they are eligible for student teaching. All students must have liability insurance so students registering for field experiences are enrolled in Education Minnesota, which provides liability coverage (fee assessed, see above).

Requirements for Registration for Teaching Practicum

1. Admission to and satisfactory progress in the teacher education program as directed by the Department of Teacher Education.
2. Cumulative grade point average of 2.50 or above.
3. Completion of ED200 Introduction to Teaching, ED336 Educational Psychology and ED360 Content and Methods for K-6 Mathematics.
4. Birth-Grade 3 licensure candidates enroll in ECE325 Education of Infants and Toddlers and FAS400 Family Systems concurrently with the Teaching Practicum.
5. Normally, PK-6 and K-8 licensure candidates, enroll in, ED342 Teaching Literacy, ED356 Teaching Elementary Science and Environmental Education, ED357 Teaching Elementary Social Studies, ED345 Effective Elementary Teacher, ED 446 Teaching Elementary Music, ED447 Teaching Elementary Art, and ED448 Teaching Methods for EL/MS Movement Education concurrently with the Teaching Practicum.

Requirements for Registration for Student Teaching

1. Successful completion of the Teaching Practicum (for applicable programs).
2. Cumulative grade point average of 2.50 or above. Candidates seeking licensure in a secondary content area must have a CGPA of 2.75 or above in their content area.
3. Completion of all four Human Relation activity reports.
4. K-8 licensure candidates: Completion of the appropriate middle level (5-8) methods courses.
5. 5-12 and K-12 licensure candidates: Completion of ED358 Effective Middle School Teacher, the appropriate secondary and middle level methods courses, and completion of coursework in the teaching major.
6. Lutheran elementary and secondary education candidates: completion of ED454 Teaching the Faith.

Requirements for Graduation

In addition to the general requirements for graduation, candidates will:

1. Apply for graduation with the university registrar the semester **BEFORE** program is completed.
2. Complete Human Relations activities (minimum 100 hours) and reports.
3. Complete First Aid/CPR requirements.
4. Complete 128 credits with 2.50 CGPA and in program courses; and 2.75 CGPA in 5-12, K-12, or middle level content area.
5. Complete the Praxis II examination(s) - Principles of Learning and Teaching (PLT) and content knowledge area.

Note: Lutheran Classroom Teacher: Complete the Confessional Lutheranism Minor and apply for placement with the College of Vocation and Ministry Placement Office.

Requirements for Licensure

Achieve passing scores on all required parts of Praxis I (PPST) and Praxis II examinations (PLT and content tests).

Apply for certification with the university registrar the semester **BEFORE** program is completed..

Apply on line for license with the Minnesota Department of Education.

Submit license application to the Education Office.

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Special Education License in Learning Disabilities (Initial Minnesota License, Add-On License)

Special Education License in Emotional Behavioral Disorders (Initial Minnesota License, Add-On License)

Concordia University offers a Special Education Teacher Education Program (SETEP) that is specifically designed to respond to the needs of special educators in culturally diverse, urban settings. At present, educators have access to two special education programs at the graduate level: Learning Disabilities and Emotional Behavioral Disorders. Undergraduate courses taken as part of the Concordia Special Education Minor can be applied to meet the required Special Education core of the post-baccalaureate licensure program.

Learning Disabilities: Initial MN License (Available to persons holding a baccalaureate degree but no MN license)

Learning Disabilities: Additional License (Available to persons holding a current MN license)

Emotional/Behavioral Disorders: Initial MN License (Available to persons holding a baccalaureate degree but no MN license)

Emotional Behavioral Disorders: Additional License (Available to persons holding a current MN license)

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Christian Outreach Major

42-45 credits

Prerequisites:

For the Parish/Cross-cultural Track:

[cmid="AcademicCatalog:Content">](#)

COM205	Group Communication and Facilitation	4
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For both Parish Cross/Cultural and Bible Translation/Literacy Track:

RLG350	Religions of the World (fulfills GenEd Requirement)	4
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Required: (25 credits)

[cmid="AcademicCatalog:Content">](#)

THY280	Personal Witnessing	2
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THY281	Principles of Christian Outreach	4
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THY371	Mission of God	4
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THY381	Congregational Outreach	4
THY382	Assimilation Ministries	3
THY473	Cross-Cultural Outreach	4
THY481	Christian Response to Religions of the World	2
THY495	All Within the Context of the Christian Gospel	2

Track: (select one of the following)

Christian Outreach Major Track

RLG350	Religions of the World	4
THY372	Life and Work on the Mission Field	2
THY461	Worship and Witness	2
THY480	Rural, Suburban, Urban Outreach	3

Electives (6cr): Choose 6 credits from the following courses:

cmid="AcademicCatalog:Content">

PHI341	Major Systems in Philosophy	4
RLG459	Studies in Religion and Society	2
THY331	Seminar in Theology	4
THY409	Studies in Biblical Theology	2

Parish/Cross-cultural Track: (18 credits)

(Leads to DCO certification)

DCO361	Intro to the Role of a DCO	1
PEA316	Leadership I	4
PEA401	Teaching the Faith Across the Lifespan	4

THY366	Outreach Practicum-Parish	2
THY367	Outreach Practicum-Cross Cultural	2
THY461	Worship and Witness	2
THY480	Rural, Suburban, Urban Outreach	3

Bible Translation/Literacy Track (21-22 credits)
(Leads to DCO Certification)

"L" courses from Summer Institute of Linguistics

cmid="AcademicCatalog:Content">

L450	Articulatory Phonetics	2
L452	Syntax and Morphology I	4
L470	Introduction to Sociolinguistics	1
L480	Second Language Acquisition	2
DCO361	Intro to the Role of a DCO	1
THY367	Outreach Practicum - Cross Cultural	2
THY372	Life and Work in the Mission Field	2

Emphasis (select one of the following emphasis):

Translation Courses (Choose 8 credits)

cmid="AcademicCatalog:Content">

GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4
HBR311	Biblical Hebrew I	4
HBR312	Biblical Hebrew II	4

Literacy Courses (Choose 7-8 credits):

COM309	Intercultural Communication	4
ENG290	Language and Society	4
ED366	Educational Psychology	2
ED340	Linguistics for Language Teachers	4
ED342	Teaching Literacy	3

Internship

All students admitted to the program and desiring to be certified as DCOs must complete a full-time, supervised internship experience. This learning/service experience extends from 9-12 months and is normally taken after completion of the junior year. A student will normally be approved for an internship when s/he has:

1. successfully completed the entrance interview.
2. maintained a cumulative 2.50 GPA.
3. successfully completed RLG203, RLG206, RLG303, and THY330, THY341, THY421.
4. successfully completed THY281, THY366, THY367, THY371, and THY381, and an additional eight other credits from the major (a student intending to serve in a cross-cultural internship should also complete THY473, a student intending to serve in an overseas internship should complete THY372).

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Parish Education and Administration Major

44 credits

Prerequisite:

PSY101 Introduction to Psychology 4

Required: (46 credits)

COM205 Group Communication and Facilitation 4

ED418 Adult Education and Development 4

ED454 Teaching the Faith 2

ED330 Human Diversity and Relations 2

FAS400 Family Systems, Structures and Relationships 4

PEA312 Family and Youth Ministry 4

PEA316 Leadership I 4

PEA366 Parish Education I 3

PEA367 Parish Education II 3

PEA401 Teaching the Faith Across the Lifespan 4

PEA411 Leadership II 4

PSY215	Child and Adolescent Development	4
PSY330	Introduction to Counseling	4

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Christian Outreach Minor

22-24 credits

Required: 16 credits

THY280	Personal Witnessing	2
THY281	Principles of Christian Outreach	4
THY371	Mission of God	4
THY381	Congregational Outreach	4
THY495	All Within Context of Christian Gospel	2

Electives: 6-8 credits (choose 6-8 credits from the following courses):

RLG350	Religions of the World	4
THY372	Life and Work on the Mission Field	2
THY382	Assimilation Ministries	3
THY461	Worship and Witness	2
THY473	Cross-cultural Outreach	4
THY480	Rural, Suburban, Urban Outreach	3
THY481	Christian Response: Religions of World	2

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Parish Education and Administration Minor

20 credits

Prerequisite:

PSY101 Introduction to Psychology 4

Required:

CVM370	Contextual Education I	1
CVM372	Contextual Education II	1
PEA312	Family and Youth Ministry	4
PEA316	Leadership I	4
PEA366	Parish Education I	3
PEA367	Parish Education II	3
PEA410	Teaching the Faith Across the Lifespan	4

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Director of Christian Education

Requirements

Certification as a Director of Christian Education

Background: The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders who are prepared for service in team ministry in a congregational setting within the Lutheran Church.

Routes Leading to Certification as a Director of Christian Education:

DCE Baccalaureate:

One who is seeking certification as a DCE through the completion of a Liberal Arts degree with the Director of Christian Education Certification.

Course of Study

DCE Baccalaureate:

- General Education requirements
- Minor in Confessional Lutheranism
- Parish Education and Administration Major
- Director of Christian Education Emphasis.

DCE Colloquy:

One who has previously earned a baccalaureate degree, is currently serving a Lutheran congregation and is seeking certification

as a Director of Christian Education through the colloquy process of The Lutheran Church-Missouri Synod.

DCE/Church Teacher (DCT):

One who is seeking certification as a DCE and in addition is seeking licensure as a Lutheran Classroom Teacher.

Course of Study

DCT Baccalaureate:

- General Education requirements
- Minor in Confessional Lutheranism
- Parish Education and Administration Major
- Director of Christian Education Emphasis
- Requirements for elementary/secondary licensure.

Contextual Education and Clinical Experiences

The DCE/DCT Baccalaureate Certification program provides a variety of contextual education and clinical experiences designed to support the candidate in developing attitudes and skills necessary for working in a ministry setting as a Director of Christian Education.

Contextual Experiences

Each candidate must complete 150 hours of guided parish work prior to beginning an internship experience. The primary work takes place in a parish assignment contextual courses, CVM 370, CVM 372. Policies regarding the parish experiences may be found in the Parish Education and Administration Contextual Education Handbook.

Requirements for Admission to Contextual Education Experiences:

1. Enrollment in Parish Education I/II.
2. Enrollment in Contextual Education I/II.
3. Approval of the course instructors.

Clinical Practice

DCE Practicum

The DCE Practicum provides opportunity for the DCE student to experience teaching the faith in the setting of a Lutheran school under the supervision of a Lutheran Classroom Teacher. In addition, the DCE student provides leadership in chapel settings and other projects designed to support the formation of the DCE student as a life-span Christian educator.

Requirements for Admission to DCE Practicum

1. Application to the DCE Certification Program.
2. Completion of ED-454.
3. Enrollment in DCE 361.
4. Approval of the Director of the DCE Certification Program.

Internship

The Internship is a full-time assignment in an approved ministry setting allowing the student to develop knowledge, skills and attitudes necessary for service as a Director of Christian Education. The internship is normally for one year and takes place within the course of academic preparation. Policies regarding the DCE Internship are in the DCE Contextual Education and Clinical Practices Handbook.

Requirements for Admission to Internship:

1. Admission in good standing to the DCE Program.
2. Completion of CVM 370, CVM 372, DCE 361.
3. Letter of recommendation from contextual education supervisors.
4. Cumulative grade point average of 2.50 or above.
5. Successful completion of PSY 101-Introduction to Psychology, RLG203-Old Testament Narrative, RLG206-New Testament, PSY215 Child and Adolescent Development, PEA 366-Parish Education I, PEA 367-Parish Education II, DCE 366-Introduction to DCE, DCE 361-DCE Practicum, CVM 370 Contextual Education I, CVM 372 Contextual Education II, ED 454-Teaching the Faith, ED 330-Human Diversity and Relations, THY 330-Our Living Faith, PEA 316 Leadership I.
6. Provision of background check.
7. Evidence of Scriptural requirements for entry-level service in the Church: sound in doctrine with evidence of a vibrant Christian faith; a life above reproach, giving faithful Christian witness; competency in ministry content and skills.
8. Participation in pre-intern workshops/retreats in the semester prior to internship.
9. Approval of DCE Certification program coordinator and the Department of Christian Ministries.

Graduation Requirements

Students working toward certification as a Director of Christian Education (DCE Baccalaureate) complete the following:

1. 140 credits, including all area and course requirements.
2. Academic work with a minimum cumulative grade point average of 2.00 and a minimum cumulative grade point average of 2.50 in major and minor area courses.

Certification Requirements

Graduation and certification are two separate processes; one does not guarantee the other. Requirements for certification are delineated in the DCE Certification Program Handbook.

Academic Program for Certification as a Director of Christian Education

Prerequisite:

PSY101	Introduction to Psychology	4
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Major: Parish Education and Administration

46 credits

PSY215	Child and Adolescent Developmental Psychology for K-12 Educators	4
PEA366	Parish Education I	3
PEA367	Parish Education II	3
COM205	Group Communication and Facilitation	4
CVM370	Contextual Education I	1
CVM372	Contextual Education II	1
PEA312	Family and Youth Ministry	4
PEA316	Leadership I	4
PSY330	Introduction to Counseling	4
PEA401	Teaching the Faith Across the Lifespan	4
PEA411	Leadership II	4
ED454	Teaching the Faith	2
FAS400	Family Systems, Structures and Relationships	4
ED418	Adult Education and Development	4

Minor: Confessional Lutheranism

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

Certification Requirements

38-47 credits

Director of Christian Education Emphasis

Professional Courses: (26-32 credits)

DCE361	DCE Practicum	2
DCE366	Introduction to the DCE Ministry	2
DCE367	DCE Pre-Internship	2
DCE433	Role of the Director of Christian Education	2
DCE497	Introduction to International Missions Director Christian Education Internship (international interns only)	6
DCE498	DCE Internship I	6
DCE499	DCE Internship II	6
ED330	Human Diversity and Relations	2
ED454	Teaching God's Children the Faith	2
THY460	Worship for Lutherans	2

DCE Electives: 12-14 credits. Students should consult their advisor regarding guided electives in various ministry fields. Students should consult the Department of Undergraduate Teacher Education for those additional requirements necessary to be certified as a church teacher.

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Director of Christian Education with Lutheran Classroom Teacher Certification and Licensure

The student completes the DCE certification program with additional requirements determined to be licensed as teacher and certified as a Lutheran Classroom Teacher. Students should consult the Department of Undergraduate Teacher Education for those additional requirements necessary to be certified as a church teacher.

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Director of Christian Outreach (DCO) Program

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

Individuals desiring to be certified to the public ministry as Director of Christian Outreach in the Lutheran Church-Missouri Synod are prepared for full-time outreach service for the church. The primary function of the DCO is to stimulate, mobilize and support outreach efforts and educate and train people in evangelism and mission. A DCO works in either congregational-based outreach ministries (cross-culturally and same culture contexts) and in mission contexts in the United States and around the world. A DCO works in a team ministry setting under the supervision of a pastor or missionary and with members of a congregation, circuit, district or mission organization.

Academic Requirements

To be certified as a Director of Christian Outreach, the student completes the following academic requirements:

Course of Study

1. General Education requirements
2. [Minor in Confessional Lutheranism](#)
3. Christian Outreach Major in either Parish/Cross cultural or Translation/Literacy.

Prerequisites:

For the Parish/Cross-cultural Track:

COM205 Group Communication and Facilitation

For Both Parish Cross/Cultural and Bible Translation/Literacy Track:

RLG350 Religions of the World (fulfills GenEd Requirement) 4

Required: (23 credits)

THY280 Personal Witnessing 2

THY281 Principles of Christian Outreach 4

THY371 Mission of God 4

THY381 Congregational Outreach 4

THY382 Assimilation Ministries 3

THY473 Cross-cultural Outreach 4

THY495 All Within the Context of the Christian Gospel 2

Track: (select one of the following)

Christian Outreach Major Track

RLG350 Religions of the World 4

THY372 Life and Work on the Mission Field 2

THY461 Worship and Witness 2

THY480 Rural, Suburban, Urban Outreach 3

THY481 Christian Response: Religions of World 2

Electives (6cr): Choose 6 credits from the following courses:

RLG459 Studies in Religion and Society 2

PHI341 Major Systems in Philosophy 4

THY331 Seminar I Theology 4

THY409 Studies in Biblical Theology 2

Parish/Cross Cultural Track (leads to DCO certification) (21 credits)

DCO361 Intro to the Role of a DCO 2

PEA316 Leadership I 4

PEA401 Teaching the Faith Across the Lifespan 4

THY366 Outreach Practicum-Parish 2

THY367 Outreach Practicum-Cross Cultural 2

THY461 Worship and Witness 2

THY480 Rural, Suburban, Urban Outreach 3

THY481 Christian Response: Religions of World 2

Bible Translation/Literacy Track (leads to DCO Certification) (21-22 credits)

"L" courses from Summer Institute of Linguistics

L450 Articulatory Phonetics 2

L452 Syntax and Morphology I 4

L470 Introduction to Sociolinguistics 1

L480 Second Language Acquisition 2

DCO361 Intro to the Role of a DCO 2

THY372 Life and Work on the Mission Field 2

Emphasis (select one of the following emphasis):

Translation Courses (Choose 8 credits)

GRK211 Beginning Greek I 4

GRK212 Beginning Greek II 4

HBR311 Biblical Hebrew I 4

HBR312 Biblical Hebrew II 4

Literacy Courses (Choose 7-8 credits):

COM309	Intercultural Communication	4
ENG290	Language and Society	4
ED366	Educational Psychology	2
ED340	Linguistics for Language Teachers	4
ED342	Teaching Literacy	3

MINOR: Christian Outreach

22-24 credits

Required: 16 credits

THY280	Personal Witnessing	2
THY281	Principles of Christian Outreach	4
THY371	Mission of God	4
THY381	Congregational Outreach	4
THY495	All Within Context of Christian Gospel	2

Electives: 6-8 credits (choose 6-8 credits from the following courses):

RLG350	Religions of the World	4
THY372	Life and Work on the Mission Field	2
THY382	Assimilation Ministries	3
THY461	Worship and Witness	2
THY473	Cross-cultural Outreach	4
THY480	Rural, Suburban, Urban Outreach	3
THY481	Christian Response to the Religions of World	2

Internship

All students admitted to the program and desiring to be certified as DCOs must complete a full-time, supervised internship experience. This learning/service experience extends from 9-12 months and is normally taken after completion of the junior year. A student will normally be approved for an internship when s/he has:

1. successfully completed the entrance interview.
2. maintained a cumulative 2.50 GPA.
3. successfully completed RLG203, RLG206, RLG303, and THY330, THY341, THY421.
4. successfully completed THY281, THY366, THY367, THY371, and THY381, and an additional eight other credits from the major (a student intending to serve in a cross-cultural internship should also complete THY473, a student intending to serve in an overseas internship should complete THY372).

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Director of Parish Music Program

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

The Director of Parish Music program is grounded in the belief that music is a gift of God and that the ministry of church musicians is to offer their special abilities to praise God, proclaim the Gospel in music, and lead the people's song in worship. The program builds upon the rich musical heritage of the Lutheran church while incorporating the best of contemporary music idioms. Among the distinctive features of the program are:

- a strong liberal arts foundation.
- a church music major which equips each student with knowledge and skills for leading parish music.
- a minor in Confessional Lutheranism.
- separate emphases for organ, piano, choral conducting, instrumental conducting, or guitar.
- field experience in a local parish.

Completing the following requirements leads to certification for service to the church as a parish musician.

Admission to Field Experience

1. Minimum of 96 semester hours credit.
2. Cumulative GPA of 2.50 or above.
3. Cumulative GPA of 2.75 or above in Church Music Major.
4. Qualifying performance on organ, piano, voice, guitar, or other instrument appropriate to chosen track.

5. Approval of Music Department based on evaluation of student portfolio and recommendation of applied music and conducting instructors.
6. Pass the Keyboard Proficiency Exam.
7. Admission to program interview and portfolio review with representative of CVM faculty.

Requirements for Graduation

In addition to general requirements for graduation the candidate will:

1. Complete 128 credits with a cumulative GPA of 2.50 or above.
2. Complete the Church Music Major with cumulative GPA of 2.75 or above.
3. Complete the Confessional Lutheranism Minor (including THY460 Worship for Lutherans).
4. Submit a completed portfolio for Music Department approval.
5. Take the Sr. Music Outcomes Exam after completing the core music theory/history sequence.

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Colloquy for Director of Christian Outreach, Director of Christian Education and Lutheran Classroom Teacher

The word colloquy is Latin for "interview" or "dialog together." It is a word used in a number of contexts. The Lutheran Church utilizes the colloquy (formal interview or dialog) to certify those who seek to be Ministers of Religion, Ordained, and Ministers of Religion, Commissioned in Lutheran congregations or Recognized Service Organizations (RSO), but who have not, for one reason or another, had formal training in a college, university or seminary of the denomination.

The Lutheran Church-Missouri Synod has charged Concordia University St. Paul and other Concordias within the Concordia University System with the task of colloquizing men and women to serve as Directors of Christian Education (DCE), Directors of Christian Outreach (DCO), Lutheran Classroom Teachers (LCT) or Concordia University Faculty (CUF). This preparation leads to Certification, Placement, and Installation as a Minister of Religion, Commissioned of The Lutheran Church-Missouri Synod.

Those who utilize the colloquy system demonstrate mastery of required outcomes so they may serve as Ministers of Religion, Commissioned. The Lutheran Church-Missouri Synod states that the candidate must seek entry into the colloquy program through one of the ten campuses of the Concordia University System, or for LCTs, through the colloquy program being offered electronically by CUENET on behalf of the Concordia University System.

Successful admission through the colloquy process at Concordia, St. Paul leads the candidate to Certification as a Minister of Religion, Commissioned either as DCO, DCE LCT or CUF. Upon certification, the candidate becomes eligible for a Call and placement into a calling entity of The Lutheran Church-Missouri Synod.

For more detailed information on individual programs see Director of Christian Education Colloquy, Director of Christian Outreach Colloquy, Lutheran Classroom Teacher Colloquy.

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Director of Christian Education Colloquy

The DCE Colloquy exists to support the work of those who function as lay-practitioners in DCE-type positions within the Lutheran Church. The DCE Colloquy program will provide opportunity for a lay-practitioner to become rostered by the Lutheran Church-Missouri Synod as Minister of Religion, Commissioned.

Eligibility to be Colloquized by the Lutheran Church-Missouri Synod

The DCE Colloquy program of Concordia University, St. Paul is designed to accomplish the objectives of the Director of Christian Education Certification Program through an alternative delivery system. The alternative delivery system is offered in order to enhance the work of lay specialists serving in congregations of The Lutheran Church-Missouri Synod in roles similar to that of certified Directors of Christian Education. Recognizing the gifts of those selected by the local congregation for service in their midst, the DCE Colloquy program will seek to strengthen the service through specialized training while credentialing mastery through life experience. Certification is the responsibility of the University or College that houses the DCE program. Certification is the attestation of the University that the candidate has met the entry-level standards in three areas:

1. Demonstrates solid doctrine through competency in and commitment to the Scriptures and the Lutheran Confessions.
2. Lives a life above reproach.
3. Demonstrates competency as a lifespan Christian Educator.

Certification is the responsibility of the University or College that houses the DCE Program. Certification is the attestation of the University that the candidate has met the entry-level standards in three areas:

To be eligible for admission to DCE Colloquy program the applicant must:

1. Possess an earned Baccalaureate degree.
2. Demonstrate a minimum 2.5 cumulative grade point average.
3. Be a member of a congregation of The Lutheran Church-Missouri Synod.
4. Serve on the professional ministry staff in a congregation or Recognized Service Organization (RSO) of The Lutheran Church-Missouri Synod.
5. Apply for Colloquy as a Minister of Religion, Commissioned-Director of Christian Education in The Lutheran Church-Missouri Synod.
6. Receive the approval of the College of Vocation and Ministry

Eligibility to be Certified by The Lutheran Church-Missouri Synod

Certification by the faculty of Concordia University, St. Paul, MN will follow satisfactory completion of required coursework and the completion of either the Colloquy or CERTIFICATION REVIEW PROCESS.

1. Successfully complete all course work, field and clinical experiences;
2. Maintain a 2.5 CGPA;
3. Through the final Professional Portfolio and Interview, provide evidence of having developed the necessary qualities and competencies identified for admission to public ministry;
4. Receive recommendation from the Colloquy Interview Team and the Director of the DCO Certification Program;
5. Be approved through the colloquy process of the Lutheran Church-Missouri Synod.

Application and Registration Procedures

1. For application materials contact Kathryn Hagen at 651-641-6194 or Dr. Stephen Stohlmann, Director of Colloquy at 651-641-8824 or Kristen Schoon at 651-641-8230.
2. Complete all application materials and return to Kathryn Hagen at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104
3. Submit official sealed transcripts of all work in higher education to Kristen Schoon in the Admissions Office. She will send copies to the Colloquy Office.
4. Once all materials have been received the Director of Colloquy will schedule a Colloquy entrance interview with the candidate. The interview team will be composed of the Director of Colloquy, the Director of the DCE Program, and another rostered commissioned minister.
5. Upon recommendation by the colloquy interview team the director of Colloquy will forward the applicants file to the applicant's district president for approval. Upon the district President's approval, the applicants file will be forwarded to the office of the First Vice President of the Lutheran Church Missouri Synod for approval and publication in the Lutheran Witness. After a 60 day waiting period the applicant is normally approved for entry into the colloquy program
6. The Director of Colloquy will make recommendation for the applicant's acceptance into the DCE Colloquy Certification process to the Professional Standards Committee and the College of Vocation and Ministry.
7. The College of Vocation and Ministry will approve the applicant for entry into the DCE Colloquy program.

Tuition

Courses taken through Concordia University, St. Paul will be charged the established rate. Those fulfilling the Theology courses through the CUENET Online Colloquy Program will register and pay fees established through this program.

Curricular Requirements for DCE Colloquy

The Handbook of The Lutheran Church-Missouri Synod prescribes in By-Law H. 6.123 that an individual seeking certification as Director of Christian Education through colloquy must meet the standards established through the Concordia University site at which application is made. The Director of Christian Education Certification Programs of the six Concordia's offering certification as a Director of Christian Education work together to maintain a partnership that strives for curricular focus and partnership.

Each Concordia provides a variety of delivery systems. Concordia University, St. Paul accepts transfer from other institutions and grants credit for documented life experience.

Each transcript is assessed on an individual basis and every attempt is given to provide exemption for life experience.

The curricular requirements of Concordia University, St. Paul include: Colloquy Core:

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

OR

Scripture and Theology courses may also be taken through the Concordia Online Colloquy Program (CUENET). For information on this technology based instruction contact the Concordia University Education Network (CUENET), 345 Cyber Drive, Bend, Oregon, 1-800-238-3037, colloquy@cuenet.edu.

Old Testament		New Testament
---------------	--	---------------

History of Theology		Lutheran Confessions
Christian Doctrine		Varieties of Belief
Lutheran Teacher I		Lutheran Teacher II

Education requirements will be met through the DCE Colloquy Cohort program which includes the following programs:

CLQ576	Colloquy: Intro to DCE Ministry **
CLQ512	Colloquy: Volunteer Management
CLQ513	Colloquy: Ministry Teams in the Parish
CLQ515	Colloquy: Teaching the Faith Across the Lifespan
CLQ519	Colloquy: Teaching Strategies for Adults
CLQ520	Colloquy: Leadership
CLQ572	Colloquy: Family & Youth Ministry
CLQ478	Colloquy: Internship I *
CLQ479	Colloquy: Internship II *
CLQ573	Colloquy: Role of the DCE
*Taken on site of parish service.	
**REQUIRED RESIDENCY AT Concordia University, St. Paul	

Field Work and Clinical Experiences

Field work and clinical experiences may be taken at the site of parish service. These experiences will be designed on the basis of need as identified through consultation between the Director of the DCE Program, the applicant and the pastor of the congregation served by the applicant.

Transferring Courses

Any courses successfully taken from and transcribed at a Concordia University System institution or other accredited institutions of higher education may be transferred into the program, if such courses directly correlate with Specialist/Colloquy

course. The applicant is responsible for ensuring that appropriate transcripts are sent to Concordia University. The Director of the DCE Program and the Registrar make final decision regarding transfer and acceptance of coursework.

Credit/Exemption for Life Experience

Credit or exemption for life experience may be granted by documenting accomplishment of outcomes through a portfolio process. The applicant and academic advisor will identify courses that may have been accomplished through life experience. The applicant may then compile a portfolio consisting of essays and/or statements of verification that will document accomplishment. The course instructor will then review the portfolio for verification.

Final Certification Review Process

The Certification Review Process serves as the outcomes examination for the Parish Education Major and the DCE Certification Program, providing a final review before application for Certification and providing closure and synthesis for the DCE candidate. The Certification Review Process will serve as the colloquy examination for those seeking to be placed on the roster of The Lutheran Church-Missouri Synod as Ministers of Religion, Commissioned as Directors of Christian Education.

The Certification Interview is to be scheduled after DCE Internship and in conjunction with application for Synodical placement. The interview team membership shall include the Director of Colloquy as chair, the Director of Christian Education program and another rostered Commissioned Minister.

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Lutheran Classroom Teacher Colloquy

Concordia University, St. Paul offers two routes for those seeking to be Certified as Ministers of Religion, Commissioned serving as Lutheran Classroom Teachers.

1. Enrollment in courses offered on the campus of Concordia, University, St. Paul.
2. On-Line Teacher Colloquy through CUENET.

Option I - Complete Minor Confessional Lutheranism at Concordia University

RLG203	Old Testament Narritive	3
RLG206	New Testament	3
RLG241	Church History	3
RLG301	Old Testament II	3
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Church Ministry and Practice	3

Option II - Complete CUENET program

Old Testament		New Testament

History of Theology		Lutheran Confessions
Christian Doctrine		Varieties of Belief
Lutheran Teacher I		Lutheran Teacher II

Eligibility

The applicant must:

1. Hold a bachelor's degree from an accredited institution of higher education.
2. Possess a valid state teaching license.
3. Hold membership in a congregation of The Lutheran Church-Missouri Synod.
4. Be presently teaching in a Lutheran school.
5. Demonstrate ability to meet the Scriptural standards for admission into the public ministry of the Church.

Application

1. For application materials contact Kathryn Hagen at 651-641-6194 or Dr. Stephen Stohlmann, Director of Colloquy at 651-641-8824 or Kristen Schoon at 651-641-8230.
2. Complete all application materials and return to Kathryn Hagen at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104.
3. Submit official sealed transcripts of all work in higher education to Mary Lewis.
4. Once all materials have been received the Director of Colloquy will schedule a Colloquy entrance interview with the candidate. The interview team will be composed of the Director of Colloquy and two rostered commissioned ministers.

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Director of Christian Outreach Colloquy

The DCO Colloquy exists to support the work of those who function as lay-practitioners in DCO-type positions within the Lutheran Church. The DCO Colloquy program will provide opportunity for a lay-practitioner to become rostered by the Lutheran Church-Missouri Synod as a Minister of Religion, Commissioned.

Eligibility to be Colloquized by the Lutheran Church- Missouri Synod

Certification through Colloquy by the faculty of Concordia University, St. Paul, MN will follow satisfactory completion of the colloquy interview conducted by rostered members of the Concordia University faculty and staff. Admission to the DCO Colloquy does not constitute assurance of later certification or approval for Synodical Placement. Certification and admission to the public ministry of the Lutheran Church-Missouri Synod gives testimony that the candidate is:

1. Sound in the understanding of the Scriptures and the Lutheran Confessional writings;
2. Living a life above reproach;
3. Competent for entry-level service in the Church as a Director of Christian Outreach.

To be eligible for admission to DCO Colloquy the applicant must:

1. Possess an earned Baccalaureate degree;
2. Be a member in good standing of an LCMS congregation;
3. Serve on the professional ministry staff of a congregation or Recognized Service Organization of the Lutheran Church-Missouri Synod.

Eligibility to be Certified by the Lutheran Church-Missouri Synod

Certification by the faculty of Concordia University, St. Paul, MN will follow satisfactory completion of required coursework and the completion of either the Colloquy or CERTIFICATION REVIEW PROCESS.

1. Successfully complete all course work, field and clinical experiences;
2. Maintain a 2.5 CGPA;
3. Through the final Professional Portfolio and Interview, provide evidence of having developed the necessary qualities and competencies identified for admission to public ministry;
4. Receive recommendation from the Colloquy Interview Team and the Director of the DCO Certification Program;
5. Be approved through the colloquy process of the Lutheran Church-Missouri Synod.

Application and Registration Procedures

1. For application materials contact Kathryn Hagen at 651-641-6194 or Dr. Stephen Stohlmann, Director of Colloquy at 651-641-8824 or Kristen Schoon at 651-641-8230.
2. Complete all application materials and return to Kathryn Hagen at Concordia University, 275 Syndicate St. North, St. Paul, MN 55104
3. Submit official sealed transcripts of all work in higher education to Kristen Schoon in the Admissions Office. She will send copies to the Colloquy Office.
4. Once all materials have been received the Director of Colloquy will schedule a colloquy entrance interview with the candidate. The interview team will be composed of the Director of Colloquy, the Director of the DCO Program, and another rostered commissioned minister.
5. Upon recommendation by the colloquy interview team the Director of Colloquy will forward the applicant's file to the office of the First Vice President of the Lutheran Church-Missouri Synod for approval and publication in the Lutheran Witness. After a 60 day waiting period the applicant is normally approved for entry into the colloquy program.
6. The Director of Colloquy will make recommendation for the applicant's acceptance in the DCO Colloquy Certification process to the Professional Standards Committee and the College of Vocation and Ministry.
7. The College of Vocation and Ministry will approve the applicant for entry into the DCO Colloquy program.
8. For application to the Master of Arts in Christian Outreach Program (MACO) - (the delivery vehicle for DCO Colloquy) contact the MACO Administrative Assistant in the OHSCO office 651-641-8224.
9. Those choosing to apply for the MACO degree program should complete all MACO application forms and return with official transcripts to the MACO office at Concordia University, 275 Syndicate St. North, St. Paul, MLN 55104. Those seeking colloquy apart from a MACO degree should apply for admittance to Concordia University through the Universities Office of Admissions, Attention Kristen Schoon, Admissions, Concordia University, 275 Syndicate St. North, St. Paul, MN 55104.
10. Upon receipt of all forms and acceptance into the MACO program and acceptance into the university as a student in either the undergraduate or MACO program the applicant will be contacted by the Director of Colloquy to arrange an entrance interview. The interview team will consist of the Director of Colloquy (Chair), The Director of the DCO Program, and one other rostered person (faculty, staff or DCO from the field).

Tuition

Courses taken through Concordia University, St. Paul will be charged the established rate. For Theology course work taken through the on-line CUENET program the applicant will register and pay the fees established by that program.

Curricular Requirements for DCO Colloquy

The curricular requirements of the Director of Christian Outreach Program at Concordia University, St. Paul include:

1. Minor in Confessional Lutheranism or Synodical CUENET Theology Courses;
2. Outreach Major or Master of Arts in Christian Outreach;
3. Internship experience supervised by the University

The curricular requirements for the minor in Confessional Lutheranism are:

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

The normal academic program for DCO Colloquy is to take the Master of Arts Christian Outreach (MACO). DCO Colloquy students may take the course work for the master's degree or simply for colloquy. For MACO application forms contact 651-641-8224.

A two credit seminar Introduction to the Role of a DCO will be offered prior to the start of the internship experience. This is normally taken the second summer of participation in MACO for DCO colloquy candidates.

Field Work and Clinical Practice Experiences

Field work and clinical practice experiences may be taken at the site of parish service. These experiences will be designed on the basis of need as identified through consultation between the Director of the DCO Program, the applicant and the pastor of the congregation, or the direct supervisor within the organization served by the applicant.

Transfer Courses

Any courses successfully taken from and transcribed at a Concordia University System institution or other accredited institutions of high education may be transferred into the program, if such courses directly correlate with Specialist/Colloquy coursework. The applicant is responsible for ensuring that appropriate transcripts are sent to Concordia University. The Director of Colloquy, Director of the DCO Program and the Registrar make final decisions regarding transfer acceptance of coursework.

Scripture and Theology courses must be taken through an institution of the Concordia University System or Valparaiso University. Scripture and Theology courses may also be taken through the Concordia Online Colloquy Program (CUENET.) For information on this technology based instruction see or contact the Concordia University Education Network, 345 Cyber Drive, Bend, Oregon, 1-800-238-3037, or <http://www.cuenet.edu/colloquy>.

Credit / Exemption for Life Experience

Credit or exemption for life experience may be granted by documenting accomplishment of outcomes through a portfolio process. The applicant and academic advisor will identify courses that may have been accomplished through life experience. The applicant may then compile a portfolio consisting of essays and/or statements of verification that will document accomplishment. The course instructor will then review the portfolio for verification.

Final DCO Colloquy Certification Review Process

The final certification will serve as the colloquy examination for those seeking to be placed on the roster of The Lutheran Church-Missouri Synod as Ministers of Religion, Commissioned, as Directors of Christian Outreach.

1. The final certification review process will be through a two hour interview which will include the following:
 - a. Examination and discussion of content knowledge of the Old and New Testament
 - b. Examination and discussion of content knowledge of the Lutheran Confessions and Christian Doctrine.
 - c. Expression of synthesis of Outreach Philosophy through the final Philosophy of DCO Ministry paper. The outline for this paper may be obtained in the application for certification review materials and is discussed in the Intro to the Role of a DCO course.
 - d. Documentation of successful completion of the applicant's plan together with a 2.5 CGPA in all course work taken.
 - e. Submission of final professional portfolio to the Colloquy Interview team.
2. The Colloquy Certification Interview is to be scheduled after DCO internship and in conjunction with application for synodical placement.
3. Approval of the Professional Standards Committee, Dean and Faculty of the College of Vocation and Ministry. In the event that a student is not recommended for certification the applicant may appeal for reconsideration

to the Vice President of Academic Affairs. The Vice President of Academic Affairs shall determine the nature of the reconsideration process.

4. Approval by the Colloquy process of the Lutheran Church-Missouri Synod as specified in the Synodical Handbook By-law 3.8.3.5.1-3.

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Theology Major

41 credits

Prerequisites:

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG303	Old Testament II	2

Required: (19 credits)

RLG241	Church History	3
THY330	Our Living Faith	4
THY331	Seminar in Theology	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3
THY495	All Within the Context of the Christian Gospel	2

Electives: (6 credits)

choose 2 credits:

ARC101	Introduction to Archaeology	2
RLG459	Studies in Religion and Society	2
THY280	Personal Witnessing	2
THY409	Studies in Biblical Theology	2
THY439	Studies in Christian History and Thought	2
THY460	Worship for Lutherans	2

Tracks: (select 1 track)

Theology Track (16 credits from courses not taken above):

ARC250	Near Eastern Archaeology	4
ARC301	Palestine and Its Material Remains	4
ARC351	Field Archaeology	4
ED454	Teaching the Faith	2
PHI341	Major Systems of Philosophy	4
RLG350	Religions of the World	4
RLG391	Luther's Germany	2
RLG400	Jerusalem: God at the Center	4
RLG459	*Studies in Religion and Society (repeatable)	2
RLG488	Independent Study	1-4
THY280	*Personal Witnessing	2
THY371	Mission of God	4
THY381	Congregational Outreach	4
THY409	*Studies in Biblical Theology (repeatable)	2
THY439	*Studies in Christian History and Thought (repeatable)	2
THY460	Worship for Lutherans	2
THY461	Worship and Witness	2
THY473	Cross-Cultural Outreach	4
THY480	Rural, Suburban and Urban Outreach	4

THY481 Christian Response to the Religions of the World 2

*courses not taken in the core may be taken in the track. However, no single occurrence of a course may be counted both in the core and in the track.

Biblical Languages Track: (16 credits) select credits representing two languages:

Required (10 credits)

GRK212	Biblical Greek II	4
GRK250	Intermediate Greek	2
HBR312	Biblical Hebrew II	4

Electives (8 credits)

GRK312	Matthew	2
GRK314	Mark	2
GRK316	Luke	2
GRK412	Galatians and Romans	2
GRK414	Corinthians	2
GRK416	General Epistles	2
HBR411	Biblical Hebrew Prose Readings	2
HBR413	Biblical Hebrew Poetry Readings	2

Liberal Studies: (16 credits)

Students select a coherent grouping of 300- and 400-level from the liberal arts and sciences with the approval of the department. Approval must be sought before enrollment in the second course in the sequence. Students will prepare a portfolio of best work including samples representing each course.

Students must prepare a portfolio in the department as part of the application for the major.

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Bible Translation Minor

24 credits

Prerequisite:

GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4

Required: (22 credits)

GRK212	Beginning Greek II	4
GRK250	Intermediate Greek	2
HBR311	Biblical Hebrew I	4
HBR312	Biblical Hebrew II	4

Taken at the Summer Institute of Linguistics:

Introductory linguistics courses approved by the Graduate Institute of Applied Linguistics, Dallas, TX (10 credits)

Electives: (4 credits)

GRK312	Matthew	2
GRK314	Mark	2
GRK316	Luke	2
GRK412	Galatians and Romans	2
GRK414	Corinthians	2
GRK416	General Epistles	2
HBR411	Biblical Hebrew: Prose Readings	4
HBR413	Biblical Hebrew: Poetry Readings	4

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Biblical Languages Minor

22-24 credits

Required (18 credits)

GRK211	Beginning Greek I	4
GRK212	Beginning Greek II	4
GRK250	Intermediate Greek	2
HBR311	Biblical Hebrew I	4
HBR312	Biblical Hebrew II	4

Electives: (4-8 credits)

GRK312	Matthew	2
GRK314	Mark	2
GRK316	Luke	2
GRK412	Galatians and Romans	2
GRK414	Corinthians	2
GRK416	General Epistles	2
HBR411	Biblical Hebrew: Prose Readings	4

HBR413

Biblical Hebrew: Poetry Readings

4

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Confessional Lutheranism Minor

21 credits

RLG203	Old Testament Narrative	3
RLG206	New Testament	3
RLG241	Church History	3
RLG303	Old Testament II	2
THY330	Our Living Faith	4
THY341	Lutheran Confessional Writings	3
THY422	Christian Ministry and Practice	3

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Pre-Pastoral Studies

Purpose Statement

The purpose of pre-pastoral education in the Concordia University System is to prepare students for theological studies and pastoral formation at a seminary of The Lutheran Church-Missouri Synod. This preparation includes:

- a. competency in biblical knowledge, the biblical languages and Lutheran doctrine.
- b. competency in advanced communication skills in reading, writing and speaking.
- c. skills in critical thinking and philosophical inquiry.
- d. acquisition of a global perspective.
- e. the understanding of and appreciation for the Lutheran ethos, identity and ethic; and
- f. helping the student to perceive, proclaim and live out the centrality of the Gospel for the whole of life.

Curriculum

Pre-pastoral students are expected to complete the following studies:

- a. General education core curriculum.
- b. Minor in Confessional Lutheranism.
- c. Another minor or major from the following options:
 1. minor or major offered by the Department of Religion and Theology.
 2. liberal studies minor or major.
 3. Outreach minor and major
 4. parish education and administration minor or major.

Whichever of the above routes students elect to follow, it is highly recommended that they include the following in their

curriculum in order to fully prepare themselves for the study of theology at the seminary level:

- a. Four semesters of Greek.
- b. Two semesters of Hebrew.
- c. One semester of psychology or sociology.
- d. One semester of philosophy.
- e. One semester of public speaking (required by the LCMS seminaries.)

Recommendation to LCMS Seminaries

In addition to the graduation requirements as specified for the baccalaureate degree, successful completion of the following is required for recommendation of students by the Department of Religion and Theology and the president of the university to one of the theological seminaries of The Lutheran Church-Missouri Synod:

- a. completion of the pre-professional skills test (PPST) administered by the university testing office before the end of the sophomore year.
- b. interview by the Pre-pastoral director before first semester of the junior year.
- c. pass the seminary competency tests in Old Testament, New Testament, Christian Doctrine, Hebrew and Greek.
- d. submit a portfolio to their senior interviewer (assigned by the Pre-pastoral director) containing the following:
 1. autobiography describing what led the student to study for the pastoral ministry.
 2. five to six page essay that demonstrates their understanding of Christian worship and describes their participation in worship while a student at Concordia; describes their personal commitment to the Gospel of Jesus Christ; and characterizes their current understanding of the pastoral office.
 3. documentation of their participation in campus and congregational worship life during their time as a student at Concordia;
 4. description of their involvement and responsibilities in campus and congregational organizations, committees, and events.
 5. documentation of successful completion of General Education Core Curriculum, the Minor in Confessional Lutheranism, another minor or major and the pre-seminary curriculum courses.
 6. PPST scores.
 7. documentation and evaluation of cross-cultural experience.

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Pre-Deaconess Studies

A Deaconess is someone dedicated to a life of spiritual care of those in need. Historically, deaconesses have served their Lord in many capacities. They have been spiritual care providers, teachers, and nurses on the staff of congregations and institutional agencies of the church. They have been especially devoted to the spiritual care of the unfortunate. The Pre-Deaconess program at Concordia University St. Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia St. Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia, River Forest, Deaconess program, or may graduate from CSP and may continue preparation at Concordia Seminary, St. Louis or Concordia Theological Seminary, Ft. Wayne, Indiana earning the Master of Arts and the Deaconess certification.

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Graduate Admission

General Information

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

Acceptance to Concordia University

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

Application Procedures

Each program shall require the following:

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

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

MA in Education and Human Services (College of Education)

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

MA in Education: Differentiated Learning Emphasis (College of Education)

- Submit a portfolio that contains a current resume and a 1-3 page statement of personal philosophy regarding students with diverse learning needs.

MA in Christian Outreach (College of Vocation and Ministry)

- A letter of recommendation from the applicant's pastor; two letters of recommendation from individuals who can verify applicant's outreach ministry experience or knowledge;
- Outreach work experience resume;
- Written expression of applicant's rationale for pursuing the degree; and
- Undergraduate courses in Old Testament, New Testament, and Christian doctrine, or demonstration of competency in course areas must be completed by the beginning of the second summer residency.

Appeal of Policy and Procedure

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

B. Steps for appeal include:

1. The student should first consult directly with the director of graduate admission. The formal appeal process will be offered and explained in detail.
2. Students submitting a formal written appeal will be reviewed by the Graduate Admission committee,

- academic dean(s) and program representatives.
3. Appeals will be reviewed within two weeks.
 4. Communication of formal appeal will be provided in written letter to the graduate applicant.
 5. Any appeal shall be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed.

Application Contacts

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

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

Immunization

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

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

Re-Admission of Former Students of Concordia University

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

International Students

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

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Special Education: Learning Disabilities (LD) Initial Minnesota License

General Education Prerequisites:

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

Admission to Teacher Education Prerequisites:

ED200 Introduction to Teaching (25 hours HR Activity) 1 credit

PSY215 Child and Adolescent Development for K-12 Educators 4 credits

ED336 Educational Psychology (25 hours HR Activity) 2 credits

Admission to Teacher Education Requirements:

Take PPST (Praxis I), Reading (172), Writing (172), Math (171)

Prepare portfolio during ED200 Introduction to Teaching

Submit portfolio and schedule faculty interview the semester following ED200

Complete faculty interview

Standards of Effective Practice Core:

ED330 Human Diversity and Relations (25 hours HR Activity) 2 credits

ED345 The Effective Elementary Teacher 2 credits

or

ED347 The Effective Secondary Teacher 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

ED372 Special Education: General Education Practicum 2 credits

Special Education Core:

ED580 Education of Exceptional Learner (25 hours HR Activity) 3 credits

SPED582 Teaching Students with Linguistic Differences and Difficulties 3 credits

SPED583 Collaborative Teaching in Inclusive Settings 3 credits

Licensure Courses for LD:

SPED581 Introduction to LD 3 credits

SPED586 Assessment of Learners with Special Needs 3 credits

SPED590 Strategies for Students with Language/Math Disabilities 3 credits

SPED589 Collaborative Consultation Strategies for Special Education 3 credits

Prerequisite to Internship: Complete Human Relations Activity reports

SPED591 Applied Experience in LD: Internship 4 credits

Requirements for Licensure

Meet with registrar semester prior to completion

Complete First Aid/CPT requirements

Complete program with minimum 2.5 CGPA and 2.75 GPA in content program and no program grade lower than "C-"

Pass PPST (Praxis I) Reading (173), Writing (172), Math (171)

Pass Principles of Learning and Teaching K-6 exam (passing score: 159)

Pass Content Knowledge Exam: Education of Exceptional Students (passing score: 158)

Submit license application to College of Education

Apply for teaching licensure with the MN Dept of Education

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Special Education: Learning Disabilities (LD) - Additional License

Requirements for Admission to Teacher Education

Complete Special Application

Attach copy of teaching license

Attach copy of planning form

Attach [Conduct Review Form](#)

Submit all of above to College of Education Administrative Assistant

Minimum 2.5 CGPA for all undergraduate course work

Special Education Core:

ED580 Education of Exceptional Learner (25 hours HR Activity) 3 credits

SPED582 Teaching Students with Linguistic Differences and Difficulties 3 credits

SPED583 Collaborative Teaching in Inclusive Settings 3 credits

Licensure Courses for LD:

SPED581 Introduction to LD 3 credits

SPED586 Assessment of Learners with Special Needs 3 credits

SPED590 Strategies for Students with Language/Math Disabilities 3 credits

SPED589 Collaborative Consultation Strategies for Special Education 3 credits

SPED591 Applied Experience in LD: Internship 4 credits

Requirements for Minnesota License

Meet with registrar semester prior to completion

Complete program with minimum 2.5 CGPA and 2.75 GPA in content program and no program grade lower than "C-"

Pass Content Knowledge Exam: Education of Exceptional Students (passing score: 158)

Submit license application to College of Education

Apply for teaching licensure with the MN Dept of Education

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Special Education: Emotional Behavioral Disorders (EBD) Initial Minnesota License

General Education Prerequisites:

PSY101 Introduction to Psychology 4 credits

KHS110 Dynamic Health and Human Movement 3 credits

Admission to Teacher Education Prerequisites:

ED200 Introduction to Teaching (25 hours HR Activity) 1 credit

PSY215 Child and Adolescent Development for K-12 Educators 4 credits

ED336 Educational Psychology (25 hours HR Activity) 2 credits

Admission to Teacher Education Requirements:

Take PPST (Praxis I), Reading (172), Writing (172), Math (171)

Prepare portfolio during ED200 Introduction to Teaching

Submit portfolio and schedule faculty interview the semester following ED200

Complete faculty interview

Standards of Effective Practice Core:

ED330 Human Diversity and Relations (25 hours HR Activity) 2 credits

ED345 The Effective Elementary Teacher 2 credits

or

ED347 The Effective Secondary Teacher 2 credits

ED385 Foundations of Education 3 credits

KHS470 Health Education for Teachers 2 credits

ED372 Special Education: General Education Practicum 2 credits

Special Education Core:

ED580 Education of Exceptional Learner (25 hours HR Activity) 3 credits

SPED582 Teaching Students with Linguistic Differences and Difficulties 3 credits

SPED583 Collaborative Teaching in Inclusive Settings 3 credits

Licensure Courses for EBD:

SPED584 Intervention for Students with SED 3 credits

SPED586 Assessment of Learners with Special Needs 3 credits

SPED590 Strategies for Students with Language/Math Disabilities 3 credits

SPED589 Collaborative Consultation Strategies for Special Education 3 credits

SPED592 Students with Emotional Behavior Needs 3 credits

Prerequisite to Internship: Complete Human Relations Activity reports

SPED595 Applied Experience in EBD: Internship 4 credits

Requirements for Licensure

Meet with registrar semester prior to completion

Complete First Aid/CPT requirements

Complete program with minimum 2.5 CGPA and 2.75 GPA in content program and no program grade lower than "C-"

Pass PPST (Praxis I) Reading (173), Writing (172), Math (171)

Pass Principles of Learning and Teaching K-6 exam (passing score: 159)

Pass Content Knowledge Exam: Education of Exceptional Students (passing score: 158)

Submit license application to College of Education

Apply for teaching licensure with the MN Dept of Education

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Special Education: Emotional Behavioral Disorders (EBD) - Additional License

Requirements for Admission to Teacher Education

Complete Special Application

Attach copy of teaching license

Attach copy of planning form

Attach [Conduct Review Form](#)

Submit all of above to College of Education Administrative Assistant

Minimum 2.5 CGPA for all undergraduate course work

Special Education Core:

ED580 Education of Exceptional Learner 3 credits

SPED582 Teaching Students with Linguistic Differences and Difficulties 3 credits

SPED583 Collaborative Teaching in Inclusive Settings 3 credits

Licensure Courses for EBD:

SPED584 Intervention for Students with SED 3 credits

SPED586 Assessment of Learners with Special Needs 3 credits

SPED590 Strategies for Students with Language/Math Disabilities 3 credits

SPED589 Collaborative Consultation Strategies for Special Education 3 credits

SPED592 Students with Emotional Behavior Needs 3 credits

SPED595 Applied Experience in EBD: Internship 4 credits

Requirements for Minnesota License

Meet with registrar semester prior to completion

Complete program with minimum 2.5 CGPA and 2.75 GPA in content program and no program grade

lower than "C-"

Pass Content Knowledge Exam: Education of Exceptional Students (passing score: 158)

Submit license application to College of Education

Apply for teaching licensure with the MN Dept of Education

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